UNIVERSITY OF CENTRAL FLORIDA

COMPLIANCE CERTIFICATION

FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

SUBMITTED SEPTEMBER 2015

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That **the University of Central Florida** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

2. That **the University of Central Florida** has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That **the University of Central Florida** has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

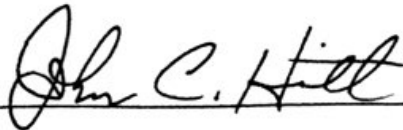Name of Accreditation Liaison   **Diane Z. Chase**

Signature _____

Date   September 2, 2015

Chief Executive Officer

Name of Chief Executive Officer   **John C. Hitt**

Signature _____

Date   September 2, 2015

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Introduction

The University of Central Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Every 10 years, we engage in a campuswide process of seeking reaffirmation of that accreditation. At UCF, we believe that accreditation is an important adjudicator of educational quality. The reaffirmation process ensures accountability and demonstrates a commitment to ongoing assessment and improvement according to the university's mission. Our mission aligns the numerous energies of an entrepreneurial organization, and it provides a sense of identity and shared purpose within the institution. This is our mission statement:

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

We look forward to the results of the accreditation review that we are undertaking so that we may continue to advance the mission and goals of UCF.

Core Requirements

2.1 Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida, as a state university, has degree-granting authority as established by the Florida legislature, the regulations of the Florida Board of Governors, and the policies and procedures of the UCF Board of Trustees.

UCF is one of 12 public universities in the State University System of Florida, which was established by the Constitution of the state of Florida and which grants the Florida Board of Governors the authority to "operate, regulate, control, and be fully responsible for the management of the whole university system." Sections 1000.21 and 1001.71 of the Florida Statutes define the constituent institutions of the State University System and their governing structure. The authority of the Board of Governors is further recognized by Sections 1001.705 and 1001.706 of the Florida Statutes.

Pursuant to that authority, the Board of Governors grants to the board of trustees of each constituent institution the authority to establish the power and duties of the university president [BOG 1.001]. The powers of the president are formally delineated in Section 1001.75 of the Florida Statutes, which specifically grants the power to award degrees to the presidents of the universities in the State University System. Pursuant to Board of Governors Regulation 1.001, the UCF Board of Trustees delegated the authority to grant degrees to the president by resolution, dated July 29, 2004. Board of Governors Regulation 6.017 outlines the criteria for awarding baccalaureate degrees.

As an example of degree-granting authority, the UCF Board of Trustees concurred with the conferral of degrees by President John C. Hitt in Spring 2014 at its meeting on March 27, 2014.

In 2011, UCF initiated a comprehensive review of all 49 state authorization requirements (other than Florida) and began documenting those assessments in 2012. It was determined that many states would not assert authorization requirements for purely online instructional activities of an accredited state-funded school such as UCF.

In 2012-2013, UCF submitted specific applications or notices to some states that requested or required such actions. An example authorization from the state of Illinois is included for review.

On Dec. 13, 2013, UCF was advised in an email that Florida had become party to the Southern Regional Education Board's Electronic Campus Regional Reciprocity Agreement. In 2014, the last state (Alabama) in the SREB joined the agreement. UCF assumed authorization with SREB states under that agreement and complied with the registration requirements specified by Alabama.

Conclusion

The University of Central Florida has degree-granting authority for all appropriate government agencies and is in compliance with this core requirement.

2.2 Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The University of Central Florida has a board of 13 members that is the legal body with specific authority over the institution. The narrative below describes ways in which the board upholds its responsibility to ensure that the financial resources of the university are adequate to provide a sound educational program, demonstrates that the board is not controlled by a minority of board members or by organizations or interests separate from it, and documents that neither the presiding officer of the board nor the majority of the other voting board members have contractual, employment, or personal or familial financial interest in the institution.

Composition of the Board of Trustees and Governing Policies
UCF has a governing Board of Trustees composed of 13 members, as established by the Constitution of the state of Florida. Section 1001.71 of the Florida Statutes outlines board membership as follows: Six members appointed by the governor, subject to confirmation by the Senate; five members appointed by the Florida Board of Governors, subject to confirmation by the Senate; the chair of the faculty senate or the equivalent; and the president of the student body of the university. The appointed members serve staggered five-year terms. Additionally, the Board of Trustees bylaws address officers of the board in Article IV, including the selection and duties of the chair and vice chair. The UCF Board of Trustees' membership is published online, and the members' names, occupations, and terms are listed in the table below.

Table 1. Members of the UCF Board of Trustees (Fall 2015)

Name	Occupation	Beginning	End
Clarence H. Brown III, M.D.	Vice President of Development for Oncology, Orlando Health Foundation	July 25, 2013	January 8, 2016
Olga Calvet	Senior Vice President and Chief Financial Officer, Palmas, Inc.	June 22, 2001	January 6, 2016
Joseph Conte	President and Chief Executive Officer, Consulate Health Care	July 31, 2015	January 6, 2020
Alan Florez	Executive Vice President, Brown & Brown of Florida, Inc. – Daytona Beach	April 13, 2011	January 6, 2016
Robert A. Garvy	Founder and Chairman Emeritus, INTECH	June 23, 2011	January 6, 2020
Ray Gilley	Chief Executive Officer, Soldev	January 7, 2010	January 6, 2015*
Keith Koons	Chair, UCF Faculty Senate	April 23, 2015	April 21, 2016
Marcos R. Marchena (Current board chair)	Senior Partner, Marchena and Graham, P.A.	June 23, 2011	January 6, 2016
Alex Martins	Chief Executive Officer, Orlando Magic	November 21, 2013	January 6, 2016
Beverly J. Seay	Member, Florida High Tech Corridor Council	March 29, 2013	March 28, 2018
John Sprouls	Executive Vice President and Chief Administrative Officer, Universal Parks & Resorts	April 13, 2013	January 6, 2016
William Yeargin	President and Chief Executive Officer, Correct Craft	July 31, 2015	January 6, 2020
Cait Zona	President, UCF Student Government Association	May 11, 2015	May 8, 2016

UCF is one of 12 public universities in the State University System of Florida, which was established by the Florida Constitution and which grants the Board of Governors of the State University System the authority to "operate, regulate, control, and be fully responsible for the management of the whole university system." Sections 1000.21 (subsections 6 and 8) and 1001.71 of the Florida Statutes define the constituent institutions of the State University System and their governing structure. Board of Governors Regulation 1.001 delegates to the boards of trustees of the constituent institutions all the power and duties necessary and appropriate for the direction, operation, management, and accountability of their respective institutions. Board of Governors Regulation 1.001 and Section 1001.72 of the Florida Statutes further mandate that each board of trustees is a public body corporate, with all the powers of a body corporate, and is constituted as a public instrumentality.

UCF's 13-member board is the legal body with specific authority over the institution. The board is an active policy-making body. Board of Governors regulations have given each board of trustees the specific authority to adopt regulations and policies as appropriate to exercise its powers. The UCF Board of Trustees operates under the Fifth Amended and Restated Bylaws (September 25, 2013).

The board has followed the bylaws in the formation of committees as outlined in Article VI, which states that the board "shall establish standing and ad-hoc committees as it deems appropriate to discharge its responsibilities." Authority to dismiss members of the board rests with the governor of the state of Florida. For information on removal of board members, please see Comprehensive Standard 3.2.5. UCF has not experienced the dismissal of a Board of Trustees member since the creation of the board.

UCF's Board of Trustees meets at least five times a year, addressing issues appropriate to its stated responsibilities and exercising its authority to develop regulations and policies on a regular basis. For example, at its meeting on March 27, 2014, the board approved the 2014-2015 in-state and out-of-state tuition and fees for the College of Medicine Medical Education Program, approved an increase in the Capital Improvement Trust Fund Fee, approved a change to the Campus Master Plan to include the construction of a Global International Student Center and an additional parking garage, and approved the use of the Bright House Networks Stadium for the 2014 Mid-Eastern Athletic Conference and the Southwestern Athletic Conference Challenge. At its November 20, 2014, meeting, the board reviewed the president's performance and approved the Report on the Assessment of the President's Performance and Recommendation for Compensation. For additional information on the Board of Trustees' role in evaluating the university president, see Comprehensive Standard 3.2.1. The board is also responsible for evaluating and revising the university's mission and strategic plan, which are reviewed annually as part of the Institutional Work Plan. (For more information on the Institutional Annual Work Plan, refer to Core Requirement 2.5.) At its meeting on May 21, 2015, the board voted to approve revisions to the Strategic Planning Committee Charter, and board members were updated on plans to begin designing a new strategic plan for the university.

The UCF board is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program for its students. As stated in Article II of its bylaws, "The Board shall have the authority to carry out all lawful functions permitted by the bylaws, its operating procedures, by rules and policies of the BOG, or by law." As the governing body of the university, the Board of Trustees approves the university budget and requests financial assistance by submitting an institutional budget request, including requests for fixed capital outlay and an operating budget, to the Florida Board of Governors for approval. The Board of Trustees establishes UCF's tuition and fees, subject to the requirements and approval of the Board of Governors. Tuition and fees are updated annually through revisions to Board of Governors Regulation 7.001.

Although all actions of the Board of Trustees ultimately involve resources, direct financial oversight is provided by the board's Finance and Facilities Committee, which provides review, policy guidance, and strategic oversight of the university's financial matters, financial reporting statements, campus master planning activities, and other real-estate-related activities for both the university and its direct support organizations. The following excerpt from the committee's charter outlines specific duties:

> For university financial matters, the Committee will review actions to be presented to the Board and provide a recommendation. This includes, but is not limited to, the annual university budget and all tuition, room rents, and other student fees that are required by state statute to be approved by the Board. The Committee will schedule and periodically review financial reports from the University's direct support organizations (DSOs).

> For campus master planning and other real estate matters, the Committee will coordinate the campus master planning process and provide recommendations to the Board for action.

The Committee will annually review the capital improvement plan submissions to the Board of Governors and State legislature, and periodically review programs that ensure the maintenance and safety of university facilities. The Committee will review any real estate related projects or facilities involving the University or any of its DSOs, or any other university entities that may arise in the future by whatever designation, and make recommendations to the full Board. The Committee will participate in (and review and approve) the planning process for any DSO-initiated program that will materially affect the University either financially or in reputation, or involve any real estate related matters on or off campus.

Senior administrators regularly report to the Board of Trustees on important matters relating to the financial condition of the university, including changes in state appropriations, so that the board can make necessary decisions. The board also follows UCF's Debt Management Guidelines, adopted November 30, 2006.

The board's composition, as well as the standing and ad-hoc committees of the board, serve to prevent the board from being controlled by a minority of board members or by organizations or interests separate from it. The board has established standing committees (as listed on the board website) and ad-hoc committees as it deems appropriate to discharge its responsibilities. Each committee has a written statement of purpose and primary responsibilities approved by the board, and each committee considers and makes recommendations to the board on matters referred to it. Per Article VI of Board of Trustees' bylaws, a majority of the regular (not *ex officio*) committee members constitutes a quorum for all committee meetings, and no business may be transacted without a majority vote of all committee members present. No individual member has the authority to take action or make a commitment on behalf of the board; only the collective board has authority. The board is subject to public records and open meetings requirements, and all official business is conducted at public meetings. The chair of the Board of Trustees reminds the board of these requirements at the beginning of each meeting. For example, as the chair of the Board of Trustees called the January 29, 2015, meeting to order, she reminded the board that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend; subsequently, the corporate secretary took roll and declared a quorum. The board does not take a vote without a quorum. Additionally, per Article VIII of the Board of Trustees' bylaws, the board may not use proxies for purposes of determining a quorum, for voting, or for any other purpose.

Board of Trustees members are bound by strict standards of conduct and are considered "public officers," as defined in Section 112.313 of the Florida Statutes. As such, the members are subject to the Code of Ethics for Public Officers and Employees, which provides that trustees may not have or hold any employment or contractual relationship with any business entity or agency that is doing business with the Board of Trustees or the university. The code also prohibits a trustee from acting in an official capacity, either directly or indirectly, to purchase, rent, or lease any realty, goods, or services for the board or the university from any business entity in which the trustee or his or her spouse or child is an officer, partner, director, or proprietor or in which the trustee or his or her spouse has a material interest. A trustee may not have any employment or contractual relationship that will create frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties. Nor may a trustee, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the university. The code also governs the solicitation and acceptance of gifts and requires the members of the board to file an annual statement of financial interest with the State of Florida Commission on Ethics. For additional information on state and institutional

guidelines regarding external influence on the Board of Trustees, see Comprehensive Standard 3.2.4.

The UCF Board of Trustees bylaws require the board to adopt a written conflict of interest policy. The board passed the Conflict of Interest Policy for the University of Central Florida Board of Trustees on January 23, 2003. This policy outlines the fiduciary responsibilities of a board member, making it clear that the members serve the public trust and that all decisions of the board are to be made solely on the basis of a desire to advance the best interests of the institution and the public good. For additional information on Board of Trustees conflict of interest policies, see Comprehensive Standard 3.2.3.

Section 112.3143(2) of the Florida Statutes addresses voting conflicts. Each trustee must disclose the nature of his or her interest in any matter that would result in special gain or loss to the trustee, his or her principal or employer, a relative, or a business associate, and to recuse himself or herself from voting in an official capacity on the matter (May 23, 2013 Educational Programs Committee meeting minutes).

The university informs each board member of the Conflict of Interest Policy for University of Central Florida Board of Trustees and Section 112.313 of the Florida Statutes during their initial orientation and notifies them again annually thereafter [Trustee Orientation Agenda; Signed Conflict of Interest Form). Every board member annually completes and submits a conflict of interest disclosure form to UCF and a statement of financial interests disclosure form to the Florida Commission on Ethics. While two of the 13 members are employees of the university (the president of the Faculty Senate and the president of the Student Government Association), none of the 13 members has any other contractual, personal, or familiar financial interest in the university.

Key policies, committee charters, agendas, minutes, and other related documents are easily accessible on the Board of Trustees' website.

Conclusion

The University of Central Florida has a board of 13 members that is the legal body with specific authority over the institution. The institution is compliant with this requirement.

2.3 Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has a chief executive officer whose primary responsibility is to the institution. The following narrative provides evidence of compliance by describing the state and university mandates that define the president's specific duties and responsibilities, and relationship to the board.

Florida Board of Governor's Regulation 1.001(2)(e) provides that the board of trustees of each constituent institution in the State University System establish the powers and duties of their university president. The president of UCF is the chief executive officer of the university and is responsible for the operation of the university, as defined in state law and in the rules adopted by the Board of Governors. The president serves as corporate secretary to the Board of Trustees and does not preside over the board. In accordance with Article IV of its bylaws, the UCF Board of Trustees selects its chair from among the appointed members. The president is not a member of the board and, therefore, is ineligible to serve as its presiding officer. For additional information regarding the composition of the Board of Trustees, see Core Requirement 2.2.

The president's primary responsibility is to the institution as its chief executive officer. The board's bylaws state that, as the chief executive officer of the university, the university president is responsible for the operation of the university, including efficient and effective budget and program administration, leading the university to accomplish its educational missions and goals, monitoring educational and financial performance, consulting with the board in a timely manner on matters appropriate to its policy-making and fiduciary functions, appointing staff liaisons for each board committee, and serving as the university's key spokesperson. The president has the authority to execute all documents on behalf of the university and the board consistent with law, applicable Board of Governors' and Board of Trustees' rules and policies, and the best interests of the university. The president, as corporate secretary for the Board of Trustees, is responsible to the board for all operations of the university and for setting the agenda for board meetings in consultation with the chair.

Conclusion

The University of Central Florida is in compliance with this core requirement. UCF has a chief executive officer whose primary responsibility is to the university and is not the presiding officer of the UCF board of trustees.

2.4 Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida has a clearly defined, comprehensive, and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning, and where applicable, research and public service. The following narrative provides evidence of compliance by describing the UCF mission, how it was developed, and where and how it is published and disseminated.

UCF Mission and Goals

UCF's mission statement clearly establishes the institution as a metropolitan research university; it is clearly defined, published, specific, and appropriate to a higher education institution. UCF's mission statement and five strategic goals address the university's commitment to excellence in teaching and learning, research, and public service, with a special emphasis on partnership:

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

The president's five strategic goals, based on the mission, are to:

> Offer the best undergraduate education available in Florida.
> Achieve international prominence in key programs of graduate study and research.
> Provide international focus to our curricula and research programs.
> Become more inclusive and diverse.
> Be America's leading partnership university

The mission statement appears in print and electronic versions in various UCF resources, including on institutional websites (e.g., Strategic Planning website, UCF Mission Web page, the president's website, the Undergraduate Catalog, and the Graduate Catalog). Additional information on the mission may be found in Comprehensive Standard 3.1.1 and information on the missions relationship to program curriculum may be found in Federal Standard 4.2.

Florida's Constitution assigns responsibility for establishing the distinctive mission of each university in the State University System of Florida to the Board of Governors. Article IX, Section 7, establishes a system of governance for the State University System "in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of

Florida's citizens, their communities and economies." The Board of Governors, as the governing body, is charged with "defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."

As the governing body of the State University System of Florida, which consists of 12 public universities each with its distinctive mission, the Board of Governors assigns the administration and operation of its constituent institutions to the respective boards of trustees of those institutions and has charged each board with developing a strategic plan in alignment with the Board of Governors' system-wide strategic plan and each university's mission [Regulation 1.001(3)(c)]. In 2014, the Board of Governors adopted a comprehensive strategic plan that established the shared mission of the State University System and the individual missions of its constituent institutions. In support of the State University System and institutional missions and strategic goals, the Board of Governors requires each university to develop an annual Institutional Work Plan based on the institution's mission. In addition, the university's mission statement is reviewed annually as part of the work plan. The work plan must be approved by the Board of Governors and the university's board of trustees. The work plan articulates how the institution contributes to the State University System's overall vision within the dual frameworks of its strategic plan and the university's strategic plan. Included for review is UCF's 2015 work plan. For more information on the Institutional Annual Work Plan, please refer to Core Requirement 2.5.

Conclusion

The University of Central Florida has a clearly defined, comprehensive, and published mission statement that is appropriate for higher education and is in concert with its mission within the State University System. The mission and the supporting five strategic goals clearly address teaching and learning, research, and public service. The university is in compliance with this requirement.

2.5 Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes, (2) result in continuing improvement in institutional quality, and (3) demonstrate that the institution is effectively accomplishing its mission.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

UCF engages in ongoing, systematic, research-based, integrated, and institution-wide planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes, (2) result in continuing improvement in institutional quality, and (3) demonstrate that the institution is effectively accomplishing its mission. The university's institutional effectiveness planning and evaluation processes are centered on strategic planning, which includes the development, review, and approval of institutional work plans and accountability reports. Institutional effectiveness planning is extended through unit-level strategic plans and annual reports, and institutional effectiveness evaluation is extended through university-wide institutional effectiveness assessment focused on continuous improvement through annual outcomes assessment, including student learning outcomes, and periodic comprehensive reviews of academic programs. Much of this process is mandated by the Florida State University System Board of Governors. Continuous improvement in institutional effectiveness is ensured through a cycle in which strategic planning guides decision-making and resource allocation, which leads to evaluation/assessment and reporting, which in turn informs the review and revision of strategic plans. The following narrative explains this process in more detail, providing key examples and documentation.

Systematic and Integrated Planning and Review Processes
Strategic Planning and Strategy Map

UCF's institutional effectiveness efforts are guided by the university's ongoing strategic planning process, which, in turn, is guided by the Florida Board of Governors' Strategic Plan and planning and accountability process. UCF's strategic planning efforts are coordinated by university leadership and the UCF Board of Trustees. The UCF Board of Trustees maintains a Strategic Planning Committee that works with the university-level Strategic Planning Council.

UCF's ongoing strategic planning process begins with a review of UCF's mission, vision, values, and goals, as articulated in the strategic plan's key elements. More specific details of UCF's strategic plan are provided in the strategy map, which articulates more specific strategic directions, outcomes, and initiatives that have been developed to support the university's mission, vision, and goals. The strategy map guides ongoing institutional planning, decision making, resource allocation, and assessment, including the college and other levels. The 2013-2014 Strategic Plan of UCF Regional Campuses, for example, sets strategic goals, critical actions, and key performance indicators that are aligned with UCF's visionary goals of offering the best undergraduate education in the state of Florida, becoming more inclusive and diverse, and becoming America's leading partnership university. The strategic goals of UCF's Regional Campuses also align with the university's strategic direction of access and student success as articulated in the strategy map.

Because strategic planning is viewed as an interactive and evolving process, UCF's strategic plan is reviewed and refined on a regular basis by the university's leadership team. UCF's Strategic Planning Council conducts this review, and proposed changes are shared with the Faculty Senate and university vice presidents for input before approval by the president and the Board of Trustees.

A new strategic planning process is currently underway. A strategic planning commission was convened in Summer 2015 to begin the process of establishing a new plan that will set the university's trajectory for the next 20 years, define unique areas of opportunity that will have a greater impact on lives and livelihoods throughout the region, and provide a significant return on investment of personal and institutional resources from the collective impact of those engaged.

Institutional Annual Work Plan

The Florida Board of Governors requires each university to develop an annual institutional work plan that must be approved by the board and the university's board of trustees. The work plan articulates how the institution contributes to the State University System's overall vision within the dual frameworks of the system's strategic plan and the university's strategic plan. UCF's work plan functions as an annual review and update—or direct extension—of its strategic plan. Accordingly, the work plan does the following:

- reviews the university's mission and vision
- reviews and updates the university's top three key initiatives for driving improvements in the Board of Governors-designated areas of academic quality, operational efficiency, and return on investment
- reviews and specifies the university's five-year goals for Board of Governors- and UCF Board of Trustees-designated performance metrics and performance indicators.

The research-based performance metrics and indicators serve as the basis of the state university system performance funding model.

Efforts to Ensure Continuous Improvement in Institutional Quality

Strategic Initiatives and Investments

The annual work plan sets goals and priorities for UCF's institutional effectiveness efforts, thereby building continuous quality improvement into its planning and review processes. Among other things, the annual plan guides budgeting and resource allocation around the key strategic initiatives. The Strategic Initiatives and Administration Team of the UCF Office of the Provost works closely with the Associate Vice President for Budget, Planning and Administration to plan the management of the university's financial resources around strategic initiatives and priorities.

UCF's key strategic initiatives, established in the strategic plan and described on page 5 of the 2015 work plan, are as follows:

- hiring additional full-time faculty members (including tenure-line) in areas of specific focus (e.g., STEM, areas of strategic programmatic emphasis, and emerging fields),
- increasing graduate degree program breadth, interdisciplinarity, and quality while enhancing volume and impact of UCF research,
- expanding existing programs and implementation of new efforts to increase retention and graduation rates.

Examples of the ways in which UCF focused efforts and allocated resources to accomplish its three strategic initiatives include the following:

1. When performance funding became available in 2014, UCF established an initiative to hire 100 new faculty members by the fall of 2015, in addition to replacing faculty members who had left the institution. These hires are predominantly tenured or tenure-track in areas of strategic emphasis and in areas determined through academic program review recommendations. These faculty members will enhance the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand and decreasing class size, as well as by increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. The emphasis on hiring tenured and tenure-track faculty members will boost UCF's growing research efforts.
2. Additional faculty members are being hired for fall semester 2016. About a third of the new 100 faculty hires are part of a new faculty cluster hire initiative, designed in part to enhance interdisciplinary research and graduate programs in areas of strategic emphasis.
3. According to page 16 of the 2015 work plan, new programs being considered for academic year 2015-2016 include three master's level programs (data analytics, biomedical engineering, business analytics) and three doctoral level programs (strategic communication and risk, data analytics, and integrative anthropological sciences) in areas of strategic emphasis. These programs will increase graduate program depth and, in some cases, interdisciplinarity, while they will also enhance research in STEM areas.

- UCF has invested in several student retention and graduation initiatives, including the use of predictive analytics tools and strategies for identifying and helping students who are struggling or at risk for persistence. The university's most recent predictive analytics tools are online dashboards that alert advisers, faculty members, and staff to struggling students and that help them direct these students to appropriate resources. Directed by the division of Student Development and Enrollment Services, UCF PROGRESS teams of administrators, faculty, staff, and students have worked to identify, better understand, and develop potential solutions for barriers to student success, including retention and graduation. UCF is partnering with the John N. Gardner Institute on a Foundations of Excellence Transfer Initiative—a self-study that promotes awareness of experiences unique to transfer students and bridges gaps between academic and student affairs support to achieve greater retention and graduation rates. As part of the Florida Consortium of Metropolitan Research Universities, UCF is partnering with USF and FIU to develop shared resources for creating more career-ready graduates with better skill sets. UCF is further aimed at making college degree attainment more accessible, particularly for first-generation and low-income students, by collaborating with 10 partner institutions in the University Innovation Alliance.

These examples show the integration of UCF's research-based planning, budgeting, and decision-making processes, which are also integrated with UCF accountability reporting and assessment processes.

Institutional Annual Accountability Report and Unit Reports

Along with an annual institutional work plan, the Florida Board of Governors requires each university to develop an annual accountability report that must be approved by the board and the university's board of trustees. These reports track how the university is progressing toward its vision and that of the state university system, its strategic initiatives, and its goals for meeting board of governors' performance metrics and indicators. As the 2013-2014 accountability report illustrates, these reports include updates on expenditures (including spending of performance funding), research productivity, pass rates on graduate professional licensure examples, undergraduate and graduate degrees awarded in areas of strategic emphasis, undergraduate

retention rates and graduation rates, and other achievements related to performance metrics and indicators.

University units submit annual reports summarizing achievements toward UCF's mission, five visionary goals, and other relevant performance indicators, and these are compiled into division reports that are submitted to the President's Office and to the board of trustees. The 2013-2014 Academic Affairs annual report, for example, provides key data points about significant contributions toward the university's five visionary goals, contributions that increased the quality of and access to university resources.

Institutional Effectiveness Assessment

Consistent with its core mission and strategic plan, UCF has developed a robust annual institutional effectiveness assessment process that provides a framework for ongoing quality assurance on the program, unit, and institutional levels. Further explained in Comprehensive Standard 3.3.1.1., UCF's institutional effectiveness assessment process is overseen by the University Assessment Committee and the divisional review committees aligned to colleges and divisions, and is supported by the Office of Operational Excellence and Assessment Support.

More than 300 administration units and research centers, academic programs with selected tracks and certificates, and courses from five general education foundation areas are annually assessed as part of this systematic, research-based, institution-wide process. The process requires each unit to define its mission and expected outcomes, collect data and assess the extent to which these outcomes are achieved, report on results, and plan and implement improvements based on assessment results.

Part of this assessment is guided by Florida Board of Governor regulations, including the requirement for baccalaureate degree programs to establish, assess, report on, and implement improvements around academic learning compacts, or program-level learning outcomes for disciplinary knowledge and skills, communication skills, and critical-thinking skills. Included is an example from UCF's General Education Program. For additional information on institutional effectiveness assessment of GEP foundations courses, see Comprehensive Standard 3.5.1.

The University Assessment Committee provides institutional effectiveness reports summarizing assessment procedures and assessment-based improvements to the president, vice presidents, provost, and deans. Exceptional examples of continuous improvement are showcased through poster presentations and highlighted examples.

The Office of Operational Excellence and Assessment Support provides assessment training via workshops and individualized consultations, hosts an assessment resource center, publishes assessment handbooks, and maintains the Institutional Effectiveness Assessment Web Application that enables the assessment plan and report submission and approval process.

Academic Program Review

Pursuant to Florida Statute 1001.03(13) and Florida Board of Governors Regulation 8.015, all of UCF's academic degree programs undergo an in-depth review at least every seven years, and UCF annually submits reports of the prior year's review results to the Florida Board of Governors [BOG APR Report] and UCF Board of Trustees [Agenda and Handout] [EPC Meeting Minutes]. The primary purposes of academic program review are to examine the quality and productivity of academic programs and to develop recommendations leading to program improvement. The program review process involves institutional data, self-studies, and external consultant reports, and the criteria by which each program is evaluated include alignment of program mission with the

strategic plans of the university, board of trustees, and and board of governors. Roughly a year and a half after completion of the review, deans responsible for the programs that have been evaluated close the loop by reporting to the board of trustees on the progress that has been made with respect to the review recommendations. When the next review is initiated, the programs report the final outcomes of the recommendations made at the previous review [Political Science Recommendation Outcomes Report From 2003-2004 Review]. If a recommendation is not complete, it is evaluated in the course of the new review to determine if it is still relevant and may be reincorporated in the current review's recommendations for further follow-up.

As noted above, academic program review recommendations can inform institutional effectiveness planning and guide resource allocation. For example, several new degree program proposals and other curriculum enhancements have emerged out of program reviews. These include an implemented Ph.D. in Hospitality Management [2010-2011 APR Recommendation] [New Program Approval], a currently proposed Ph.D. in Integrative Anthropological Sciences [2010-2011 APR Recommendation] [UCF 2015 Workplan], and a new scholars track in the Criminal Justice B.A./B.S. degree program [2010-2011 APR Recommendation] [Evidence of Track Approval]. In 2013-14, the programs in UCF's College of Education and Human Performance were reviewed, and the reviews included recommendations to hire additional faculty members in support of Counselor Education, Higher Education and Policy Studies, Sport and Exercise Science, and K-12 Education, once resources became available. In 2014, 10 new faculty hires were allocated to the college in accordance with these recommendations as part of the provost's new 100 faculty hires initiative.

Evidence That University Is Effectively Accomplishing Its Mission

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

Evidence from Annual Accountability Reports

The annual accountability reports required by the Florida Board of Governors include a range of evidence showing that UCF is effectively accomplishing its mission. While the annual work plans establish strategic initiatives and goals around performance metrics and indicators, the annual accountability reports provide evidence documenting progress toward these initiatives and goals. As illustrated in the 2013-2014 accountability report, this evidence includes, but is not limited to, the following: 1) external recognition (e.g., UCF was named one of the nation's 16 leading universities for supporting innovation and economic prosperity by the Association of Public and Land Grant Universities), 2) data showing increases in degree productivity and program efficiency, 3) data showing increases in research and commercialization support, activity, and accomplishments, 4) key examples of and data showing strengthening of community and business engagement, 5) numerous data points showing retention rates, graduation rates, degrees awarded, student-faculty ratio, student performance on licensure/ certificate exams, faculty publications, external funding, technology transfer, and external funding over a multi-year period. Regarding such data points, for example, the 2013-2014 report shows improvements in six-year graduation rates (p. 25) and an increase in baccalaureate and graduate degrees in programs of strategic emphasis (p. 27).

Evidence from Unit Annual Reports and Websites

Data, examples, and other evidence that specific units and divisions are accomplishing relevant parts of UCF's mission and five visionary goals can also be found in the annual reports of these units. For example, Academic Affairs' 2013-2014 Annual Report is organized around the five visionary goals and includes, among other evidence, data about degrees awarded, national rankings of academic programs, examples of international achievement of key graduate programs, and examples of key partnership efforts and accomplishments. To cite another example, the Office of Research and Commercialization's 2013 annual report, intended for both internal and external audiences, provides key data and examples of achievements in economic and workforce development, external funding, entrepreneurship and commercialization efforts (e.g., patent production), and impacts of specific funded research.

Evidence of Continuous Improvement from Institutional Effectiveness Assessment

Institutional effectiveness assessment reports detailing implemented and planned changes are evidence of how assessment results are used to make improvements in student learning and operational outcomes and accomplish the UCF mission. The Evidence of Improvement Tables show a complete listing of implemented and planned changes by academic programs and administrative units from 2006-07 to 2013-14.

The University Assessment Committee's annual reports from 2007-14 summarize the use of student learning and operational outcomes results to improve academic and administrative units:

- Institutional Effectiveness Annual Report—2014
- Institutional Effectiveness Annual Report—2013
- Institutional Effectiveness Annual Report—2012
- Institutional Effectiveness Annual Report—2011
- Institutional Effectiveness Annual Report—2010
- Institutional Effectiveness Annual Report—2009
- Institutional Effectiveness Annual Report—2008
- Institutional Effectiveness Annual Report—2007

Evidence from Successful Carnegie Application

UCF's second successful Carnegie Community Engagement Classification application provides extensive evidence that the university is accomplishing its mission to meet the Central Florida city-state's economic, cultural, intellectual, environmental, and societal needs, in part through public service initiatives that address pressing local, state, national, and international issues in support of the global community. Based on the extent and depth of UCF's engagement with local, national, and global communities, the classification recognizes partnership efforts to address critical societal issues and contribute to the public good, among other things. Examples of evidence from the application include economic development partnerships (e.g., business incubation), public and nonprofit management assistance, and extensive curricular community engagement.

Conclusion

UCF is in compliance with SACSCOC standard 2.5 through its ongoing, research-based, and integrated planning and evaluation processes that include the regular and systematic review of mission, goals, and outcomes. Such reviews enable informed and coordinated continuous improvement and generate evidence that the university is achieving its mission.

2.6 Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is in operation and has students enrolled in degree programs at the bachelor's, master's, specialist, and doctoral levels, including three professional doctoral programs (D.N.P., D.P.T., M.D.).

Origins and Continuous Operation

In 1963, Florida Technological University was founded as Florida's seventh public state university. The new university opened its doors to 1,948 students in 1968 with a curricular focus on engineering, the sciences, and business. As a technological university, it was well positioned geographically and academically to serve the then-burgeoning aerospace industry. In 1970, SACSCOC first accredited the university, and the university has maintained that accreditation ever since.

In 1978, the Florida Legislature passed a bill changing the institution's name to the University of Central Florida. This change reflected the belief that the region needed a more broadly conceived and comprehensive university. From its beginnings, the university's offerings included the classic disciplines of the arts and sciences and other fields vital to society, such as teacher education. As the years passed, more academic programs were added, and graduate study became more common, with doctoral programs emerging in key fields. Today, UCF's 12 colleges (The Burnett Honors College does not offer degrees) offer 207 degree programs (91 bachelor's degree programs, 83 master's degree programs, three specialist degree programs, and 30 doctoral degree programs 27 research and 3 professional) in fields as diverse as optics and photonics, hospitality management, digital media, bio-technology, and medicine. Information on UCF degree programs is found in the undergraduate and graduate catalogs. As of Fall 2014, the university enrolled 60,821 students, 52,539 of whom were undergraduates.

A list of all currently active UCF degree programs follows and includes Fall 2014 enrollment counts for each. Also listed are programs that either no longer exist under the same name due to program name changes (with or without curriculum modifications) or programs that have suspended admissions, either for a defined period or pending further review. In addition to the enrollment counts by major listed below, the university enrolls an additional 1,161 undergraduate students who have not yet declared a major, 269 non-degree-seeking students who are also enrolled in graduate certificate programs, and 567 students who are enrolled in other non-degree-seeking statuses (e.g., graduate non-degree-seeking, senior citizen course auditors, transient students).

Active Program Enrollments

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Business Administration	Accounting	B.S.B.A.	B	1653	
College of Business Administration	Accounting	M.S.A.	M	159	
College of Sciences	Advertising / Public Relations	B.A.	B	512	
College of Engineering and Computer Science	Aerospace Engineering	B.S.A.E.	B	598	
College of Engineering and Computer Science	Aerospace Engineering	M.S.A.E	M	26	
College of Sciences	Anthropology	B.A.	B	313	
College of Sciences	Anthropology	M.A.	M	48	
College of Sciences	Applied Experimental and Human Factors Psychology	M.A.	M	0	Master's along the way to Ph.D. only – no direct admission
College of Education and Human Performance	Applied Learning and Instruction	M.A.	M	70	
Undergraduate Studies	Applied Science	B.A.S.	B	186	
College of Sciences	Applied Sociology	M.A.	M	31	
College of Arts and Humanities	Architecture	B.Des.	B	126	
College of Arts and Humanities	Art	B.A.	B	370	
College of Arts and Humanities	Art	B.F.A.	B	621	
College of Education and Human Performance	Art Education	B.S.	B	48	
College of Health and Public Affairs	Athletic Training	B.S.	B	165	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Sciences	Biology	B.S.	B	1587	
College of Sciences	Biology	M.S.	M	31	
College of Medicine	Biomedical Sciences	B.S.	B	2459	
College of Medicine	Biomedical Sciences	M.S.	M	13	
College of Graduate Studies	Biomedical Sciences	Ph.D.	D	58	
College of Medicine	Biotechnology	B.S.	B	159	
College of Medicine	Biotechnology	M.S.	M	31	
College of Business Administration	Business Administration	M.B.A.	M	386	
College of Business Administration	Business Administration	Ph.D.	D	42	
College of Business Administration	Business Economics	B.S.B.A.	B	281	
College of Education and Human Performance	Career and Technical Education	M.A.	M	42	
College of Sciences	Chemistry	B.S.	B	284	
College of Sciences	Chemistry	M.S.	M	5	
College of Sciences	Chemistry	Ph.D.	D	75	
College of Engineering and Computer Science	Civil Engineering	B.S.C.E.	B	590	
College of Engineering and Computer Science	Civil Engineering	M.S.	M	74	
College of Engineering and Computer Science	Civil Engineering	.M.S.C.E.	M	9	
College of Engineering and Computer Science	Civil Engineering	Ph.D.	D	70	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Sciences	Clinical Psychology	M.A.	M	28	
College of Sciences	Clinical Psychology	M.S.	M	0	Master's along the way to Ph.D. only – no direct admission
College of Sciences	Communication	M.A.	M	55	
College of Sciences	Communication and Conflict	B.A.	B	0	NEW Fall 2015
College of Health and Public Affairs	Communication Sciences and Disorders	B.A.	B	144	
College of Health and Public Affairs	Communication Sciences and Disorders	B.S.	B	602	
College of Health and Public Affairs	Communication Sciences and Disorders	M.A.	M	193	
College of Engineering and Computer Science	Computer Engineering	B.S.Cp.E.	B	679	
College of Engineering and Computer Science	Computer Engineering	M.S.P.E.	M	40	
College of Engineering and Computer Science	Computer Engineering	Ph.D.	D	45	
College of Engineering and Computer Science	Computer Science	B.S.	B	1337	
College of Engineering and Computer Science	Computer Science	M.S.	M	90	
College of Engineering and Computer Science	Computer Science	Ph.D.	D	125	
College of Graduate Studies	Conservation Biology	M.S.	M	7	
College of Sciences	Conservation Biology	Ph.D.	D	25	
College of Engineering and Computer Science	Construction Engineering	B.S.Con.E.	B	44	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Education and Human Performance	Counselor Education	M.A.	M	166	
College of Education and Human Performance	Counselor Education	M.Ed.	M	10	
College of Arts and Humanities	Creative Writing	M.F.A.	M	30	
College of Health and Public Affairs	Criminal Justice	B.A.	B	135	
College of Health and Public Affairs	Criminal Justice	B.S.	B	1234	
College of Health and Public Affairs	Criminal Justice	M.S.	M	183	
College of Health and Public Affairs	Criminal Justice	Ph.D.	D	0	NEW Fall 2015
College of Engineering and Computer Science	Digital Forensics	M.S.	M	99	
College of Arts and Humanities	Digital Media	B.A.	B	817	
College of Arts and Humanities	Digital Media	M.A.	M	3	
College of Medicine	Doctor of Medicine	M.D.	Prof	420	
College of Nursing	Doctor of Nursing Practice	D.N.P.	D	99	
College of Education and Human Performance	Early Childhood Development and Education	B.S.	B	394	
College of Education and Human Performance	Education	Ed.D.	D	93	
College of Education and Human Performance	Education	Ed.S.	S	7	
College of Education and Human Performance	Education	Ph.D.	D	120	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Education and Human Performance	Educational Leadership	Ed.D.	D	125	
College of Education and Human Performance	Educational Leadership	Ed.S.	S	9	
College of Education and Human Performance	Educational Leadership	M.A.	M	137	
College of Education and Human Performance	Educational Leadership	M.Ed.	M	137	
College of Engineering and Computer Science	Electrical Engineering	B.S.E.E.	B	798	
College of Engineering and Computer Science	Electrical Engineering	M.S.E.E.	M	83	
College of Engineering and Computer Science	Electrical Engineering	Ph.D.	D	124	
College of Education and Human Performance	Elementary Education	B.S.	B	1511	
College of Education and Human Performance	Elementary Education	M.A.	M	56	
College of Education and Human Performance	Elementary Education	M.Ed.	M	21	
College of Arts and Humanities	Emerging Media	M.F.A.	M	18	
College of Engineering and Computer Science	Engineering Management	M.S.	M	73	
College of Arts and Humanities	English	B.A.	B	846	
College of Arts and Humanities	English	M.A.	M	62	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Education and Human Performance	English Lang Arts Education	B.S.	B	182	
College of Engineering and Computer Science	Environmental Engineering	B.S.V.E.	B	219	
College of Engineering and Computer Science	Environmental Engineering	M.S.	M	8	
College of Engineering and Computer Science	Environmental Engineering	M.S.V.E.	M	16	
College of Engineering and Computer Science	Environmental Engineering	Ph.D.	D	17	
Rosen College of Hospitality Management	Event Management	B.S.	B	990	
College of Education and Human Performance	Exceptional Student Education	M.Ed.	M	79	
College of Education and Human Performance	Exceptional Student Education K-12	M.A.	M	46	
College of Arts and Humanities	Film	B.A.	B	415	
College of Arts and Humanities	Film	B.F.A.	B	81	
College of Business Administration	Finance	B.S.B.A.	B	1557	
College of Sciences	Forensic Science	B.S.	B	273	
College of Sciences	Forensic Science	M.S.	M	10	
College of Arts and Humanities	French	B.A.	B	24	
College of Health and Public Affairs	Health Care Informatics - Professional Science Master's	M.S.	M	76	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Health and Public Affairs	Health Informatics and Information Management	B.S.	B	137	
College of Health and Public Affairs	Health Sciences	M.S.	M	276	
College of Health and Public Affairs	Health Sciences - Pre-Clinical Track	B.S.	B	2927	
College of Health and Public Affairs	Health Services Administration	B.S.	B	1335	
College of Arts and Humanities	History	B.A.	B	412	
College of Arts and Humanities	History	M.A.	M	69	
Rosen College of Hospitality Management	Hospitality and Tourism Management	M.S.	M	66	
Rosen College of Hospitality Management	Hospitality Management	B.S.	B	1715	
Rosen College of Hospitality Management	Hospitality Management	Ph.D.	D	16	
College of Sciences	Human Communication	B.A.	B	593	
College of Arts and Humanities	Humanities and Cultural Studies	B.A.	B	13	
College of Sciences	Industrial and Organizational Psychology	M.S.	M	30	
College of Engineering and Computer Science	Industrial Engineering	B.S.I.E.	B	455	
College of Engineering and Computer Science	Industrial Engineering	M.S.	M	43	
College of Engineering and Computer Science	Industrial Engineering	M.S.I.E.	M	55	
College of Engineering and Computer Science	Industrial Engineering	Ph.D.	D	69	
College of Engineering and Computer Science	Information Technology	B.S.	B	729	
College of Education and	Instructional Design and Technology:	M.A.	M	16	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
Human Performance	Educational Technology				
College of Education and Human Performance	Instructional Design and Technology: e-Learning	M.A.	M	42	
College of Education and Human Performance	Instructional Design and Technology: Instructional Systems	M.A.	M	40	
College of Arts and Humanities	Interactive Entertainment	M.S.	M	119	
Undergraduate Studies	Interdisciplinary Studies	B.A.	B	540	
Undergraduate Studies	Interdisciplinary Studies	B.S.	B	1129	
College of Graduate Studies	Interdisciplinary Studies	M.A.	M	5	
College of Graduate Studies	Interdisciplinary Studies	M.S.	M	2	
College of Sciences	International and Global Studies	B.A.	B	272	
College of Sciences	Journalism	B.A.	B	250	
College of Education and Human Performance	K-8 Mathematics and Science Education	M.Ed.	M	9	
College of Arts and Humanities	Latin American Studies	B.A.	B	7	
College of Health and Public Affairs	Legal Studies	B.A.	B	132	
College of Health and Public Affairs	Legal Studies	B.S.	B	570	
College of Business Administration	Management	B.S.B.A.	B	1227	
College of Business Administration	Management	M.S.M.	M	30	
College of Business Administration	Marketing	B.S.B.A.	B	1408	
College of Education and	Marriage, Couple, and Family Therapy	M.A.	M	72	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
Human Performance					
College of Engineering and Computer Science	Materials Science and Engineering	M.S.M.S.	M	4	
College of Engineering and Computer Science	Materials Science and Engineering	Ph.D.	D	47	
College of Sciences	Mathematical Science	M.S.	M	15	
College of Sciences	Mathematics	B.S.	B	194	
College of Sciences	Mathematics	Ph.D.	D	51	
College of Education and Human Performance	Mathematics Education	B.S.	B	121	
College of Engineering and Computer Science	Mechanical Engineering	B.S.ME	B	1770	
College of Engineering and Computer Science	Mechanical Engineering	M.S.ME	M	82	
College of Engineering and Computer Science	Mechanical Engineering	Ph.D.	D	74	
College of Medicine	Medical Laboratory Sciences	B.S.	B	113	
College of Graduate Studies	Modeling and Simulation	M.S.	M	42	
College of Graduate Studies	Modeling and Simulation	Ph.D.	D	67	
College of Arts and Humanities	Music	B.A.	B	49	
College of Arts and Humanities	Music	M.A.	M	31	
College of Arts and Humanities	Music Education	B.M.E.	B	99	
College of Arts and Humanities	Music Performance	B.M.	B	125	
College of Graduate Studies	Nanotechnology	M.S.	M	0	NEW Fall 2015
College of Graduate Studies	Nanotechnology-Professional Science Master's	M.S.	M	9	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Health and Public Affairs	Nonprofit Management	M.N.M.	M	150	
College of Nursing	Nursing	B.S.N.	B	2552	
College of Nursing	Nursing	M.S.N.	M	186	
College of Nursing	Nursing	Ph.D.	D	19	
College of Optics & Photonics	Optics and Photonics	M.S.	M	21	
College of Optics & Photonics	Optics and Photonics	Ph.D.	D	92	
College of Arts and Humanities	Philosophy	B.A.	B	86	
College of Arts and Humanities	Photography (AS to B.S.)	B.S.	B	63	
College of Optics & Photonics	Photonic Science and Engineering	B.S.P.S.E.	B	52	
College of Health and Public Affairs	Physical Therapy	D.P.T.	Prof	115	
College of Sciences	Physics	B.A.	B	0	NEW Summer 2015
College of Sciences	Physics	B.S.	B	169	
College of Sciences	Physics	M.S.	M	1	
College of Sciences	Physics	Ph.D.	D	94	
College of Sciences	Political Science	B.A.	B	891	
College of Sciences	Political Science	M.A.	M	50	
College of Sciences	Psychology	B.S.	B	3561	
College of Sciences	Psychology	Ph.D.	D	108	
College of Health and Public Affairs	Public Administration	B.A.	B	55	
College of Health and Public Affairs	Public Administration	B.S.	B	154	
College of Health and Public Affairs	Public Administration	M.P.A.	M	161	
College of Health and Public Affairs	Public Affairs	Ph.D.	D	92	
College of Sciences	Radio-Television	B.A.	B	475	
College of Education and	Reading Education	M.Ed.	M	45	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
Human Performance					
College of Business Administration	Real Estate	B.S.B.A.	B	50	
College of Business Administration	Real Estate	M.S.R.E.	M	18	
College of Arts and Humanities	Religion & Cultural Studies	B.A.	B	39	
College of Health and Public Affairs	Research Administration	M.R.A.	M	21	
Rosen College of Hospitality Management	Restaurant and Food Service Management	B.S.	B	141	
College of Education and Human Performance	School Psychology	Ed.S.	S	45	
College of Education and Human Performance	Science Education	B.S.	B	127	
College of Sciences	Security Studies	Ph.D.	D	13	
College of Education and Human Performance	Social Science Education	B.S.	B	196	
College of Sciences	Social Sciences	B.S.	B	56	
College of Health and Public Affairs	Social Work	B.S.W	B	377	
College of Health and Public Affairs	Social Work	M.S.W	M	279	
College of Sciences	Sociology	B.A.	B	312	
College of Sciences	Sociology	Ph.D.	D	40	
College of Arts and Humanities	Spanish	B.A.	B	57	
College of Arts and Humanities	Spanish	M.A.	M	17	
College of Education and	Sport and Exercise Science	B.S.	B	1205	

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
Human Performance					
College of Education and Human Performance	Sport and Exercise Science	M.S.	M	86	
College of Business Administration	Sport Business Management	M.S.B.M.	M	67	
College of Sciences	Statistical Computing	M.S.	M	48	
College of Sciences	Statistics	B.S.	B	135	
College of Education and Human Performance	Teacher Education	M.A.T.	M	75	
College of Education and Human Performance	Teacher Leadership	M.Ed.	M	55	
College of Arts and Humanities	Teaching English to Speakers of Other Languages (TESOL)	M.A.	M	34	
College of Education and Human Performance	Technical Education and Industry Training	B.S.	B	42	
College of Arts and Humanities	Texts and Technology	Ph.D.	D	56	
College of Arts and Humanities	Theatre	B.F.A.	B	254	
College of Arts and Humanities	Theatre	M.A.	M	3	
College of Arts and Humanities	Theatre	M.F.A.	M	18	
College of Arts and Humanities	Theatre Studies	B.A.	B	140	
College of Health and Public Affairs	Urban and Regional Planning	M.S.	M	30	
College of Education and Human Performance	World Languages Education	B.S.	B	16	
College of Arts and Humanities	Writing and Rhetoric	B.A.	B	39	

Suspended or Inactive Program Enrollments

College	Major/Program Name	Credential	Level	Fall 2014 Enrollment	Comment
College of Arts & Humanities	Film M.F.A.	M.F.A.	M	14	Program converted to a track (Entrepreneurial Digital Cinema) in the redesigned M.F.A. now called Emerging Media
College of Business Administration	Economics B.A.	B.A.	B	118	Inactive; program replaced by Economics (B.S.)
College of Arts & Humanities	Humanities B.A.	B.A.	B	45	Inactive; program name changed to Humanities & Cultural Studies (B.A.)
College of Business Administration	Business Administration	B.A.B.A.	B	313	Inactive; replaced by Integrated Business (B.S.B.A.) model
College of Business Administration	General Business B.S.B.A.	B.S.B.A.	B	828	Inactive; replaced by Integrated Business (B.S.B.A.) model
College of Education and Human Performance	Early Childhood Development and Education	M.S.	M	1	Admissions suspended pending further review
College of Education and Human Performance	Exceptional Student Education	B.S.	B	12	Admissions suspended pending further review
College of Business Administration	Taxation	M.S.T.	M	14	Admissions suspended pending further review

Conclusion

The University of Central Florida has been in continuous operation with continuous enrollment since 1968; thus, it complies with this standard.

2.7.1 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida offers degree programs of at least 60 semester credit hours at the associate level, at least 120 semester credit hours at the baccalaureate level, and at least 30 semester credit hours at the post-baccalaureate, graduate, or professional level. The narrative below demonstrates that degree programs at UCF meet or exceed the minimum semester credit hours standard cited in the core requirement and describes ways in which related information is disseminated and standards are maintained.

University Credit Hour Policies

UCF publishes credit hour policies in both the undergraduate and graduate catalogs and offers degree programs requiring at least 60 semester credit hours or the equivalent at the associate level, at least 120 semester credit hours or the equivalent at the baccalaureate level, and at least 30 semester credit hours or the equivalent at the postbaccalaureate, graduate, or professional level. All degree programs at UCF meet or exceed the minimum semester credit hours standard cited in the Core Requirement. The university follows a standard credit hour and semester system as described in Comprehensive Standard 3.4.6.

UCF uses the semester credit hour as the unit for measuring and describing program length. The UCF definition of credit hour is consistent with federal regulations, state guidelines, and commonly accepted practices in higher education. Additional information on credit hours may be found in Federal Requirement 4.9.

Program length at UCF is monitored during the new program approval process. The length of new programs must be justified according to requirements established by the Florida Board of Governors Regulation 8.011. UCF's new program approval process is explained in greater detail in Comprehensive Standard 3.4.1.

Changes in program length are approved by faculty members at the department and college levels. After department and college approval, the changes also require university-level approval. For undergraduate programs, the process follows the procedure outlined in the "Policies and Procedures" document located on the Undergraduate Policy and Curriculum Committee Web page. At the graduate level, any program modifications follow the procedure outlined in the Graduate Policies for Curricular Changes document located on the Graduate Council Curriculum Committee Forms Web page. This information may also be found in Comprehensive Standard 3.4.1.

Policies on the acceptance of transfer credit to be applied to undergraduate and graduate degrees may be found in Comprehensive Standard 3.4.4. As mentioned above, degree requirements are published in the undergraduate and graduate catalogs.

Associate Level

UCF awards the Associate in Arts degree at the request of a student, as provided in Section 1007.25(10) of the Florida Statues, which states that

> Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.).

Students cannot select the A.A. as their major or primary program; however, they can request to be awarded the degree upon completion of the following requirements:

- satisfactory completion of 60 credit hours of acceptable college work
- thirty-six semester hours in general education courses in the subject areas of communications, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in Section 1007.25(7) of the Florida Statutes
- completion of the last 20 credit hours in residence at UCF
- a minimum grade point average of 2.0 based on work attempted at UCF, as explained in the Undergraduate Catalog

In addition, the student must fulfill the writing and computation course requirements of Rule 6A-10.030 of the Florida Administrative Code prior to receiving the A.A. degree. Students initially entering a Florida College System institution or Florida State University System institution in 2014-2015 and thereafter must demonstrate competency in a foreign language, consistent with Section 1007.25(7) of the Florida Statutes.

Baccalaureate Level

Baccalaureate degrees at UCF require between 120 and 134 semester credit hours. The total number of credit hours needed to complete the baccalaureate degree depends upon the major field of study. Requirements for each degree program are published in the Undergraduate Catalog.

The undergraduate catalog states in "Requirements for Graduation" that students "must earn a minimum of 120 unduplicated credit hours" and that "some majors require more than 120 hours." In addition, the number of required credit hours is stated in each major under the heading "Total Semester Hours Required." For example, the Bachelor of Arts in History degree program, which is described in detail in the Undergraduate Catalog, requires a total of 120 credit hours.

UCF confers 91 baccalaureate degrees in 12 colleges—the College of Arts and Humanities, the College of Business Administration, the College of Education and Human Performance, the College of Engineering and Computer Science, the College of Health and Public Affairs, the College of Medicine, the College of Nursing, the College of Optics and Photonics, the Rosen College of Hospitality Management, the College of Sciences, and the College of Undergraduate Studies. The Burnett Honors College does not confer degrees.

Although Section 1007.25(8) of the Florida Statutes limits baccalaureate degrees offered by state institutions to 120 hours, it allows exceptions if approval is granted by the board of governors. At UCF, 16 degree programs at have been granted approval to exceed the statutory 120-credit-hour

limit. These programs and their required number of hours are listed in the 2014-2015 undergraduate catalog. Additional information is included in Federal Requirement 4.4. Programs that have received approval to exceed 120 credit hours are listed below:

Program Name	Degree	Credit Hours
Music Education	B.M.E.	134
Theatre	B.F.A.	129
Aerospace Engineering	B.S.A.E.	128
Civil Engineering	B.S.C.E.	128
Computer Engineering	B.S.P.E.	128
Construction Engineering	B.S.Con.E.	128
Electrical Engineering	B.S.E.E.	128
Environmental Engineering	B.S.V.E.	129
Forensic Science	B.S.	128
Industrial Engineering	B.S.I.E.	128
Mechanical Engineering	B.S.M.E.	128
Photonic Science and Engineering	B.S.P.S.E.	128
Photography	B.S.	127
Medical Laboratory Sciences	B.S.	126
Art (Track)	B.F.A.	124
Nursing (Track)	B.S.N.	122

Articulated Associate of Science to Bachelor of Science Degree Programs

The university has articulated four specialized degree programs for students who have graduated from a Florida College System institution with an Associate of Science in the following programs: Criminal Justice, Hospitality Management, Nursing, and Applied Science. Students who wish to transfer to UCF under the provisions of the articulated A.S. programs must meet specific criteria that are included in the undergraduate catalog and published on the Florida Department of Education articulation website. These tracks establish a path for students with A.S. degrees to enter and complete B.S. degrees. All of the articulated A.S. to B.S. programs require at least 120 credit hours to reach the baccalaureate degree.

Program Name	Degree	Credit Hours
Criminal Justice	A.S. to B.S.	130
Nursing	A.S. to B.S.N.	128
Hospitality Management	A.S. to B.S.	124
Applied Science	A.S. to B.A.S.	120

Second Baccalaureate Degree or Double Majors

Students earning two baccalaureate degrees simultaneously must earn at least 150 credits. For students completing a 120-credit baccalaureate degree, earning a second baccalaureate degree requires a minimum of 30 credits in residence at UCF beyond those required for the first degree (Undergraduate Catalog). For students whose first degree is greater than 120 hours, the combined degree must meet or exceed the 150 credits. In the College of Engineering and Computer Science, for example, the first baccalaureate degree requires 128 hours, and the second requires a minimum of 22 hours, for a total of 150 credits. Specifically,

- a student may earn one degree, a B.A. or B.S., with two majors, by completing the requirements for both majors
- a student may earn two degrees, a B.A. and a B.S., by completing the requirements for both majors and earning a minimum of 150 credit hours
- a student may earn two degrees, either both B.A. or both B.S., if the degrees are earned in separate colleges and a minimum of 150 (or more) credit hours is earned
- a student may earn two degrees, either both B.A. or both B.S., within the same college if allowed by the particular college and a minimum of 150 (or more) credit hours is earned

Students who have been awarded a previous bachelor's degree from a four-year accredited institution of higher education are recognized as having met the general education requirements at UCF if they choose to seek a second degree at the university.

Accelerated Baccalaureate to Master's Degree

The university offers 10 accelerated undergraduate to graduate degree programs for exceptional, highly motivated students. The accelerated programs provide opportunities for exceptionally qualified students to take a limited number of advanced-level graduate courses as part of their course work for their undergraduate degree by beginning to take graduate course work during their senior year (and, in some cases, their junior year). All of these programs require at least 120 credit hours to earn the baccalaureate degree. Accelerated baccalaureate to master's degree students must meet criteria for both the bachelor's and master's degrees but generally may apply no more than 12 shared graduate credit hours toward both degrees, as indicated in the table below. For instance, the aerospace engineering accelerated undergraduate-graduate program requires 128 total undergraduate hours and 146 total combined hours. The degree program also provides that the baccalaureate degree will be awarded when program requirements for the B.S. are met and students have completed a minimum of 128 hours of credit. Students will then be reclassified as graduate students. The master's degree is awarded on completion of the total program of study.

The curriculum and credit hours in accelerated baccalaureate to master's degree programs have been reviewed and approved by faculty committees and appropriate administration. The credit-bearing courses that may be transferred from undergraduate to graduate programs are identified by each program and are reviewed and approved by undergraduate and graduate program coordinators. Minutes from the Graduate Council meeting in which the transfer credit policy was discussed and approved are included for review. Graduate programs submit separate curriculum requests to the Graduate Council to gain approval of accelerated bachelor's-master's tracks. Examples of curriculum requests and Graduate Council approval are included for review: Graduate Council minutes approving accelerated tracks in engineering [Aerospace Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering]; Graduate Council minutes approving accelerated track in Communication Sciences and Disorders [Program Proposal]. Once approved, regular academic program review, which includes external evaluation, assures continued academic quality. Accelerated programs are listed below:

Program Name	Degree	Undergraduate Required Hours	Graduate Required Hours	Total Hours	Shared Hours
History	M.A.	120	36	147	7
Aerospace Engineering	M.S.A.E.	128	30	146	12
Computer Engineering	M.S.Cp.E.	128	30	146	12
Computer Science	M.S.	120	30	138	12
Electrical Engineering	M.S.E.E.	128	30	146	12

Program Name	Degree	Undergraduate Required Hours	Graduate Required Hours	Total Hours	Shared Hours
Industrial Engineering	M.S.	128	30	146	12
Materials Science and Engineering	M.S.M.S.E.	128	30	146	12
Mechanical Engineering	M.S.M.E.	128	30	146	12
Communication Sciences and Disorders	M.A.	120	72	176	16
Nursing (R.N. to M.S.N.)	M.S.N.	120	36-38*	147-149*	9

*depends on the track for the program

Graduate and Professional Level

As of August 2015, UCF offered 83 master's degree programs, three specialist degree programs in education, and 30 doctoral degree programs and one professional program. Minimum requirements for master's and doctoral degrees are 30 semester hours and 72 semester hours, inclusive of thesis and dissertation hours, respectively, beyond the baccalaureate degree. Degree requirements for specific programs are found in the graduate catalog. All credit toward graduate degrees must be at the 5000 level or higher. At least one-half of the credit hours used to meet degree requirements must be in 6000- or 7000-level courses, including the allowed number of research and dissertation hours.

Examples of graduate and professional degree program length requirements are included below. All of the following degree programs are described in detail in the graduate catalog. The M.A. in Clinical Psychology degree program requires a minimum of 61 credit hours beyond the bachelor's degree. The Ph.D. in Sociology degree program requires a minimum of 60 credit hours beyond the master's degree. The Ed.S. in School Counseling degree program requires a minimum of 48 credit hours beyond the master's degree.

Conclusion

The University of Central Florida offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level, at least 120 semester credit hours or the equivalent at the baccalaureate level, or at least 30 semester credit hours or the equivalent at the postbaccalaureate, graduate, or professional level. UCF is in compliance with this requirement.

2.7.2 Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida offers degree programs that provide coherent courses of study compatible with its mission and based on fields of study appropriate to higher education. Its degree programs encompass a wide range of disciplines that serve a diverse student body, include carefully crafted courses of study sequenced in compliance with state regulations, and consist of curricula that are created and reviewed by qualified faculty and are in line with national and state standards for higher education.

Mission

UCF is "a public multi-campus metropolitan research university" whose mission is to meet the region's "economic, cultural, intellectual, environmental and societal needs." It does so by "providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community."

Degree programs at UCF pursue this mission by covering a broad range of disciplines in the arts and sciences, professional fields, and emerging areas of research. At the undergraduate level, UCF meets the needs of a diverse body of students by offering services to those who need academic assistance through programs like the Student Academic Resource Center and the University Writing Center as well as a broad range of academic majors and minors for those who prefer to enter immediately into a challenging program. In addition, the Burnett Honors College provides UCF's most academically talented and motivated students with an extensive spectrum of opportunities to excel. Through its graduate programs, UCF meets the diverse needs of its students by offering master's, doctoral, specialist, and professional degrees in fields appropriate to a metropolitan research university. For example, UCF's programs extend from professional degrees in nursing and social work to more traditional master's degrees in the arts and sciences to degrees in emerging fields such as security studies, emerging media, and interactive entertainment. This broad range of graduate degree programs fosters "pioneering scholarship and impactful research" that allows UCF to meet the "economic, cultural, intellectual, and environmental needs" of its metropolitan area and beyond.

Coherence of Programs

UCF adheres to Florida Board of Governors Regulation 8.011, which states that all new programs shall "describe a sequenced course of study with expected student learning outcomes." Faculty and administrative review procedures are in place at the department, college, and university levels to ensure that all new programs follow these standards and offer high-quality, discipline-appropriate skills and knowledge. In addition, programs are reviewed every seven years to ensure continuous coherence and sequence. See Core Requirement 2.5 for a full description of the review process.

Program coherence at UCF begins at the undergraduate level with a carefully crafted General Education Program that provides students with a broad foundation necessary "to make informed choices; to accept the responsibilities of working and living in a rapidly changing world; and to lead a productive and satisfying life." UCF's GEP reflects the mandate in Section 1007.25(3) of the Florida Statutes and the Board of Governors Regulation 6.017, which require that all state universities have a 36-credit-hour general education program with courses in five areas: communication, mathematics, social sciences, humanities, and natural sciences. See Core Requirement 2.7.3 for more detail. Courses in these areas provide students with the breadth of knowledge appropriate to higher education and develop the skills students will need to succeed in their upper-level courses.

Undergraduate degree programs build on this broad set of competencies to develop discipline-specific knowledge and skills. Graduate-level programs continue to foster and deepen students' base of knowledge and experience to prepare them for particular professional or academic careers. UCF's course identification and sequencing reflects an increasing complexity of skills and knowledge at every level. It follows Florida's Statewide Course Numbering System, which is used by all public postsecondary institutions in the state. Common course numbering and sequencing are accomplished by discipline-specific statewide faculty committees. Classification levels are as follows:

0 – 0999	Sub-collegiate level; preparatory, non-credit bearing courses.
1000 – 2999	Lower division, GEP; Freshman and sophomore level courses.
3000 – 4999	Upper division; Junior and senior level courses.
5000 – 5999	Beginning graduate and advanced undergraduate level courses.
6000 – 6999	Advanced graduate level courses.
7000 – 7999	Doctoral level courses.
8000 – 8999	Medical school courses.

Faculty members determine the appropriate course level when proposing or updating a course or program of study. In addition to a number depicting its place in a sequence of courses, each course is identified by a prefix that represents a major division of an academic discipline (e.g., "ENC" represents English composition, "CHM" represents chemistry). The specific four-digit number associated with each course is determined by the Statewide Course Numbering System, which insures consistency among universities and facilitates the transfer of course credits between participating institutions.

Appropriateness to Higher Education

UCF ensures that the degree programs it offers are appropriate to higher education by assigning the most suitable Classification of Instructional Programs (CIP) code in the U.S. Department of Education's National Center for Education Statistics system. This assignment is part of the approval process for all new programs. Florida's Board of Governors designates CIP codes to degree programs in consultation with UCF's provost and the Registrar's Office. The Board of Governors publishes all programs in the State University System of Florida's Academic Program Inventory. Coordinating CIP codes with state approval and national standards confirms that UCF's programs are in fields deemed appropriate to higher education.

In addition to these statewide measures, UCF includes internal processes to guarantee that its programs are suitable for higher education. Decisions about courses and degree programs at UCF are driven by qualified faculty members who are experts in their fields. Whether proposing new courses or programs or revising existing curricula, all decisions are reviewed by departments or

schools, colleges, and either the Undergraduate Policy and Curriculum Committee or the Graduate Curriculum Committee—both standing committees of the UCF Faculty Senate. At every level, qualified faculty members verify that courses and programs meet accepted standards for best practices in higher education for appropriateness, coherence, and quality. For additional information on faculty responsibilities related to reviewing program curricula, see Federal Requirement 4.2.

Establishing a new academic degree program is a two-phase process designed to ensure that all programs offer a coherent plan of study, complement UCF's mission, and meet the requirements of the Florida Board of Governors. During the pre-proposal process, faculty members are required to provide a clear rationale for the new program that demonstrates how it supports the mission priorities of UCF and the State University System, responds to student demand, and fills workforce and economic development needs. Following pre-proposal approval, faculty leaders complete the proposal process for undergraduate and graduate degree programs. Florida Board of Governors Regulation 8.011 governs authorization of new degree programs at UCF. UCF's Board of Trustees is responsible for approving new degree programs at the bachelor's, master's, advanced master's, and specialist level. The Board of Trustees also approves new professional and research doctoral degree programs for submission to Florida's Board of Governors for authorization.

Regular review of existing programs guarantees that UCF's programs maintain a high level of quality, connection to the university's mission, coherence, and appropriateness for higher education. Pursuant to Board of Governors Regulation 8.015 and Section 1001.03(13) of the Florida Statutes, UCF conducts in-depth reviews of all degree programs at least once every seven years. Reviews include self-studies based on participation by a broad range of program stakeholders, site visits by external reviewers, and review by the university-level Program Review Committee before presentation to UCF's Board of Trustees. Board of Governors Regulation 8.015 mandates that, within the State University System, academic program review processes should include the assessment of student learning outcomes and continuous program improvement. UCF's review process follows these guidelines and further ensures that the quality and productivity of each program are evaluated in connection with our campus strategic planning efforts. (See Core Requirement 2.5 for further discussion of the role of program review in institutional effectiveness planning, additional details about the process itself, and examples of key elements.) In addition, UCF provides program trend data and assessment support to ensure compliance as well as benchmarking with other institutions of higher education. In addition, to make certain that a course of study remains coherent, as of 2012-2013, the academic program review process requires faculty members to participate in a curriculum mapping activity (an example curriculum map from the Criminal Justice B.A./B.S. is provided for review).

Conclusion

The University of Central Florida's academic programs consist of appropriately sequenced courses that build on one another from one level to the next to teach coherent bodies of skills and knowledge appropriate to higher education at each level. The faculty-driven process for developing new courses and programs and making changes to existing courses and programs ensures they support the university's mission. And the program review process guarantees that programs continue to embody coherent courses of study that are compatible with the university's mission and are based on appropriate fields of study for higher education. UCF is in compliance with Core Requirement 2.7.2.

2.7.3 General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has a strong commitment to excellence in undergraduate education; one of our institutional goals is to offer the highest quality undergraduate education available in Florida. The General Education Program (GEP) is a central element of this commitment, providing students with a coherent foundation of broad-based knowledge and skills that informs their academic, civic, professional, and personal intellectual pursuits, rather than teaching them skills specific to a particular profession or discipline. UCF's commitment to ensuring a sound, coherent GEP offered at the collegiate level includes a faculty-driven process for course approval and oversight, regular review and assessment, and robust guidance for advisers and students.

General Education Requirement

UCF's GEP complies with Section 1007.25(3) of the Florida Statutes and Board of Governors Regulation 6.017, which require all undergraduate degree programs at state universities to include 36 credit hours of general education course work out of a minimum of 120 credit hours. This requirement ensures that the GEP constitutes a substantial component of each undergraduate degree. Furthermore, state law and articulation rules ensure consistency of quality in the general education courses among state colleges and universities so that students who earn an associate degree from a state institution can transfer credits seamlessly to UCF. For more information about transfer of credits, please see Comprehensive Standard 3.4.6.

Breadth of Knowledge

As presented in the Undergraduate Catalog, the purposes of UCF's GEP are to introduce students to a broad range of human knowledge and intellectual pursuits, to equip them with the analytic and expressive skills required to engage in those pursuits, to develop their ability to think critically, and to prepare them for lifelong learning. These wide-ranging objectives help to meet Central Florida's "economic, cultural, intellectual, environmental, and societal needs" by providing, among other things, a "high-quality, broad-based education"—one of the key criteria of UCF's mission.

UCF's GEP consists of courses from five foundational areas: communication, culture and history, social sciences, sciences, and mathematics. Students must choose 12 courses from among 43

approved courses (and an additional 12 alternate courses in 2014-2015) within these five areas. Students are required to successfully complete two or more courses from each foundational area, including one course in each area selected from the shared list of core courses developed by a statewide faculty committee.

UCF's foundational areas compare with those required by the state of Florida and by SACSCOC as follows:

UCF Areas	State of Florida Areas	SACSCOC Areas
Communication Foundations (9 hours)	Communication (at least 3 hours)	
Historical and Cultural Foundations (9 hours)	Humanities (at least 3 hours)	Humanities/Fine Arts
Social Foundations (6 hours)	Social Sciences (at least 3 hours)	Social/Behavioral Sciences
Science Foundations (6 hours)	Natural Sciences (at least 3 hours)	Natural Sciences/Mathematics
Mathematical Foundations (6 hours)	Mathematics (at least 3 hours)	

Beyond the core foundational areas, Florida Board of Governors Regulation 6.017 mandates that six credit hours in mathematics be at the level of college algebra or higher and that students complete six credit hours in English composition, as well as an additional six credit hours of course work in which they are required to demonstrate college-level writing skills through multiple assignments (Gordon Rule).

Coherent Rationale

The course options in each foundational area of UCF's GEP are connected by a shared set of student learning outcomes that provide coherent and common learning experiences. They emphasize college-level foundational knowledge and cross-cutting competencies that are useful across a range of learning contexts. They also serve as criteria for ensuring that each approved GEP course meets collegiate standards for skill level.

The competencies embedded in the GEP's learning outcomes include the following:

- Communication, both written and oral;
- Critical thinking, including critical analysis and evaluation of arguments, concepts, and meanings as well as quantitative reasoning;
- Research, including information gathering, synthesis, and evaluation;
- Problem solving.

These competencies have been widely accepted as college-level competencies. They are emphasized in the Greater Expectations report on college-level learning, sponsored by the Association of American Colleges and Universities and formulated by a national panel of higher education experts. In addition, the AAC&U's Liberal Education and America's Promise (LEAP) campaign has been organized according to a set of essential learning outcomes developed by faculty experts in relevant areas; UCF's GEP learning outcomes are consistent with these recommendations.

As an academic program, the GEP participates in UCF's Institutional Effectiveness Assessment Process, which is focused on continuous quality improvement of programs. Course assessment coordinators who are faculty members in the departments or programs offering the courses administer outcomes-based assessment of each GEP foundation course. The efficacy of the assessment plans and the results for each GEP foundation course are determined by the corresponding divisional review committees and the University Assessment Committee, which review and evaluate plans and results for academic and administrative units. Assessment results are rated according to their implemented and planned changes, the level of student achievement of objectives, and a comparison of the results to those of the previous year. Additional information on general education core competencies and assessment may be found in Comprehensive Standard 3.5.1.

Oversight and Advising

Beyond their alignment with national standards for college-level learning, the GEP's learning outcomes were developed, vetted, and reviewed by faculty experts in each knowledge area. Faculty oversight of UCF's GEP lies with the Undergraduate Common Program Oversight Committee, a standing committee of the UCF Faculty Senate that is composed of representatives from each college, as well as the library. The committee ensures that the GEP's structure and learning outcomes align with accreditation and state requirements and the university's mission; administers the process for creating, revising, or deleting GEP courses; assists with the assessment and articulation of the GEP; and educates the campus about trends in general education.

The Common Program Oversight Committee employs a formal, rigorous process for academic departments to recommend changes to the GEP. This process includes completion and review of a detailed GEP course application that documents the ways in which the course aligns with relevant student learning outcomes, consultation with relevant departments, and multiple levels of administrative approval. Course changes must be considered and approved first by the Common Program Oversight Committee and then by the Undergraduate Policy and Curriculum Committee, the vice provost and dean of the College of Undergraduate Studies, and the provost and executive vice president for Academic Affairs. For additional information on faculty responsibility related to program and curriculum reviews, see Federal Requirement 4.2.

UCF directs students in determining which GEP options to take and in what order through several mechanisms. In the Undergraduate Catalog, each degree program lists any required or preferred GEP courses, including acceptable substitutions. Additionally, programs include a sample plan of study, which recommends a preferred term-by-term timeline for completing the GEP (for example, see the plan of study for the Accounting B.S.B.A.). Student advising at the university, college, and program levels further ensures that students follow required or preferred pathways through the GEP. At the university level, the offices of First Year Advising and Exploration, Sophomore and Second Year Center, Transfer and Transition Services, and Academic Services offer students advising regarding program-specific GEP requirements and preferences. The Office of First Year Advising and Exploration, which does the majority of GEP advising for first-year students, has developed a detailed GEP Reference Guide. At the college level, such advising is provided by academic college advising offices (or, in the College of Business Administration, the Office of Professional Development). Each degree program also offers advising to ensure that students complete its required or preferred GEP pathway.

As part of its robust DirectConnect to UCF partnership with five area state colleges, UCF Regional Campuses offers GEP and prerequisite advising to transfer-bound students at these institutions. UCF faculty and programs also participate in the region's College Access Initiative, begun in 2007

with the mission of providing better access to bachelor's degrees in Central Florida. In addition, UCF faculty joined those from regional state colleges in a Curriculum Alignment initiative to review curriculum, including shared GEP courses, and to discuss ways to align content so that transfer students are better prepared for upper-division courses at the university.

Transfer credit for incoming students is evaluated by the Office of Academic Services, a unit of the College of Undergraduate Studies. Students who enter UCF with an A.A. degree from a state institution will have met UCF's GEP requirements automatically. However, those who arrive with an A.S. degree from a Florida state institution or an A.A. or A.S. degree from a non-state institution will have their GEP transfer credit evaluated. UCF follows the Florida Department of Education's Office of Articulation guidelines for accepting accelerated learning credits by examination in lieu of requiring students to take GEP courses. For more information about acceptance of transfer credit, please see Comprehensive Standard 3.4.6.

Conclusion

A substantial part of each undergraduate degree, the University of Central Florida's General Education Program requires courses in addition to the SACSCOC Core Requirement's minimum credit hours in humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The course options in UCF's GEP focus on college-level skills that ensure a breadth of knowledge and form a coherent program of study around shared student learning outcomes. Advisers and the Undergraduate Catalog guide students as they select appropriate GEP courses and follow planned GEP pathways. Through these GEP characteristics and mechanisms, UCF is in compliance with Core Requirement 2.7.3.

2.7.4 Coursework for Degrees

*The institution provides instruction for all course work required for at least one degree program at each level at which if awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.") (**Note**: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).*

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida offers associate, baccalaureate, master's, specialist, doctoral, and professional degrees and provides instruction for all course work required for programs at each of these levels. UCF controls all aspects of its educational programs and is not dependent upon contracts or consortia to offer any of its degrees.

Information on all courses and programs is included in the Undergraduate Catalog and Graduate Catalog (available online at the Registrar's Office website). Below are links to documented examples from each of the levels at which UCF offers degrees, including requirements for the Associate in Arts degree, as well as characteristic examples of baccalaureate, master's, specialist, doctoral, and professional, degree programs in various disciplines.

Associate in Arts

UCF awards the Associate in Arts degree upon request to students who have successfully completed all requirements for this degree in accordance with Sections 1007.23 and 1007.25 of the Florida Statutes, Rule 6A-10.024, of the Florida Administrative Code, as well as policies delineated under Associate in Arts and Degree Requirements in the Undergraduate Catalog. Students must have completed a minimum of 60 credit hours of undergraduate course work, completed the General Education Program, satisfied Gordon Rule requirements, taken at least 20 credit hours in residence at UCF, and, for students who initially entered a Florida College System or State University System institution in 2014-2015 or thereafter, demonstrated foreign language competency at the level of the second college semester of a foreign language. All of these requirements can be fulfilled by courses offered by UCF, as illustrated by the degree requirements and course listings in the Undergraduate Catalog.

Baccalaureate Program

The Bachelor of Science in Chemistry degree requirements and course offerings demonstrate that all courses required for the degree were offered in Fall 2014 and Spring 2015 and were taught by UCF faculty. The baccalaureate degree requires 120 credit hours, including 39 credit hours of

General Education Program courses, 24 credit hours of common program prerequisites, 38 credit hours of core requirements, nine credit hours of restricted and directed electives, and an additional 10 credit hours of other electives.

Master's Program

The Master of Arts in Anthropology degree requirements and course offerings demonstrate that all courses required for the degree were offered in Fall 2014 and Spring 2015 and were taught by UCF faculty. As described in the Graduate Catalog, this degree program offers both thesis and nonthesis options.

The thesis option requires 30 credit hours, including 12 credit hours of required anthropology courses, a minimum of 12 credit hours of elective courses that must be selected with the student's advisory committee and approved by the graduate program coordinator, and six credit hours of thesis research.

The non-thesis option also requires 30 credit hours, including 12 credit hours of required anthropology courses and 18 credit hours of electives, as well as successful completion of a comprehensive examination administered by the student's faculty adviser.

Doctoral Program

The Doctor of Philosophy in Computer Engineering degree requirements and course offerings demonstrate that all courses required for the degree were offered in Fall 2014 and Spring 2015 and were taught by UCF faculty.

As described in the Graduate Catalog, the Doctor of Philosophy in Computer Engineering requires a minimum of 72 credit hours in courses at or above the 5000 level, with at least one-half of the credit hours used to meet program requirements in 6000- or 7000-level courses. Of these 72 hours, a minimum of 36 credit hours must be formal course work, exclusive of independent study course work, and a minimum of 15 credit hours up to a maximum of 24 credit hours of dissertation hours can be credited toward the degree. No more than 12 credit hours of independent study are allowed as a part of the 72-credit-hour rule. The remaining hours can be a combination of formal course work and pre-candidacy doctoral research. A qualifying review, a candidacy exam, and a dissertation are also required before the doctorate is awarded.

Professional Program

The Doctor of Physical Therapy degree requirements and course offerings demonstrate that all courses required for the degree were offered in Summer 2014, Fall 2014, and Spring 2015, and were taught by UCF faculty.

As described in the Graduate Catalog, the Doctor of Physical Therapy program is a full-time professional doctoral program requiring completion of 112 credits beyond the baccalaureate degree. Course work is taken in a prescribed sequence over nine semesters, as provided in the Graduate Catalog, and all course work is required. The program requires a final comprehensive examination, as well as 34 weeks of full-time clinical training, during which students work under the direct supervision of a licensed physical therapist.

Specialist Program

The Educational Specialist in Educational Leadership degree requirements and course offerings demonstrate that all courses required for the degree were offered in Fall 2014 and Spring 2015 and were taught by UCF faculty.

The Educational Leadership Ed.S. program requires a minimum of 36 credit hours beyond the master's degree, including 30 credit hours of required courses and six credit hours of electives approved by the student's faculty adviser. Other requirements include successful completion of an internship, as well as a research report at the conclusion of the program.

Conclusion

The University of Central Florida provides instruction in all courses required for at least one degree program offered at each level at which we offer a degree (baccalaureate, master's, specialist, doctoral, and professional) and, as illustrated above, demonstrates compliance with this core requirement.

2.8 Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida employs sufficient numbers of full-time faculty to support the mission of the institution. As a metropolitan research university, the university requires a critical mass of qualified faculty members to ensure the quality and integrity of its teaching, research, and service missions.

In Fall 2014, UCF employed 1,961 teaching faculty and adjuncts to support its 207 undergraduate and graduate degree programs. Full-time faculty members numbered 1,231, 58 percent percent of whom are tenured or tenure-earning. An additional 178 graduate teaching associates, who worked under the supervision of full-time faculty members, were also employed. New full-time faculty positions are invested in programs that are growing in student enrollment. A net gain of more than 100 new faculty members was achieved in Fall 2015; additional new hires have been authorized for 2016.

In 2014-2015, 80.3 percent of all undergraduate credit hours and 85.5 percent of all graduate credit hours at UCF were generated by full-time faculty.

EMPLOYEES

BY CATEGORY* (Fall 2014, Includes ALL permanent & temporary employees)

	# of Employees	FTE
Teaching Faculty & Adjuncts	1,961	1,573.2
Executive, Administrative & Managerial	344	341.2
Other Professional	1,706	1,575.0
Support Personnel	1,531	1,529.4
Graduate Assistants	1,447	714.6
Post-Doctoral & Research Associates	123	111.5
OPS Hourly	3,962	2,053.9
University Total	**11,074**	**7,898.7**

FACULTY DATA** (Fall 2014)

Faculty with Doctoral Degrees	77%
Faculty with Doctoral Degrees	1,075
Faculty Tenured	46%
Faculty Non-Tenured on Track	12%
Faculty Non-Tenured Track	42%

Source: EEO Fall Staff File (next update Dec)

*Totals may differ slightly due to rounding.

**Includes all faculty in academic departments.

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Adequacy of faculty at UCF is monitored and determined by a variety of mechanisms, including the percentages of full- and part-time faculty teaching, evidence of student success and achievement (e.g., degrees granted, time-to-degree, employment after graduation), faculty research and creative activity, and faculty capacity to fulfill the role of full-time faculty in shared university governance

(e.g., promotion and tenure, curriculum review and approval) and other aspects of professional service (e.g, participation in professional meetings, service on editorial boards, leadership in professional organizations).

This narrative discusses

- definitions of full-time and part-time faculty,
- mechanisms in place to assess and assure sufficient numbers of faculty members,
- students' course-taking behaviors,
- faculty members' mobility across modalities and teaching locations,
- faculty workload,
- evidence for student and faculty success,
- faculty hiring currently underway, and
- analysis of disaggregated full- and part-time teaching.

Definitions of Full-Time Faculty Members

Full-time faculty members at UCF hold one of the following academic titles:

Assistant In	Instructor
Assistant in Medicine	Instructor Librarian
Assistant Professor	Instructor of Medicine
Assistant Professor of Medicine	Instructional Specialist
Assistant Scholar/Scientist/Engineer	Lecturer
Assistant Scholar/Scientist/Engineer of Medicine	Lecturer of Medicine
Assistant University Librarian	Medical Associate Librarian
Associate In	Medical Instructor Librarian
Associate in Medicine	Medical Assistant Librarian
Associate Instructor	Professor
Associate Lecturer	Professor of Medicine
Associate Professor	Program Director
Associate Professor of Medicine	Research Associate
Associate Scholar/Scientist/Engineer	Scholar/Scientist/Engineer
Associate Scholar/Scientist/Engineer of Medicine	Scholar/Scientist/Engineer of Medicine
Associate University Librarian	Senior Instructor
Faculty Administrator	Senior Lecturer
Faculty Administrator in Medicine	University Librarian
Graduate Research Professor	

Full-time faculty appointments for the aforementioned titles are made on a tenured, tenure-earning, or non-tenure-earning basis. Some non-tenure eligible faculty members receive multiyear appointments. Full-time faculty members are hired through competitive search processes, are retained and promoted using national peer-reviewed criteria, and participate, to various degrees, in teaching, research, and service. Full-time faculty members provide oversight of all academic programs by serving as program leaders (i.e., coordinators) who shepherd the curriculum and establish and evaluate student learning outcomes (see Comprehensive Standard 3.4.11) as well as by serving on faculty curriculum committees at the department, college, and university levels (see below).

Part-time faculty members at UCF include adjunct faculty and graduate teaching associates who are certified to serve as instructors of record. These faculty members supplement the work of full-time faculty, who retain control of the curriculum but who engage part-time faculty in the curriculum review process, as appropriate. Part-time faculty members primarily provide classroom instruction, but many who teach the same courses on a regular basis also participate in curricular and advising discussions and may even assist with research. Part-time faculty appointments are made via an adjunct employment agreement for an academic term, academic year, or calendar year, as appropriate given the assigned duties and responsibilities.

UCF's adjunct faculty are recruited on the basis of academic qualifications and/or professional experience. Often practitioners, these faculty bring real-world case studies to the classroom and deliver current industry knowledge and practices. UCF considers adjunct faculty to be valuable resources and provides strong support for their success in the classroom. Orientation sessions for adjunct faculty are held once per semester and cover rosters, legal matters, and syllabi, and help faculty learn how to hold effective and interesting lectures, increase student engagement, and build courses that are balanced and aligned among goals, objectives, assignments, and teaching practice.

UCF's graduate teaching associates are doctoral students who have been qualified to be instructors of record through the College of Graduate Studies and their home colleges. Each has the appropriate academic credentials for the teaching assignment, has completed a required teaching orientation developed by the Faculty Center for Teaching and Learning, is advised and evaluated for teaching by a faculty mentor, and may also be enrolled in the semester-long Preparing Tomorrow's Faculty program conducted by the Faculty Center for Teaching and Learning.

Mechanisms for Assessing and Assuring Sufficient Numbers of Faculty Members

UCF has monitored the number of student credit hours taught by full-time faculty since 1996-1997. The current system monitors the percentage of full-time faculty members for each level, discipline, location, and instructional mode. General education foundation areas are reported separately from the discipline reports. The procedure for generating reports and monitoring full-time faculty instruction is outlined in the Academic Affairs 70 percent Early Warning Guideline. The guideline states that:

> Consistent with good practice and to assure compliance with SACSCOC Core Requirement 2.8, the university monitors the percent of student credit hours (SCHs) delivered by full-time faculty members in each of its academic programs/disciplines, at each location, and by distance learning modalities…any program/discipline with less than 70 percent instruction (SCHs) taught by full-time faculty members at any location or by distance learning modality is flagged for closer review.

The monitoring policy and procedures were established to alert the college deans when less than 70 percent of student credit hours in each level of each program/discipline at each location and through all instructional modes are taught by full-time faculty. The deans are required to respond to the Office of Academic Affairs with a rationale for each instance and, if appropriate, to provide a plan for increasing the number of full-time faculty. For some UCF programs, higher use of part-time faculty is justified when one of the goals of the program is to provide instruction by individuals who have both the appropriate academic qualifications and extensive professional experience. In other cases, part-time faculty may be used as a temporary measure to replace faculty who are on sabbatical or medical leave. The report is provided to the provost or provost's designee who may approve them, request additional clarification, or require alternative actions. The 70 percent

threshold is not a goal for full-time instruction, but, rather, it is intended to be an early warning signal, prompting closer review to assure that the quality of a program is not adversely affected by the proportion of student credit hours taught by part-time faculty members. The threshold for further evaluation continues to be reviewed periodically for appropriateness, most recently in 2013-2014 against peer state university system institutions. This analysis revealed that UCF's 70 percent threshold continues to align with good practices in higher education and, in particular, among institutions that are subject to the same performance metrics as is UCF.

The full Early Warning Report for 2014-2015 is included here for review. It provides aggregate data for an academic year for undergraduate and graduate student semester hours for all programs/disciplines, locations, and online offerings. Following the aggregate data are explanations for falling below 70 percent full-time instruction that were provided by appropriate dean's offices and reviewed by Academic Affairs as part of UCF's regular quality assurance oversight practices. If appropriate, plans for increasing full-time instruction in a particular area are noted.

Analysis of Disaggregated Full and Part-Time Teaching

Clarifications, rationales, and future plans for programs, locations, or modalities with low full-time percentages are incorporated in the report. In some cases, the use of part-time faculty is short-term, as was the case in the College of Engineering and Computer Science where one retirement, two sabbaticals, and unexpected family medical leave all impacted course offerings during a single academic year. In other cases, as in the Rosen College of Hospitality Management, higher use of part-time faculty was appropriate to bring industry expertise into the classroom. In yet other cases, programs began to hire faculty for 2015-2016—the year after the data presented—as part of the university's aggressive faculty hiring campaign, described below.

Academic Program Review, Institutional Effectiveness, Discipline Accreditation, and the Evaluation of Program Quality and Faculty Sufficiency

The quality of academic programs, including the quality and sufficiency of faculty, is assured through assessment processes, including academic program review, which occurs on an ongoing seven-year cycle, as well as through the annual institutional effectiveness assessment of program and student learning outcomes. Examples of the latter are provided in Comprehensive Standard 3.3.1.1.

Through academic program review, self-studies guide program and department leadership to reflect on sufficiency of resources, including faculty resources. External consultants who are discipline experts review the self-study documents, program and department trend data, and reports documenting the distribution of contributing faculty activity in teaching and scholarly and creative activity. The consultants offer their assessment on such matters in consultant reports that inform final recommendations developed collaboratively by the dean, his or her guests, who typically include department chairs and often program leadership, and the university-level Program Review Committee comprised of Academic Affairs leaders. Generally speaking, consultants who have participated in UCF program reviews during the past seven-year cycle have been impressed with the quality and productivity of UCF's full-time faculty members in terms of teaching, scholarly and creative activity, and community engagement. In addition, it is not uncommon for UCF adjuncts to be cited as a strength of the program. When funding is available, net new faculty hires (in addition to replacements) are awarded to programs that have experienced substantial growth, support areas of strategic emphasis, and for which academic program review

has recommended hires. More information about the program review process is provided in Core Requirement 2.5.

Sufficiency of full-time faculty members is also assessed during specialized accreditation reviews (see the Institutional Summary for a full list of applicable programs). Programs that undertake specialized accreditation reviews are also evaluated for sufficiency of faculty (and faculty qualifications) in the context of that review and the professional norms of their field. To date, none of UCF's programs with specialized accreditation has been sanctioned or received a negative action as a result of insufficient faculty resources or otherwise.

Student and Faculty Member Course Taking and Teaching Behavior

UCF students may take courses at any available location or modality. Students typically enroll in the most convenient course options for their own lifestyle, unless they enroll in one of few degree programs offered only online or at a particular location. The diagram below provides information on Fall 2014 enrollment and shows how individual students take advantage of the various course modalities and locations available. For example, during Fall 2014, only 709 students, or 1.2 percent of the total Fall 2014 student headcount, took only live courses at a regional campus location, while a larger volume of students (1,834) packaged a live regional campus course with main campus or Web-based courses to complete their preferred schedule. The majority of UCF students continue to take live courses at UCF either exclusively or in combination with online offerings. Thus, a disaggregation of course offerings by location and modality do not mirror an individual student's course-taking behavior.

Fall 2014 Final Student Headcount — University of Central Florida, Office of Institutional Research

"Live" Main Campus Students 49,060
"Live" Rosen Campus Students 2,848
"Online" Students 31,424
"Live" Regional Students 2,550

Counts Not Included in Diagram
Main, Regional, Rosen: 1
Online, Regional, Rosen: 2
Main, Online, Regional, Rosen: 3
Regional & Rosen: 1
(all add to less than 0.01% of total)

503 0.8%
876 1.5%
1,011 1.7%
451 0.7%
26,538 43.9%
20,224 33.5%
8,248 13.7%
431 0.7%
349 0.6%
1,054 1.7%
709 1.2%

Live = any course not delivered online
Online = WW, RV, and V modalities

Note: Medical students (420) are not included in this diagram.

Total Student Headcount is 60,821 (including medical)
Note: Circle size is proportional but the overlapping regions are not and are for demonstration purposes only. Totals may differ slightly due to rounding.

Faculty Members' Teaching Mobility Across Modalities and Teaching Locations

Faculty members at UCF may also teach at more than a single location and in varied modalities including both face-to-face and online courses during the same term. Online teaching is not restricted to one subset of UCF faculty. During Fall 2015, 728 faculty members are teaching an online or blended class; of these, 66 percent (484 faculty members) are teaching in more than one modality.

A simple analysis of disaggregated full- and part-time faculty teaching and student credit hours by location and modality does not correlate with individual UCF student experiences, which may include multiple locations and modalities. Neither faculty members nor students teach or complete courses in a single location or modality. Thus, full- and part-time faculty status is better reviewed at the aggregate program level; although, disaggregation is used in our early-warning methodology to help isolate potential areas of concern for closer review.

Faculty Workloads

Full-time faculty workloads generally include teaching, research, and service. Section 1012.945 of the Florida Statutes prescribes the minimum number of classroom contact hours required of university faculty members as 12 hours per week. UCF colleges and departments establish faculty workload policies that address time commitments and variations resulting from different assignments. Faculty teaching varies from a single course a semester for research-intensive faculty members to four courses a semester for instructional faculty with no research or service assignments. There is discipline variability in requirements, and faculty may use external grant support to buy out additional classroom instructional activity. First-year tenure-earning faculty are sometimes provided with three fewer hours in the classroom for their first few semesters, and the equivalent of these hours is transferred to research to allow them to launch that agenda. Instructors and lecturers, who are not expected to conduct research and likely have fewer service commitments, are usually assigned higher teaching loads. Adjustments may be made to accommodate large classes, very large advising commitments, large research requirements, or other factors. Faculty workloads and productivity are reviewed by consultants and evaluated as part of academic program review. An example of a college workload policy is included.

Student Success

One indication of UCF faculty quality and sufficiency are student accomplishments. As outlined in Federal Requirement 4.1, UCF evaluates student achievement using a broad set of criteria and associated metrics established by the state university system and Board of Governors, as listed below:

- Baccalaureate Student Retention and Graduation Rates
- Overall Degree Production
- Degree Production in Programs of Strategic Emphasis
- Degrees Awarded to Minorities
- Job and Graduate School Placement among Baccalaureate Graduates
- Wages of Baccalaureate Graduates
- Licensure Examinations

The Board of Governors evaluates UCF and other state university system institutions on each of these metrics using clear targets or benchmarks that start with a threshold of acceptability.

Institutions are also assessed using targets for degrees of improvement in each metric. Through Board of Governors-mandated work plans and accountability reports, UCF annually reviews its goals for these metrics and tracks its progress toward meeting these goals; this process enables the university to identify goals for student achievement consistent with its mission. As detailed in Core Requirement 2.5, UCF's ongoing institutional effectiveness strategic planning process also enables the university to develop, invest in, and evaluate a number of strategic initiatives that support student achievement, including the use of predictive analytic data.

Also detailed in Core Requirement 2.5, the Board of Governors requires UCF to report on and provide evidence for meeting student achievement performance metrics in the university's annual accountability report, which is approved by the Board of Governors and the UCF Board of Trustees. A means of tracking and evaluating how well the university is meeting state university system and university goals as articulated in the UCF strategic plan and annual work plan, the annual accountability report also includes an update on the university's investments in and progress toward strategic initiatives. UCF also reports on and provides evidence of student achievement on a Student Achievement website.

Additional student achievements are available in the UCF Academic Affairs 2013-2014 Annual Report. UCF student successes are a further indication of UCF faculty sufficiency.

Faculty Research and Creative Activity

UCF faculty are sufficient to fulfill UCF's research mission. The university is ranked in the top tier of the nation's research universities by the Carnegie Foundation for the Advancement of Teaching. Since UCF's last reaffirmation, UCF's research success elevated the university's classification from "high research activity" to "very high research activity"—a designation give to only 25 public institutions. UCF has built research strengths in a variety of areas including optics and photonics, engineering, modeling and simulation, computer science, alternative energy, and the emerging areas of nanoscience and life sciences in order to become a catalyst for the region's high-tech development. A strong spirit of collaboration has made UCF an attractive partner for many Central Florida high-tech businesses that, in turn, have provided UCF students with real-world experiences. UCF faculty researchers also remain strong in other areas of importance to our students and community.

Through research-based innovation and technical expertise, UCF faculty have earned us the designation by the Association of Public and Land-Grant Universities in 2013 as one of the nation's leading universities for innovation and economic prosperity. Since this designation, our faculty have continued an upward trajectory of producing pioneering scholarship. In 2012, the power of patents earned by UCF researchers was ranked among the top 20 internationally by the Institute of Electrical and Electronics Engineers, the world's largest professional association for the advancement of technology. In 2013, UCF was ranked ninth among U.S. public universities for the number of patents produced. And, in 2014 alone, UCF filed 132 patent applications and received 57 patents, placing us in the top 30 of worldwide universities granting U.S. patents, according the National Academy of Inventors and the Intellectual Property Owners Association.

UCF continues to increase its external research funding, reaching an all-time high of $145.6 million in fiscal year 2014. In addition, our nationally and internationally recognized research centers and institutes have strengthened the Central Florida economy by creating an entrepreneurial environment for discovery and innovation. Examples of individual faculty members' accomplishments can be found in the Academic Affairs 2013-2014 Annual Report.

Faculty Service

UCF's full-time faculty members from all campuses participate in service to the institution, in service to the profession, and in service activities that provide outreach to and engagement with our surrounding communities. Full-time faculty at UCF participate in university governance, serving on university, college, and department committees. Service on university committees and councils is the primary means of direct participation in university governance by faculty. Faculty governance is represented by a faculty senate composed of 75 elected members who represent each of the university's 12 colleges. These faculty members serve on curriculum committees through the Graduate Council and its subcommittees and through the Undergraduate Council and its subcommittees.

In addition to curriculum committees, faculty members serve on 17 other standing university committees, on faculty awards committees, and on university-, college-, and department-level promotion and tenure committees. Examples of standing committees include the Admissions and Standards Committee, the Faculty Center for Teaching and Learning Advisory Committee, the Library Advisory Committee, the Research Council, and the University Master Planning Committee.

Faculty members also participate in university promotion and tenure committees (promotion and tenure is reviewed at the department, college, and university levels through designated committees). This peer-review process was developed to include faculty in the assessment of a candidate's potential for growth, scholarly contributions, and past meritorious performance. Faculty award committees serve a similar purpose of peer-review and include the Teaching Incentive Program, Research Incentive Award, and the Scholarship of Teaching and Learning awards.

UCF faculty members also participate in service to their discipline by serving on a multitude of editorial boards, by holding leadership roles in professional organizations, and by giving speeches and invited presentations to organizations and universities worldwide. In addition, our faculty regularly give conference presentations of their research. Some examples of these accomplishments are also found in the Academic Affairs 2013-2014 Annual Report.

Faculty Hiring

Like most state institutions, UCF was severely impacted by the recent economic recession and did not significantly replace or add to faculty ranks during the last few years. However, in 2014-2015 UCF began an aggressive national hiring campaign. Nearly 200 new faculty members were hired to begin during 2015-2016—100 new positions and 100 to replace faculty who had left or retired, resulting in a net increase of well over 100 faculty members. An additional 100 faculty searches are currently under way for 2016-2017. These new hires are positively increasing the numbers of faculty available to fulfill UCF's teaching, research, and service mission. The significant impact of these hires is not yet evident in the faculty instruction data provided from the Early Warning Review above because it is prior to the 2014-2015 hiring campaign.

Authorization for new faculty hires is based on teaching, research, and service needs. Resources reviewed include institutional trend data, academic program reviews involving external evaluations, and faculty committee recommendations. The new faculty hires were requested by deans, who had consulted with department chairs, program coordinators, and faculty members. The hiring requests were reviewed by the Academic Program Review Executive Committee consisting of membership from academic affairs, undergraduate studies, graduate studies, research and commercialization, institutional knowledge management, and budget and administration. The

attached spreadsheet shows the new hires in the context of academic program review recommendations and identified areas of strategic emphasis. The relationship of the hiring process to institutional strategic planning is described in Core Requirement 2.5. These hires, while undertaken to improve not only UCF's teaching mission but also its research and service mission, are, as of Fall 2015, also improving full-time to part-time faculty teaching percentages.

Conclusion

UCF employs sound and acceptable practices for determining the sufficiency of faculty. Evidence of student and faculty success supports the sufficiency of faculty members, and new hires are further increasing faculty numbers. The university is in compliance with Core Requirement 2.8.

2.9 Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida provides and supports student and faculty access to library collections and other learning and information resources that are adequate for and consistent with the degrees offered at UCF. In addition to supporting UCF's educational programs, library and other information resources are sufficient to support UCF's research and public service programs.

This response addresses Core Requirement 2.9; however, additional relevant information may be found in the responses to the following standards:

- Comprehensive Standard 3.3.1.3 describes assessment of library and technology learning resources.
- Comprehensive Standard 3.4.12 describes access to and training in the use of technology resources.
- Comprehensive Standard 3.8.1 describes library resources and learning facilities in more detail.
- Comprehensive Standard 3.8.2 describes training and support in the use of library learning resources.
- Comprehensive Standard 3.8.3 describes library and technology support staffing levels and qualifications.

Support for Student and Faculty Access and Use

The UCF Libraries includes two facilities on the main campus in Orlando: the John C. Hitt Library and the Curriculum Materials Center, which is housed in the College of Education and Human Performance. Two additional facilities located in Orlando include the Universal Orlando Foundation Library (hereafter Rosen Library), located at the Rosen College of Hospitality Management, and the Harriet F. Ginsburg Health Sciences Library, located at the College of Medicine on the Lake Nona campus. The Harriet F. Ginsburg Health Sciences Library is an independently administered facility. UCF Libraries also maintains a joint-use presence at nine UCF regional campus locations throughout Central Florida. The Fernando Belaunde Terry Library, located at Universidad San Ignacio de Loyola, in Lima, Peru, supports UCF programs by formal agreement.

UCF Libraries' collections include 1,526,449 print volumes, 49,060 journal subscriptions, 475 electronic reference sources, 943,148 e-documents, and 3.28 million microforms, in addition to specialized collections including government documents, media, and items housed in the Special Collections and University Archives. Most of the print and media collections are located in the John C. Hitt Library, Curriculum Materials Center, and Rosen Library. UCF also purchases and makes available collections and resources at the joint-use libraries. Off-site access to library-subscribed electronic information is available to all with a university ID, and on-site access to electronic

information and physical items is available to all UCF students, staff, and faculty, and with rare exception to the public community. Any exceptions to public access to databases is driven by vendor agreements. Collections are indexed through an online catalog that contains location information for physical items and records and links to electronic books, databases, and articles.

The John C. Hitt Library is the central library and houses collections in all subject areas. The Hitt Library also contains the Government Information collection, Special Collections and University Archives, and the Knowledge Commons, a student-funded collaborative learning space. In addition to the Circulation Desk and the Research and Information Desk, which provide circulation services and research assistance, respectively, the facility recently opened a LibTech Desk that lends equipment and provides assistance to students with technology-related questions.

The Curriculum Materials Center provides learning resources relevant to K-12 educators, including representative K-12 collections and textbooks and a production lab equipped with traditional and emerging technologies found in educational settings. The Rosen Library holds a comprehensive collection of resources and provides services to support the hospitality and tourism programs. The Harriet F. Ginsburg Health Sciences Library provides resources and services that support educational programs offered by the College of Medicine. Collections and services also are available at joint-use libraries in support of the university's educational programs and collaborations with area state colleges.

The university collaborates with the Fernando Belaunde Terry Library, located at Universidad San Ignacio de Loyola, in Lima, Peru, which provides access to learning resources in support of UCF-offered academic programs at that institution.

UCF Libraries

The UCF Libraries' vision and mission are defined as follows:

> Vision: The University of Central Florida Libraries, a center for discovery and intellectual enlightenment, offers outstanding resources and services in support of a large metropolitan research university. The Libraries partners with academic, professional, and local communities in sharing and developing resources, and fostering life-long learning and information skills.

> Mission: By providing information resources and services, facilities and technology, the University of Central Florida Libraries supports learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience.

The vision and mission of the Libraries guide the development and implementation of collections, learning resources, and services that adequately support the institution's educational, research, and public service programs.

UCF Libraries Collections

The UCF Libraries has a primary facility and a smaller library on the main campus, libraries at the Rosen and College of Medicine campuses in Orlando, and a library presence at other instructional sites. The John C. Hitt Library is the central library and provides services for the other campus libraries, including acquisitions, cataloging, interlibrary loan, and electronic collections. The Libraries' organizational chart reflects this arrangement.

In addition to its collections of print volumes, journal subscriptions, electronic reference sources, e-documents, microforms, and media titles, the John C. Hitt Library also houses a depository collection of 342,000 U.S. and Florida government resources and 1,842 linear feet of special collections and university archives materials. The Special Collections and University Archives Department contains a variety of notable collections, and books, manuscripts, and art can be viewed by researchers with assistance from library staff members. The University Archives collects and makes available official records, publications, and materials on the history of UCF.

UCF Libraries is involved in several initiatives to provide broader access to special, rare, and historical materials for students, staff, faculty members, and the community at large through digitization projects. The Libraries has assumed a leadership role in establishing and maintaining the Central Florida Memory Project, which digitizes and provides online access to materials illustrating the history of the Central Florida region.

UCF Libraries is an active partner in the Digital Library of the Caribbean, a cooperative project within the Caribbean and circum-Caribbean that provides users access to Caribbean cultural, historical, and research materials. Other examples of digitization initiatives include the Harrison Buzz Price papers; the *Central Florida Future*; PALMM (Publication of Archival Library and Museum Materials): Florida History Collection, Florida Historical Quarterly, and PRISM (Political & Rights Issues & Social Movements); Retrospective Theses and Dissertations; the Carey Hand Funeral Home Records; the UCF Community Veterans History Project; and selections from University Archives.

Selection of materials is administered centrally with consultation from UCF faculty members and librarians at each UCF Libraries location. Some electronic materials are purchased consortially through Florida Virtual Campus, a statewide resource and clearinghouse for public postsecondary distance-learning programs, and Florida Electronic Library, a statewide library resource sharing initiative.

Electronic resources are key to supporting UCF's fully online and blended-learning courses, and also for meeting demands of traditional on-campus students and faculty who require access to information via the Web. More than 70 percent of the Libraries' materials budget is committed to online subscriptions and purchases and is supplemented by resources shared through Florida Virtual Campus and Florida Electronic Library. Funding allocations from the UCF Technology Fee have been especially helpful in acquiring perpetual rights to journal archives, e-book collections, streaming media, and primary source materials.

UCF affiliates have access to streaming video and high-quality films from FMG on Demand and Alexander Street Press, which enable faculty members to use content without concerns about licensing or copyright. UCF Libraries has begun the transition from DVDs to streaming format; this move was enhanced with the purchase of a collection from Alexander Street Press that consisted of 12,743 videos across 10 subject areas in support of the humanities, sciences, and social sciences.

Access to Collections. All UCF students, staff members, and faculty members on all UCF campuses have direct and immediate access to library collections, both physical and digital, and to related services that support teaching, learning, and research. The Libraries' collections, including print and electronic books, videos, journals, documents, dissertations, and other materials, are searchable via Mango, the online catalog. Additionally, QuickSearch (formerly OneSearch), which is the UCF implementation of EBSCO Discovery Service, couples an easy-to-use interface with a vast index, effectively consolidating the majority of UCF's abstracts and indexing databases, the catalog, digitized collections, full-text journals, and Florida Virtual Campus online collections.

Electronic resources are licensed for the UCF community, and the Libraries is committed to providing convenient access to authorized students and employees both on and off campus. EZ Proxy facilitates access to license-restricted electronic resources from any Web-capable location. (See "EZproxy Login: For Off-Campus Access" under "NID Logins for Library Services.") Because authorization relies on IP recognition, anyone connected through the UCF network is recognized as a valid user. That same credential also works for all campus accounts and systems, including Webcourses@UCF (learning management system), ILLiad (for interlibrary loan and document delivery), and the library catalog (for book renewals and holds).

To facilitate access to online learning resources for instruction, the Center for Distributed Learning and the Libraries collaborated to create a UCF Library Tools section in Webcourses@UCF, the campus learning management system. When UCF Library Tools is selected, numerous useful resources are displayed, allowing users convenient access to the most commonly used tools without their having to leave the online learning environment. These include:

- QuickSearch global search utility of articles and journals
- Live "Ask a Librarian" online chat
- Direct links to databases, holdings, help documentation, and tutorials

Faculty using Webcourses@UCF can also use the Page Editor to open QuickSearch (OneSearch) Lite, search the Libraries' full-text holdings, choose an article or chapter to include in their course, and create a direct, static link to the learning resource into their course page. Faculty are not required to leave the online learning environment to search for and easily insert library resources into their course materials. Students then have direct access to these resources without having to reauthenticate into the Libraries' site.

Additionally, library users have the option of accessing full-text information via OpenURL to UCF's SFX instance. In SFX, the Libraries maintains a detailed knowledgebase of UCF subscriptions to online journals, books, proceedings, and documents. SFX powers the searchable Online Journals listing and enables links to tens of thousands of journals and books.

As print resources continue to be important, students, faculty members, and staff have immediate access to collections housed at any of the UCF Libraries' facilities (see below for library hours). For items (print or electronic) not held by UCF or by UCF joint-use regional campuses, UCF students, staff, and faculty can request materials owned by other libraries worldwide through Interlibrary Loan and Document Delivery Services.

Library users can submit interlibrary-loan requests in a variety of ways, including UBorrow (the unmediated state university and college borrowing system), QuickSearch (UCF's branding of the EBSCO Discovery tool), and directly through an online form. UCF Libraries maintains national, regional, statewide, and local consortial agreements, as well as agreements with a number of individual libraries, for reciprocal borrowing and lending. These agreements include Rapid ILL, the Association of Southeastern Research Libraries, Lyrasis and its various resource sharing groups, the Florida Library Information Network , and the Florida Virtual Campus. The goal of the agreements is to make vast collections of material available to UCF students and faculty members and to make UCF's collections available to other universities, colleges, public libraries, and specialized libraries worldwide.

Interlibrary Loan also provides document-delivery services to UCF students who are not currently taking classes at UCF's Orlando campus. These include students taking only online classes, as well

as students taking classes at regional and satellite campuses. Document-delivery services include the following:

- All articles owned by UCF Libraries, in print or electronic form, are scanned and delivered to the student's ILLiad account as an easily downloadable PDF.
- All books, CDs, and DVDs owned by UCF Libraries are pulled from the shelf and sent to the student's pickup location. Items requested by distance learners are mailed to the student's home address.

Provisions are also in place to make collections more accessible to library users with disabilities. Electronic resources that allow for text enhancement, the use of text-reading software, and text-for-voice (videos) are prioritized for selection. For example, FMG on Demand videos offer closed captioning, and Alexander Street Press videos include a transcript. In collaboration with UCF Student Accessibility Services, the Libraries has created policies that guide physical assistance to accessing collections. Further, the Libraries entered into an agreement with HathiTrust to provide electronic versions of items owned by UCF for patrons with visual impairments. Additional services for individuals with disabilities is described more fully below.

Collections at the Harriet F. Ginsburg Health Sciences Library, located at the College of Medicine on the UCF Health Sciences Campus at Lake Nona, are managed by professional staff at the College of Medicine. The primary focus of the Health Sciences Library is to provide electronic access to quality, current peer-reviewed medical and clinical e-resources. In addition to e-resources, a small print collection is maintained. The state university libraries online catalog, ALEPH, is used to display the Health Sciences Library's holdings, as well as the UCF Libraries' holdings. All College of Medicine students, staff, and faculty members are able to use all of the print and electronic resources at the John C. Hitt Library or other UCF Libraries' locations.

Information about access to the Fernando Belaunde Terry Library, located at Universidad San Ignacio de Loyola in Lima, Peru, is located in the section describing that facility.

Collection Adequacy. The development of collections is foundational to the Libraries' mission of supporting "learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience." Adequacy of UCF Libraries' collection resources to meet the needs of the university's degree programs and research activities is ensured through an ongoing process of internal and external assessment and a collection development program founded on the subject librarian-faculty liaison model.

The model assigns a librarian to work directly with an elected or appointed faculty member from each department or major academic unit, thus ensuring that the development of the Libraries' collections is a collaborative effort between librarians and teaching faculty members in the disciplines. The Libraries has collection development policies for each department or program, which provide guidelines that the Libraries follows in the selection and acquisition of library materials, ensuring consistency among librarians responsible for collection development. Two samples of these development policies and reviews are provided for review [Mechanical and Aerospace Engineering Collection Development Statement, Writing and Rhetoric Collection Development Statement].

Library materials funds are expended in new areas that promote international prominence in graduate study and research in accordance with the UCF mission and the university president's five goals. In recent years, the Libraries has worked closely with the vice provost and dean of the College of Graduate Studies to identify key areas of study where additional library resources are

needed. UCF Libraries allocates funding beyond that assigned to support undergraduate programs to academic disciplines for the acquisition of monographic resources to support graduate research and teaching. Collection development policies are specifically designed to align funding and selection of library materials with the institutional goal of achieving "international prominence in key programs of graduate study and research."

Regular program reviews for degree offerings, which are prepared by the colleges in conjunction with the Office of Academic Program Quality, include a component for assessing the adequacy of library resources. An example from the library summary for the Doctor of Nursing Practice program review for the 2015 Commission on Collegiate Nursing Education reaccreditation visit illustrates this type of assessment. Procedures for establishing new degree programs also include an evaluation of library resources in the discipline. UCF Libraries works with the faculty members requesting that the program identify aspirational peers, and UCF holdings are compared to those of the identified institutions. Current strengths and future needs of the library collection in relation to the academic and research mission of the proposed program are defined, and, in many cases, the Libraries receives startup funding to enhance the collection in the proposed discipline.

UCF Libraries maintains an approval plan with YBP Library Services, the world's largest purveyor of academic monographs, to enhance collections in all academic departments. UCF has consistently had one of the largest approval plans in the country in terms of expenditures with YBP. UCF subject librarians work with YBP to select areas of emphasis in the levels of subject treatment. In selected subject areas for graduate-level research and teaching, books are automatically sent as they are published. New graduate-level program proposals are often well positioned because the Libraries continues to support a broad range of disciplines through the automatic selection and shipment of high-quality academic titles. This support is evidenced by the highlighted sections in the Criminal Justice Ph.D. program.

UCF Libraries also collaborates with peer institutions, publishers, and vendors to ensure that library funds are expended in the most effective manner. Consortial partnerships include the Council of State University Libraries and their advisory committee, which oversees cooperative collection activities among Florida's state university libraries; the Association of Southeastern Research Libraries, primarily in their collaborative federal depository program; and the Center for Research Libraries, where UCF is a member of the cooperative collection building program. Florida state university libraries also participate in the Florida Virtual Campus, which coordinates collaborative statewide purchases for Florida's 28 public colleges and 12 public universities under advisement of the Members Council on Library Services. UCF participates in these committees, providing recommendations for purchases that support academic programs offered at UCF.

UCF Libraries Facilities and Services

The UCF Libraries provides UCF students, staff, and faculty with spaces and services designed to facilitate teaching, learning, and research. The John C. Hitt Library, named in honor of the current university president, is a 206,000-square-foot facility located on the UCF main campus in Orlando. The library hosts group and individual study spaces including floors designated as quiet and group areas. One of the most heavily used facilities on campus, the John C. Hitt Library had 1,255,046 people pass through its gates during 2014-2015. The total number of physical items circulated for all libraries, including renewals, was 343,037.

The John C. Hitt Library offers a Presentation Practice room, 40 group study rooms (which can be reserved a week in advance), and open seating for 1,903. In addition to 275+ desktop computers, which are freely available to UCF affiliates and the public during library operating hours, iPads, laptops, tablets, and digital and video cameras are available for use. A wide range of scanning and

printing options is also available, and there is ubiquitous campus-wide wireless access throughout the library. Students with disabilities have access to research assistance, audio visual and telecommunication aids, and accessible workstations, as well as document-delivery services. Students and researchers have access to collections, services, and technology 105 hours per week, with extended hours during final exams; electronic resources are available any time from any Web-capable location.

The libraries at UCF's other campus locations have differing hours, depending on mission and staffing levels, as do the joint-use libraries. The Curriculum Materials Center, a 5,500-square-foot facility located in the College of Education and Human Performance on the Orlando campus is open 71 hours per week (see "Hours & Location" tab); the Rosen Library, a 9,000-square-foot facility at the Rosen College of Hospitality Management campus, is open 69 hours weekly during the fall and spring semesters (see "Location & Hours" tab); and the Harriet F. Ginsburg Health Sciences Library, a 12,720 square-foot-facility at the Lake Nona College of Medicine campus, is open 40 hours per week.

Joint-use library presences at state colleges in surrounding Central Florida are located at the Eastern Florida State College at Cocoa and Palm Bay, Daytona State College, Valencia College at West and Osceola, Seminole State College at Sanford/Lake Mary and Altamonte, College of Central Florida in Ocala, and the Leesburg and South Lake campus of Lake Sumter State College. Each location's hours are determined by the host institution. The regional libraries listed above are staffed with full-time or adjunct librarians to serve the specific research needs of UCF students and faculty, including individual research consultation and library instruction.

UCF Libraries offers support to students, staff, and faculty members in the educational, research, and public service programs of the university in many ways. In addition to collections, technology, and space, librarians provide assistance and instruction in the use of library and other information and technology resources. Instruction is provided by in-person consultation; phone, email, chat, and texting services; classroom instruction; and online guides, tutorials, modules, and videos.

Assistance for short reference and research queries is immediately available by walk-up or online query at all library locations. Ask A Librarian services provide virtual reference services to UCF students, faculty, and staff members. The service helps find books, articles, and appropriate databases, and answers simple questions by text, chat, email, and phone. Chat services are accessible from all library Web pages, as well as on database pages from major vendors. For more complicated questions, or to provide in-depth research assistance, research consultations are available by appointment via phone, email, or in-person.

The UCF Libraries offers formal instruction, at all user levels, to support teaching, learning, and research at the university and to expand the classroom experience. Classroom sessions ranging from basic information literacy for first-year students to training in the tools of research for faculty are available by request through an instruction form, direct contact with a subject librarian, or through open workshops. Orientations and tours are available by request, as well as by campus-scheduled venues. The John C. Hitt Library has two library instruction classrooms that seat approximately 20 persons each and are equipped with PC workstations and wireless access. More information about instruction rooms and teaching and learning facilities can be found in Comprehensive Standards 3.4.12 and 3.8.2.

Online instruction options are diverse and accessible to all UCF students, staff, and faculty members any time, from any Web-capable location. UCF Libraries' online instruction supports blended courses, online education, and point-of-need instruction. Online research guides, tutorials, modules,

and videos on the use of library materials, resources, and spaces are developed with faculty consultation and made available via the Internet.

Online Research Guides, created by subject librarians, contain links to essential research databases and information sources along with instructions for making the best use of those resources. These guides contain discipline-specific instruction, as well as course-specific content. Each guide contains links to a variety of information and explanations that will help learners select what they need to support a particular project or assignment. Research Guides lead students directly to databases, e-books, journals, and other resources they need to complete class assignments. Many of the Research Guides are included in Webcourses@UCF, the university's learning management system. Research Guides can be accessed from desktop computers as well as mobile devices from the Libraries' mobile site.

A wide range of Information Literacy Modules on topics ranging from citing sources to moving into discipline-specific research are provided online and available to all UCF students. The modules can be assigned for classes, or students can complete a module independently to learn about one of the covered topics. These modules were developed as a part of the 2006 Quality Enhancement Plan at UCF and have been institutionalized as part of the sustainability of that QEP. Each module includes three sections: content, practice questions with feedback, and scored assessment questions. Library-produced videos are embedded into Web pages and Research Guides, the Information Literacy modules, and Webcourses@UCF, and can be found on the UCF Libraries Youtube channel.

UCF Libraries Assessment

UCF Libraries participates in the Institutional Effectiveness and Assessment program at UCF (addressed in Comprehensive Standard 3.3.1.3). Examples of selected outcomes, measures, results, and reflections from 2014-2015 include the iPad Survey, the Ithaca Survey, and the Graduating Students Survey. Additionally, UCF Libraries has participated in the LibQUAL+ Survey, most recently in 2011 and 2012, and in the ITHAKA S+R Local Faculty Survey in 2014.

Results of the 2011 LibQUAL+ survey showed improvement in positive user perceptions over previous years, with students commenting favorably about the Knowledge Commons, which opened in Fall 2010. The Knowledge Commons, on the main floor of the John C. Hitt Library, seats more than 400 students and has more than 200 computer workstations arranged in an attractive, comfortable setting, with areas conducive to collaborative and individual study. Students further asked that the rest of the library be outfitted similarly to the Knowledge Commons, with rolling whiteboards, more electrical outlets, more computers, more group areas with large computer monitors, and better wireless connectivity, and responses confirmed that the design, technology, and furnishings in the Commons were what they requested. Both the numerical scores and comments were largely positive [LibQUAL+ 2011 Survey, LibQUAL+ 2011 Knowledge Commons Comments, Peer Comparisons].

In 2011, UCF Libraries coordinated a graduate student survey, which gathered information and suggestions from UCF graduate students regarding library services and resources that they used and valued as well as those services and resources for which they perceived a need. Results from this survey informed recent decisions to add a suite of graduate student services that include expanding the number of study rooms and increasing the increments of time for which they can be reserved, designating additional quiet study areas in the John C. Hitt Library, updating the Presentation Practice room, and creating a Graduate Student Services online Research Guide to market graduate student resources and services.

During Spring 2013, user feedback focusing on facilities was obtained using the Learning Space Toolkit, developed by North Carolina State University and its collaborators, with the Institute of Library and Museum Services. The Toolkit is "a resource for designing and sustaining technology-rich learning spaces." Using Toolkit questions, 19 librarians conducted interviews with 60 undergraduate students, graduate students, and faculty members to learn about facility needs for teaching and research. For example, one action taken in response to survey recommendations was to review noise policies in the John C. Hitt Library and to designate an additional floor for quiet study [Undergraduate Survey Summary, Renovation Interviews Faculty, and Renovation Interviews Graduate Students].

Faculty respondents to the 2014 ITHAKA survey supported the traditional role of the library in building collections and providing support for publication, as well as the preservation of data and repositories for scholarly work. Responses indicated that faculty members support continuing collection and maintenance of print resources, while also adding electronic resources [Ithaka UCF Faculty Survey Report 2014, Ithaka Summary UCF, Ithaka US Faculty Survey Results, and Ithaka Survey Comments by Topic].

Additionally, the Harriet F. Ginsburg Health Sciences Library administers end-of-year evaluations to students, staff, and faculty members. For 2013-2014, faculty respondents gave the Health Sciences Library a 4.16 average satisfaction rating (based on a five-point scale), and in 2014-2015, a 4.12 overall rating. Staff respondents gave the Health Sciences Library a 4.09 average satisfaction rating in 2013-2014 and a 4.23 rating in 2014-2015. On the Medical School Graduation questionnaire, students gave the Health Sciences Library a 4.8 overall satisfaction rating in 2014-2015, compared to other medical schools' libraries, which received a 4.3 rating.

The Libraries routinely receives feedback from students, faculty, and staff members in addition to that collected via surveys. The Library Advisory Board, appointed by the Faculty Senate, meets with library administrators throughout the year to stay apprised of issues important to faculty members and researchers, such as collections, budgets, and digital and instructional initiatives. The Student Advisory Board is a dynamic group of graduate and undergraduate students who are invited to attend meetings as a result of their leadership roles on campus, through recommendations from faculty members and administrators, or because they have shown interest in the library by making suggestions and comments. Library administrators discuss resources, library technology, facilities, and more with the Student Advisory Board.

An online feedback form receives occasional suggestions and comments. If messages are accompanied by contact information, library staff members respond by email or telephone. In addition, physical suggestion boxes are located at each service desk in the John C. Hitt Library.

Harriett F. Ginsburg Health Sciences Library, College of Medicine, Lake Nona Campus

The Harriet F. Ginsburg Health Sciences Library is located in 12,729 square feet of space on the second floor of the College of Medicine building at the UCF Health Sciences Campus at Lake Nona. The library features small and medium group study areas, reading spaces, a multipurpose computer training area, and an information commons area.

The Health Sciences Library has a collaborative relationship with UCF Libraries but does not have a direct reporting responsibility to the director of libraries. The director of the Health Sciences Library reports to the College of Medicine's associate dean for academic affairs and the chair of medical education. Funding for the library is managed through the college. The state university libraries online catalog, ALEPH, is used to display the Health Sciences Library's holdings as well as UCF Libraries' holdings. The primary focus of the Health Sciences Library is to provide electronic

access to quality, current peer-reviewed medical and clinical e-resources. In addition to e-resources, a small print collection is maintained.

Because 98 percent of the resources offered by the Health Sciences Library are electronic, these collections are available any time, from any place with Internet capabilities. Public access hours to the physical library are 8 a.m. to 5 p.m., Monday through Friday, excluding certain holidays.

The Health Sciences Library has access to online periodicals from the majority of publishers of medical and science e-journals (Elsevier, Wiley-Blackwell, Springer) through participation in Florida Virtual Campus, the Association of Southeastern Research Libraries, and Lyrasis. Participation in Florida Virtual Campus also provides access to medical and science databases through ProQuest-CSA and LexisNexis. Using consortium purchasing through the state of Florida Board of Governors Medical/Health Libraries Task Force, now called FCALM (Florida Collaboration of Academic Libraries of Medicine), multiyear contracts for clinical e-resources have been negotiated and signed. The other Florida medical school libraries that are a part of FCALM include the University of Florida, Florida State University, the University of South Florida, Florida Atlantic University, the University of Miami, Nova Southeastern University, and Florida International University. The discipline-specific resources that are accessible through consortia are shown in Table 1. Disciplines are identified as biomedical, medical, and clinical.

Table 1. Discipline-specific resources accessible through consortia.

Consortium	Resource	Discipline
Board of Governors	M.D. Consult Database	Biomedical/Medical/Clinical
Board of Governors	Nature E-Journals	Biomedical
Board of Governors	New England Journal Of Medicine	Clinical/Medical
Board of Governors	Access Medicine	Biomedical/Medical/Clinical
Board of Governors	Thieme E-Books	Clinical
Board of Governors	Emedicine	Clinical
State University System	Wiley E-Journals	Biomedical/Medical/Clinical

The medical science holdings include those on the Orlando campus and the Lake Nona campus. These holdings are available to support the M.D. degree program students and faculty members, the biomedical sciences students and faculty members, and other health and science students and faculty members in numerous programs on the Orlando campus. For this reason, the majority of the print medical sciences holdings have remained on the Orlando campus but are now easily available to M.D. students on the Health Sciences Campus at Lake Nona through an interlibrary loan program.

Fernando Belaunde Terry Library, Universidad San Ignacio de Loyola

The Fernando Belaunde Terry Library (FBTL), located at Universidad San Ignacio de Loyola (USIL), in Lima, Peru is a UCF instructional site. FBTL houses a collection of more than 21,000 print titles and 39,000 volumes and is open 84 hours per week. Users have direct access to bound volumes through open stacks. Documents are organized according to the Dewey Decimal System, and all transactions are recorded through a Symphony Automated System.

In order to ensure that the collection of resources is relevant and up-to-date for the programs offered by UCF at USIL, institutional procedures have been established to review, acquire, and eliminate materials as appropriate. The Guidelines for Selection and Provision of Learning and Information Resources ensure that collections are directly related to program content and are

current. For example, required materials listed in a course syllabus must be kept and properly maintained for at least three years or six semesters from the date of original purchase.

Communication with each academic department serves as the basis for reviewing, acquiring, and eliminating library resource materials. Academic program coordinators are responsible for identifying and selecting all course materials in conjunction with the course instructor for each course. Library staff consults with the academic program coordinators regarding which resource materials are relevant to programs offered at USIL, and the academic program directors and deans review and authorize the final recommendations to the vice president of academic affairs. Library personnel are then responsible for receiving, processing, and integrating the new materials.

In order to further expand student access to learning resources, efforts are also underway to complement the use of print materials with increasing use of electronic materials. Students are able to access online resources of the virtual library through the INFOSIL student platform. The internal databases can be accessed on-campus only through specialized computers at the library. Handicapped ramp and elevators secure wheelchair access to all levels.

FBTL manages training for the use of acquired and subscribed information resources. The training program aims to develop information skills in users. The library also supports the use of library resources with presentations, such as "Teacher Induction" and "Information Retrieval Training in Academic Databases," which are intended for new teachers.

Agreements and affiliations with external university libraries and organizations provide students access to a wider collection of resources and to additional relevant course materials for specific programs. USIL's participation in these agreements and affiliations helps maintain library resources at a standard on par with university libraries across Latin America.

Each of the external cooperative library agreements ensures timely access to books and resources. For example, students can receive books within two days under the Altamira Agreement. Access to services through these agreements is offered at no additional cost to students. Each institution specifies its lending period requirement directly with the students.

All students in this program are UCF students and are therefore able to access UCF's online library resources from any Web-capable location. Additional information is available on budget, facilities and seating capacity, internal databases, external databases, and additional services offered through FBTL.

Center for Distributed Learning

Access to learning resources is greatly enhanced through the university's online learning initiative, Online@UCF. In operation since 1996, Online@UCF today serves students both on and away from campus through both individual online courses and numerous completely online degree and certificate programs.

Online@UCF serves institutional goals for increased and more flexible access, improved student learning, and cost efficiency. During the 2013-2014 and 2014-2015 academic years, fully online, blended, and video-streaming courses represented nearly 36 percent and more than 37 percent of UCF's total student credit hour production, respectively. The success of UCF's online learning initiative is attributable to skillful execution, close alignment with institutional goals, a faculty-centered approach based on a nationally recognized faculty development process (IDL and ADL), and continuous, rigorous assessment.

Supplemental online learning resources for students include the student area of the Online@UCF website called "Learn Online" and the Online@UCF Support website. The Learn Online site provides direct access to an orientation for taking online courses called Knights Online, technology requirements, instructions on how to register for online courses, frequently asked questions, rules of conduct and online expectations, and many other resources. For the 2014 calendar year, there were more than 142,000 page views for the Learn Online site. Knights Online was accessed more than 6,800 times in the 2014 calendar year (Jan. 1, 2014, through Nov. 23, 2014; Nov. 23, 2014, through Dec. 31, 2014). The Online@UCF Support site provides information on academic integrity, a searchable database of help documentation and tutorials, contact information for support specialists, and other technical and academic support resources that many students need to succeed in the online environment.

The Teach Online website supports faculty members teaching online through access to a range of resources including pedagogical and technical tips, tools for online instruction, forms for requesting services, faculty development information, and many other resources. The Teach Online website is extensively used, with more than 59,000 page views from August 1, 2014, through August, 4, 2015.

Staff specialized in faculty support design and deliver appropriate faculty development offerings such as IDL 6543, ADL 5000, Essentials of Webcourses@UCF, and Faculty Seminars in Online Teaching. The university's systematic planning process assures that the online learning initiative remains focused on the university's educational mission and is coordinated with the programs of the various colleges and departments. For additional details about faculty development, please refer to Comprehensive Standard 3.8.2.

Conclusion

The University of Central Florida supports students and faculty in Orlando, at area campuses, and at a distance through library collections and electronic resources, memberships in library consortia, and interlibrary loan. Library faculty and staff members provide instruction and research assistance in support of faculty teaching, student learning, and institutional research and public service programs. The university clearly demonstrates support for students, faculty, and staff members through adequate library collections, learning resources, and services consistent with the degrees offered. UCF is in compliance with Core Requirement 2.9.

2.10 Student Support Services

The institution provides student support programs, services, and activities consistent with its mission of promoting student learning and enhancing the development of its students.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida provides student support programs, services, and activities that promote student learning and enhance student development. These efforts are consistent with the university's mission of "providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community."

Student Development and Enrollment Services (SDES) is a university division comprising a wide array of programs and services dedicated to providing students with opportunities for learning and a broad collegiate experience. SDES is an integral and active partner—along with the College of Undergraduate Studies, the College of Graduate Studies, the Center for Distributed Learning, and other academic and administrative units—in supporting the academic enterprise, strengthening collaboration and partnerships, providing operational excellence, offering appropriate services and programs for students, and enhancing the quality of student life.

The following narrative provides evidence of compliance by describing how student support programs are delivered through the partnerships among campus-wide academic and administrative departments and how those programs promote quality educational experiences and personal growth for undergraduate and graduate students.

Overview of UCF Student Population

According to UCF Current Facts (published by Institutional Knowledge Management), in Fall 2014, there were 52,539 undergraduate students, 7,862 graduate students, and 420 medical professional students, for a total enrollment of 60,821. UCF's student body is 55 percent female and 45 percent male, and 93 percent of the student population is from the state of Florida. As of February 2015, the university diversity profile shows that UCF's student population identifies as 5 percent Asian, 11 percent Black/African American, 22 percent Hispanic/Latino, 3 percent multiracial, 2 percent nonresident alien, 2 percent not specified, and 55 percent white.

Primary Functions of Support Programs and Services

Student support services and programs have three primary functions, including transition services, support services, and services focused on the personal growth of students. UCF measures its success in these efforts in terms of student retention, satisfaction, and personal success.

Student Support Programs

The core of UCF student support programs is found within Student Development and Enrollment Services. These programs provide environments and experiences that serve as the foundation for students' academic, personal, and career success. The goals of these programs are to guide students

in building academic skills, to create a successful learning environment through timely and quality support services, and to provide needed support to targeted student groups. The following offices and programs support these goals. For additional information on academic support programs, please see Comprehensive Standard 3.4.9.

- Academic Services for Student-Athletes: Provides support services for student athletes, including academic advising, priority registration and counseling, tutoring, mentoring, and academic and eligibility monitoring.
- Activity and Service Fee Business Office: Services the accounting, personnel, and/or purchasing needs of Activity-&-Service-Fee-funded agencies and supports registered student organizations.
- Business Services, including UCF Bookstore, Dining Services, Office Plus, The Spot, UCF Print and Digital Communications, and UCF Card Services
- Budget and Personnel Support
- Campus Security, including UCF Victim Services (offers victim advocacy services, including support, crisis intervention, options, information, referrals, practical assistance, and educational programs) and Crime Prevention Unit (offers community outreach programs and assists with student activities and orientations)
- Career Services: Provides centralized, comprehensive and coordinated career development, experiential learning and employer relations programs, including events such as employment boot camps, career expos, job fairs, and externship programs.
- UCF COMPASS: A National Science Foundation-funded program that offers students opportunities for career exploration and experiential learning in STEM during the first two years of their college career.
- Creative School for Children: An accredited school offering classes and after-care programs designed for infants, toddlers, and children up to five years of age.
- Student Union Events, including Market Days, Study Union, and other scheduled events.
- Experiential Learning: Instructs and promotes applied learning courses (cooperative education, internships, and service-learning classes) and facilitates the development of quality experiential learning courses.
- First Year Advising and Exploration: Offers services and support programs for first-time-in-college students, including academic advising, the major exploration program, the college achievement program, the dual enrollment and early admission program, and others.
- First Year Experience: Assists entering freshmen and transfer students with their transition to UCF by providing information about student services, campus life, academic support, academic advising, and registration.
- Housing and Residence Life: Provides programming, supervision, and resident services for students living in university owned and affiliated housing.
- Inclusive Education Services: Offers individuals with intellectual disabilities immersive campus and vocational opportunities.
- LEARN (Learning Environment and Academic Research Network): A living-learning community that provides STEM students with an inquiry-based/hands-on learning experience through an early research opportunity.
- McNair Scholars Program: Prepares undergraduate students for doctoral studies through involvement in research and other scholarly activities.
- Multicultural Academic and Support Services (MASS): Assists multicultural and first-generation students through services and programs, including the First Generation Program, Brother to Brother Program, SOAR Program, MASS Extravaganza, and College Prep Day.
- Neighborhood Relations and Safety Education: Provides opportunities for input regarding

student-related issues between UCF students and their neighbors surrounding the university.

- **Office of Student Conduct**: Handles complaints against UCF students and student groups and provides educational opportunities that foster individual growth, ethical development, and personal accountability, while promoting the core values of the university.
- **Office of Student Financial Assistance**: Delivers financial aid and provides UCF students with a comprehensive offering of financial assistance options.
- **Office of Student Rights and Responsibilities**: Promotes a campus climate of integrity, civility, accountability, and student well-being by providing a wide array of resources, education, and support services for the university community, including oversight of the Golden Rule Student Handbook, the UCF Creed, and Title IX reports.
- **Parking Services**: Manages parking facilities and facilitates and promotes alternative transportation options.
- **PRIME/STEM**: A federal program that offers academic support services and resources to assist PRIME scholars pursuing a STEM major at UCF.
- **Probation Program**: A program for students placed on academic probation that includes academic reviews, advising appointments, and other assistance and referral services.
- **Registrar's Office**: Develops and maintains accurate academic records, fulfills information requests, oversees the registration process, and more.
- **Research and Mentoring Program** (RAMP): Offers paid research experiences for students in their junior and senior years who are interested in pursuing graduate education.
- **Social Justice and Advocacy**: Offers LGBTQ+ programs, multicultural programs, trainings, workshops, and volunteer opportunities.
- **Sophomore and Second Year Center**: Provides academic advising and support services to targeted sophomore and second-year populations, develops programs that guide students towards declaration of a major and eventual graduation from UCF, and connects students to appropriate campus resources and services.
- **Student Academic Resource Center Services**: Provides academic support services, including tutoring, supplemental instruction, online peer-assisted learning, learning skills consultations, workshops and seminars, and an annual learning fair.
- **Student Accessibility Services**: Works collaboratively with students, faculty, and staff members to create an inclusive educational environment for students.
- **Student Legal Services**: Provides students enrolled at UCF with legal counseling and court representation in various areas of the law.
- **Transfer and Transition Services**: Provides peer mentoring and pre-admission and transition advising to students to promote their successful transfer to the university.
- **Undergraduate Admissions**: Coordinates the admission and enrollment of all undergraduate first-time-in-college, transfer, non-degree, and non-Florida public institution transient students to the Orlando campus and all regional campus sites.
- **Undergraduate Research**: Offers programming to help students pursue research and creative projects in various disciplines with the guidance of a faculty member; programming includes the Showcase of Undergraduate Research Excellence (SURE), first-year LEARN program, pre-research courses, workshops, peer advising, and more.
- **University Testing Center**: Assists UCF students and the surrounding community in assessing their knowledge, skills, and abilities as they relate to higher and continuing education by providing a variety of local and national testing opportunities.
- **Veterans Academic Resource Center**: Serves veteran students and eligible dependents by providing information concerning entitlements, filing claims to the Department of Veterans Affairs, certifying enrollment at the University, and deferring tuition and fee payments.

Personal Growth

UCF student development programs facilitate the personal development of the whole student with initiatives directed toward high school seniors, undergraduates, and graduate and post-baccalaureate students, as well as alumni beginning their careers. The following programs foster civic engagement at the local, national, and global levels; encourage development of effective leaders and followers; and promote physical and emotional health and wellness.

- Counseling and Psychological Services Outreach Presentation and Consultation: Connects, educates and intervenes with the larger UCF community through programming, including presentations, self-help videos, and signature programs.
- Fraternity and Sorority Life: Fosters an inclusive environment and commitment to student growth, academic excellence, civic engagement, leadership development, positive relationships, and risk reduction education.
- LEAD Scholars Academy: Provides comprehensive leadership education, development, and civic engagement opportunities for the UCF community.
- Office of Student Involvement, including Campus Activities Board (plans and executes diverse and unique entertainment events), Volunteer UCF (promotes volunteer opportunities, provides service event consultations, and recognizes student volunteers), and Late Knights (a bi-monthly alcohol- and drug-free event that features free food, prizes, and entertainment).
- Recreation and Wellness Center: Hosts recreational programs and facilities, including Intramural Sports, Sport Clubs, Outdoor Adventure, Fitness, and Aquatics.
- Knights' Pride (Office of Student-Athlete Welfare & Development): Offers student athletes programming focused on Personal Development, Professional Development, Leadership Development, and Community Involvement.
- Student Conduct Board: Offers students opportunities to participate in a hearing body of the student conduct review system, receive training in Rules of Conduct and the Student Conduct Review Process, and develop leadership skills.
- UCF CARES: An umbrella of care-related programs and resources dedicated to fostering a caring community of Knights; students can participate by joining the UCF CARES student team.
- Student Health Services: Provides low-cost health services to the UCF community. Students can also apply for Jobs with Student Health Services.
- Wellness and Health Promotion Services: Offers a wide variety of services and programming aimed at helping all UCF students be healthy knights, including outreach and educational workshops, training in sexual violence prevention, HIV Testing and Risk Reduction Counseling, and more.

Transition

UCF transition programs provide students with the necessary tools to facilitate their matriculation to the UCF environment and to enable them to succeed throughout their university experience. The goals of these programs are to deliver effective new student orientation programs, provide an engaging first-year experience, promote campus involvement, engage students in academic learning, and connect students to appropriate campus resources. The following programs and offices, as well as many of those mentioned above, support these goals.

- Academic Advising: Provides support at Orientation and beyond.
- ACCESS Summer Bridge Programs, including Pegasus Success Program and SOAR Program: Host six-week academic, on-campus summer programs for selected groups of freshmen, who receive additional academic preparation before attending classes in the fall.

- Academic Services for Student-Athletes: Supports student-athletes with the transformation from high school all the way to college graduate by providing an environment that fosters and celebrates learning and by providing academic and other services.
- College Achievement Program: A student success program designed to meet the academic needs of freshmen students entering the university with SAT or ACT subtest scores that are below the required minimums set by the state of Florida.
- Fraternity and Sorority Life (see description above)
- Global UCF: Provides tailored pathways to UCF and an exceptional student experience for international students.
- Graduate Admissions: Responsible for graduate recruitment and processing.
- Housing and Residence Life: Provides programming, supervision, and resident services for students living in university owned and affiliated housing.
- International Affairs and Global Strategies: Enhances international opportunities, services, and experiences for students, scholars, institutional partners, and the UCF community through programs such as the English Language Institute (which prepares non-native English speakers to enter universities and colleges in the United States) and the International Admissions team (which works with new and transfer international applicants to help them explore their educational opportunities at UCF and meet the requirements for admission).
- Learning and Interacting with New Knights (LINK): An education and involvement-based program to help first-time-in-college students get involved on campus.
- Major Exploration Program: Provides students with opportunities to participate in a variety of activities in which they are taught how to evaluate and use the results of academic and occupational assessment in selecting majors and possible careers; support services include individual academic advising appointments, workshops, seminars, and collaborative partnerships with other student support offices.
- Multicultural Academic and Support Services: Assists multicultural and first-generation students through services and programs, including the First Generation Program, Brother to Brother Program, SOAR Program, MASS Extravaganza, and College Prep Day.
- Pegasus Palooza: A week full of social, academic, and service activities for students to get acquainted with the UCF campus, meet people, and have fun.
- Strategies for Student Success Program: A small, engaging class that teaches first-year students what it takes to be successful at UCF and beyond.
- Student and Family Orientation: Provides families with an opportunity to learn about all that UCF has to offer and to ask questions of other families, current students, university staff, and administrators. This orientation also provides insight into the kinds of adjustments students and their families will face during the college years.
- Student Neighborhood Relations and Safety Education (see description above)
- Student Outreach Services: Attracts, motivates, and prepares underrepresented middle and high school students from the local area to pursue and complete a college education.
- Transfer and Transition Services (see description above)
- Undergraduate Admissions: Responsible for undergraduate recruitment and processing.
- Veterans Academic Resource Center (see description above)

Graduate Student Support Services

The College of Graduate Studies administers admissions, orientation, and fellowships and assistantships for graduate students. The Office of Graduate Admissions and Student Services within the college provides degree-seeking and non-degree-seeking students with academic

assistance for course registration, administrative requests, thesis and dissertation review and approval, and research compliance. The college also supports a Graduate Student Center, which provides space for professional development and group study support. In an effort to support the academic needs of all graduate students, the college also partners with the Graduate Student Association, which is the recognized voice for graduate students within the College of Graduate Studies.

Regional Campuses Student Support

In keeping with its mission, UCF provides access to higher education to students in surrounding communities through a system of regional sites. All UCF regional sites are non-residential.

The regional sites employ full-time professional staff in advising and student services who deliver support services and oversee clubs, organizations, and activities designed to meet the needs of students enrolled at each site. Students who attend a regional site can receive academic advising, orientation, disability, career, and veterans' services in person or through a variety of virtual methods. University Writing Center assistance is available in person at UCF Cocoa and UCF Daytona Beach and to all regional students through the use of video-chat technology. Regional students can also receive tutoring assistance and participate in learning and study skills workshops through the Student Academic Resource Center in person on the Orlando campus or on any campus through the use of video-chat technology. Counseling services are available to regional campus students through Counseling and Psychological Services on the Orlando campus, and crisis counseling is administered on an as-needed basis. While the range of student services available at smaller sites may vary due to enrollment patterns, demographic trends, and community needs, the use of technology and virtual services has expanded access to university-sponsored academic support services. The institution ensures that students and the faculty have knowledge of and access to academic support programs by informing them through email, social media, and a student resource guide. Cited here is the Regional Campuses Student Resource Guide from UCF Daytona Beach that every student receives at orientation; it is also available online. Students also receive information on resources from Web pages, flyers posted on campus, and faculty members who inform students of academic support services in the classroom or within an online class. Opportunities for student leadership are available through Regional Outreach Services offices (extensions of the Student Government Association) at the full-service sites. All regional sites welcome non-degree-seeking and senior-citizen students as space permits.

Results from the most recent regional campuses student services, advising, and orientation satisfaction and needs assessment, conducted in Spring 2015, are included as a reference. As can be seen from the data, most students are highly satisfied with the type and level of services being offered. Corrective action is taken when survey information identifies a problem with a particular service area or if increased demand is identified. These results assist in identifying the need for changes in services. Additionally, results from the UCF Cocoa regional campus's orientation survey are included. The type and mode of delivery of services at the various regional campuses sites is included here.

The recruitment, supervision, training, and development of student services and advising staff at each site is conducted by the regional campuses system administration and local site administrators. Additional training is provided by Student Development and Enrollment Services and by college advising offices. Where appropriate, partnerships with student services and advising staff from state college partner institutions are developed to provide a broader range of services.

A description of each site and information on enrollment is included as a reference. These are regional campus sites that are approved to offer 50% or more of instruction.

Rosen College of Hospitality Management

The Rosen College campus employs full-time professional staff to deliver academic and student support services and activities designed to meet the needs of students majoring in degree programs offered within the college. The recruitment, training, and development of student services staff at the full-service campuses, as well as the supervision of support services delivered at the Rosen College, are conducted by the regional campuses system administration in close collaboration with SDES.

The Office of Student Services is a centralized area where students can obtain assistance for academic and support service needs. These services include the following:

1. Academic Advising: Academic advisers from Undergraduate Student Services work to provide students in hospitality management with information on course selection, university policies, and various procedures and graduation requirements.
2. Career Services: The Rosen campus has a dedicated subunit of Career Services staff who assist these specialized students with a variety of career development resources and help to ensure that students set career goals and succeed in the workplace following graduation.
3. Counseling Services: Licensed and certified professionals offer a supportive and stimulating environment to explore common issues of concern.
4. Experiential Learning: The Office of Experiential Learning helps Rosen students to pursue paid internships to enhance student success. This program allows students to gain internship credit by working for three semesters prior to graduation while simultaneously being paid to progress into increasingly responsible and career-related positions.
5. Financial Aid: The Rosen College has a dedicated Financial Assistance Office. Financial Aid helps students explore options to fund their higher education pursuits.
6. Study Abroad: The Rosen College offers students the opportunity to increase global employability through a selection of hospitality exchange programs with six partner institutions in Australia, Austria, China, and the United Kingdom.

Employees from the services within the Rosen College of Hospitality Management work collaboratively under the guidance of the director to ensure that the needs of the students are met in a timely and professional manner.

Lake Nona Campus, College of Medicine (M.D. program)

The College of Medicine's Office of Student Affairs is responsible for the admissions, promotion, student life and welfare, financial assistance, and conduct of students in the college. The associate dean for students organizes and coordinates orientations, workshops, and other activities that provide student information that is helpful in making decisions about career and professional development. This office is also responsible for advising students about research opportunities, internship and externship possibilities consistent with their career goals, and orienting students to the demands of medical education (time management, stress reduction, preparation for clinical education, etc.).

The Office of Student Affairs also supports students throughout their professional medical education, from recruitment, application, and admission through graduation and beyond, by providing student-centered services in the core functions of admissions, student financial services,

student records, and student support services, while collaborating with faculty and staff in the development and education of physicians.

The Office of Student Services offers M.D. students programs such as mentoring, counseling, career guidance, student activities, and professional development. They also include student support services, peer academic coaching, and wellness programs. The office organizes events that benefit M.D. students, including new student orientation and Match Day. Student Services also deals with enrollment requirements such as immunizations and health insurance. Additional information on student services at the Lake Nona Campus may be found on their website.

Universidad San Ignacio de Loyola (USIL), Lima, Peru

Students in the UCF Bachelor of Science in Industrial Engineering degree program offered at the Universidad San Ignacio de Loyola's (USIL) Center for American Education will benefit from student support services offered by both UCF and USIL. This instructional site will reach 50 percent during the 2015-2016 academic year.

USIL Admissions, Registration, Degree Certification, and Graduation

The UCF College of Engineering and Computer Science's Academic Affairs Office will facilitate the UCF admissions and degree certification and graduation processes for students in the B.S.I.E. program based at USIL. The office will collaborate with USIL to facilitate student registration in UCF courses. Each of these processes will be the same or equivalent to the regular processes at UCF. Students at USIL who complete all UCF bachelor's degree requirements, including the upper-division UCF courses required for the industrial engineering major, will be able to participate in a commencement ceremony at UCF, along with graduating B.S.I.E. program students at the UCF Orlando campus.

USIL Orientation and Academic Advising

UCF and USIL will collaborate in performing student orientations and academic advising following UCF's regular advising and academic progress tracking protocols. Additional advising and mentoring will be available from UCF's dual degree program coordinator, who will visit USIL during each semester that UCF courses are offered at this location. An academic adviser from UCF's College of Engineering and Computer Science will also make one visit each year to USIL to meet with B.S.I.E. program students and USIL staff. UCF personnel will train USIL staff members who will assist in advising B.S.I.E. program students to ensure their familiarity with the UCF program curriculum and advising practices.

USIL Library and Learning Support Services

Students at USIL enrolled in the B.S.I.E. degree program will be UCF students and therefore will have access to all library and information support services available to other UCF students enrolled in distance learning courses. These students will also have access to the same email and course management services available to other UCF students. In addition, the students will have access to all library and learning support services available at USIL.

Additional UCF Student Support Services for USIL Students

In addition to those support services noted above, B.S.I.E. program students at USIL will have access to any UCF student support services available remotely. Some of these services include:

- *University Writing Center* offers online writing support consultations to students enrolled in UCF courses at all locations or at a distance.

- *Office of Student Rights and Responsibilities* addresses student conduct issues; resolves student grievances and disputes between students; refers students to other offices and resources available to address their needs.
- *Office of Undergraduate Research* provides information, travel awards, and workshops to assist undergraduate students at all locations with research; sponsors the annual Showcase for Undergraduate Research Excellence and the Undergraduate Research Journal to provide venues for presenting student research.
- *International Services Center* provides support for international scholars and students (e.g., USIL-based B.S.I.E. program students approved to study abroad at UCF's Orlando campus for a term); support includes assistance in obtaining immigration documents and adapting to a new academic environment and culture.

Since the students enrolled in the UCF B.S.I.E. degree program will also be dually enrolled at USIL, they will have access to USIL's full suite of student support services. At USIL, the Assessment and Development Center offers activities and programs that contribute to students' adaptation to the demands of the university and to their academic performance, including psycho-pedagogical services and academic tutoring. USIL also offers its students financial assistance, intramural and extramural sports, cultural activities, career services, social responsibility programming, and housing services for students from outside the Lima area.

Technology Support

The division of Information Technologies and Resources provides extensive technological support to students, faculty, and staff through four units: the Center for Distributed Learning, Computer Services and Telecommunications, the Office of Instructional Resources, and the UCF Libraries.

Technology support is available for all UCF students taking online courses, partially online courses, or traditional face-to-face courses in which the instructor uses the Internet for some aspects of course instruction. Additional information on other services available to faculty, staff, and students may be found in Comprehensive Standard 3.4.12.

Currently, UCF provides students public access to computers through labs and laptop checkout programs on the main and regional campuses, offering a total of 4,152 workstations. UCF operates a campus Technology Product Center where students can purchase personal computers at a substantial discount.

At UCF, all student residence halls and all major buildings such as the John C. Hitt Library, the Student Union, the administration building, classroom buildings, and facilities are fully networked with both high-speed wired and wireless access.

Support for Online Students

The Center for Distributed Learning provides support for online students, from pre-enrollment research and preparation to post-enrollment instruction on how to make the most effective use of the learning management system (locally branded Webcourses@UCF). For students interested in online learning at UCF, the primary support resource is the Learn Online website. This site includes a three-part, self-paced tutorial titled Knights Online, an overview of the technology requirements for participating in online courses, instructions on how to register for online courses, frequently asked questions, rules of conduct and online expectations, descriptions of the types of course modalities offered at UCF, and a variety of other helpful resources.

Knights Online consists of the following modules:

- Overview of Online Courses: This module discusses the behaviors and habits that make students successful in online courses. Students who are already registered for an online class might find this most relevant. There are five video testimonials from UCF online students answering questions such as: How will I succeed? What can I expect? How important is communication in an online course? How often should I check my online course?
- What Does an Online Course Look Like?: This module discusses the characteristics and features of the Webcourses@UCF course management system. Five veteran faculty members describe their online courses and share expectations common to many faculty members who teach online. Students who have not taken online courses will find this is a useful place to start.
- Using Webcourses @UCF: This module allows students to interact with the Webcourses@UCF user interface using the top five tools used by students in online courses. While navigating through this module, students will experience first-hand how to configure their profile settings, submit assignments, take assessments, view grades, and manage conversations.

For students who do not yet have a UCF username and password, the key elements from the Knights Online modules have been extracted and made available on the open Web under the page "Are you a prospective Knight?"

For students who are already enrolled in online courses, the Online@UCF Support team provides extensive resources ranging from a comprehensive set of searchable self-help documents and tutorials to live support available via telephone, email, online form, and chat. In addition, the Center for Distributed Learning has integrated a direct link to Online@UCF Support from within the Webcourses@UCF learning management system, offering students convenient access to support services from within the contextual learning environment.

The searchable database of Online@UCF Support self-help resources is available 24 hours a day, seven days a week. Live help is available via telephone, email, or chat during business hours, Monday through Friday, and via email during extended hours on weekday evenings, Saturdays, Sundays, and most holidays. Extended hours for live support are available during high-volume periods, such as at the beginning of academic terms, midterms, and final exams. Customer surveys and contact volume studies have informed this coverage strategy in order to maximize support and make the most efficient use of resources.

Online@UCF Support is available as a direct link from every page of the Online@UCF website, as is a link to live online chat support.

While the majority of UCF students who enroll in online courses are also enrolled in face-to-face courses (and therefore have access to both on-site and online advising services), Student Development and Enrollment Services (SDES) and the UCF Regional Campuses offer a wide range of student support services available in both online and distance learning modalities.

Student support services (including student advising for first-year and upper-level students) are offered online via Skype videoconferencing and interactive text messaging. Incoming and freshmen students receive on-site and online advising services through SDES, while sophomore, junior, and senior students receive on-site and online advising services through their respective colleges.

Support for online students is provided by Online Student Services (OSS), which is operated by UCF Regional Campuses in partnership with the Center for Distributed Learning and UCF Marketing. In collaboration with Student Development and Enrollment Services, the College of Undergraduate Studies, the College of Graduate Studies, and the academic colleges, success coaches in OSS provide support and guidance for online-only students from pre-admission inquiry through graduation. Virtual support is provided by phone, email, live chat, Skype/Lync video sessions, and Web-based resources. Services include the following:

- Responding to general inquiries made by interested individuals, prospective students, or currently enrolled students
- Assisting prospective students with admissions, applications and related documents, financial aid, orientation, academic planning, and transition services
- Supporting the graduate academic units by packaging completed applications to facilitate admissions decisions
- Working with the undergraduate academic colleges, respective programs, and the advising community to promote academic programs and facilitate the knowledge of online-only programs
- Guiding admitted students through orientation and registration processes
- Serving as career coaches and resources to promote student success, retention and graduation
- Facilitating student services including disability and accessibility, veteran's, leadership, diversity and inclusion, research, academic support, internship, experiential learning, and career services.

Student Academic Resource Center

The Student Academic Resource Center (SARC) aims to expand online academic support services for students. A Technology Assistant supports this initiative by coordinating and training "live" online academic services (supplemental instruction, tutoring, "Study Union" review session video streaming, learning skills consultations) and supervising Online Peer Assisted Learning (OPAL) during evening hours.

Online Peer-Assisted Learning (OPAL)

OPALs are live, virtual, peer-facilitated study sessions led by Supplemental Instruction (SI) leaders. In these sessions, interactions occur through Adobe Connect, a live conferencing platform that allows students to communicate via chat or microphone. For students who are not able to attend regular (in-person) SI sessions due to scheduling or other conflicts, OPAL is offered as a replacement option.

OPAL Program Statistics for Twelve Gate-Keeper Science Courses Offered during AY 2014-2015:

- A total of 223 OPAL sessions were offered, with 790 student contacts recorded. This is a 93% increase compared to the previous year (410 student contacts).

OPAL Program Impacts on Student Success

- In all the courses offered during Fall 2014 and Spring 2015, OPAL participants had, as a group, higher mean final grades in their courses than non-participants. These differences were statistically significant in all courses except Physics for Engineers I and II. OPAL participants also were less likely to receive a final grade of D or F or to withdraw from the course.

- The 72 students who attended OPAL/SI for CHM 1020 (Concepts of Chemistry, a fully online course) during Fall 2014 had a higher grade point average than non-participants (2.59 vs. 2.05); the difference was statistically significant

An online survey distributed to OPAL participants during AY 2014-2015 revealed the following:

- 94% indicated OPAL sessions were interactive and described communication with their SI leaders as "very simple"
- 90% stated OPAL sessions helped them better understand the course content
- Over 50% indicated being unable to attend face-to-face SI sessions due to schedule conflicts, work, commuting issues, and limited time on campus.

Advising

The Student Academic Resource Center, John C. Hitt Library, and UCF Writing Center offer online support for students. In addition, the Knights Academic Resource Services (KARS) website publishes information designed to assist students with identifying and locating desired services and learning opportunities.

TRiO

The TRiO program provides financial literacy modules for students participating in the TRiO PRIME STEM program.

First Year Experience

First Year Experience staff members have developed online orientation services for all existing UCF undergraduate degrees that can be attained through online coursework.

Registrar's Office

The Registrar's Office has developed a variety of online forms to assist students with gaining access to their online academic records.

Additional Communication Technologies

UCF provides free Knights Email and Office 365 accounts for all students. Students are required to use this email account to communicate with their instructors and all campus offices. UCF uses Knights Email for all official communications and alerts. Web or Knights Email support is available to all UCF students at all locations, as well as online through the UCF Service Desk and through college and location technology resources. Knights Email and Office 365 provide a full suite of collaborative tools to enhance student learning.

For more information about technology use and related resources, please see Comprehensive Standard 3.4.12.

Assessment and Evaluation

The university conducts ongoing comprehensive assessment of student support programs, activities, and services through national and local surveys, pre- and post-testing, focus groups, and exit interviews from the students' initial orientations through graduation and beyond.

As part of this assessment effort, the university performs comprehensive program and unit reviews and continuous quality improvement programs to evaluate the quality and effectiveness of its student support programs and services. The referenced documents provide evidence of recent

Institutional Effectiveness plans and results and the department performance review results. The sample below represents a cross section of offices in the Student Development and Enrollment Services division.

Career Services: 2012-2013 and 2013-2014
First Year Advising and Exploration: 2012-2013 and 2013-2014
Office of Student Involvement: 2012-2013 and 2013-2014
Recreation and Wellness Center: 2012-2013 and 2013-2014
Student Academic Resource Center: 2012-2013 and 2013-2014

The Cooperative Institutional Research Project Freshman Survey and UCF's Incoming Student Survey are administered to all new students to help determine their past experiences and future expectations. Other national survey instruments, including the National Survey of Student Engagement (NSSE), Your First College Year, and the Student Developmental Task and Lifestyle Assessment, as well as other locally developed surveys, are administered throughout each student's academic career to determine their level of growth, development, and satisfaction. An example of the national surveys is NSSE, in which UCF participated in 2011 and 2014. Much data is available from the survey, and below is a sample of the available data related to UCF and used by campus units to evaluate performance.

NSSE 2011, Benchmark Comparisons
NSSE 2011, The Student Experience in Brief: UCF
NSSE 2014, Engagement Indicators
NSSE 2014, High Impact Practices

Finally, the UCF Graduating Senior and Graduating Graduate Surveys are administered at the time of graduation to obtain feedback from students on their overall university experience. Using these assessment methods, the university has been able to identify areas for improvement and continues to make appropriate changes to its academic and student support programs and services.

For additional information on the institutional effectiveness of student support services, see Comprehensive Standard 3.3.1.3.

Conclusion

The University of Central Florida has a diverse student population and provides a wide range of support services to meet the needs of all students. UCF provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. UCF is in compliance with Core Requirement 2.10.

2.11.1 Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☑ Compliance　　☐ Partial Compliance　　☐ Non-Compliance　　☐ Not Applicable

Note: The financial statements for fiscal year ended June 30, 2015 are not available. In conjunction with the implementation of GASB 68 for the fiscal year ended June 30, 2015, the University will include its proportionate share of the Florida Retirement System's net pension liabilities in its financial statements. The University has not yet received its allocated amounts to record in its 2015 financial results from the State of Florida.

Narrative

The University of Central Florida has a sound financial base and demonstrated financial stability to support the university's mission and the scope of its programs and services. The following narrative provides evidence by describing the university's financial base and resources, financial statements, and budget.

This information is based upon: (1) audited financial statements prepared by a governmental auditing agency and their report on internal control over financial reporting; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Financial Stability

The university's financial base is sound and stable. This stability is demonstrated through a trend of enrollment growth, steady revenue sources, strong financial ratios, and exemplary bond ratings.

Enrollment and Revenue

Student headcount has increased 8% from the fall of 2010 to the fall of 2014. The university's growing student population has resulted in a steady stream of student tuition and fee revenue,

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which has increased 30% from the years ending June 30, 2011 through June 30, 2015. See also *Comprehensive Standard 3.10.1 (Financial Stability)*.
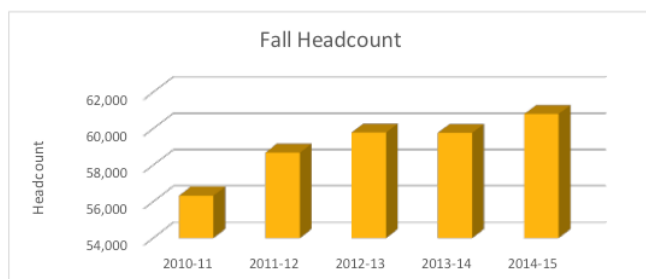
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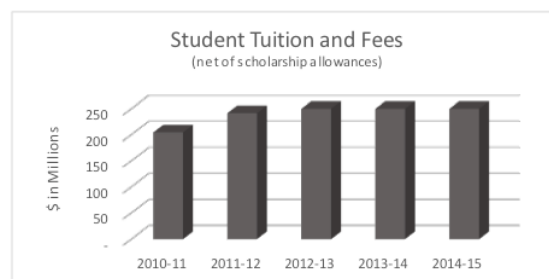
Source: audited financial statements

The university's total operating revenue has remained stable. Total operating revenue, including non-capital state appropriations, has increased $117 million or 20% from the years ending June 30, 2010 to June 30, 2014. There was a slight decline in 2012-13 because of a decrease in state appropriations, which the university effectively managed through the use of non-recurring reserves. State appropriations were restored on a recurring basis in 2013-14. See also *Comprehensive Standard 3.10.1 (Financial Stability)*.
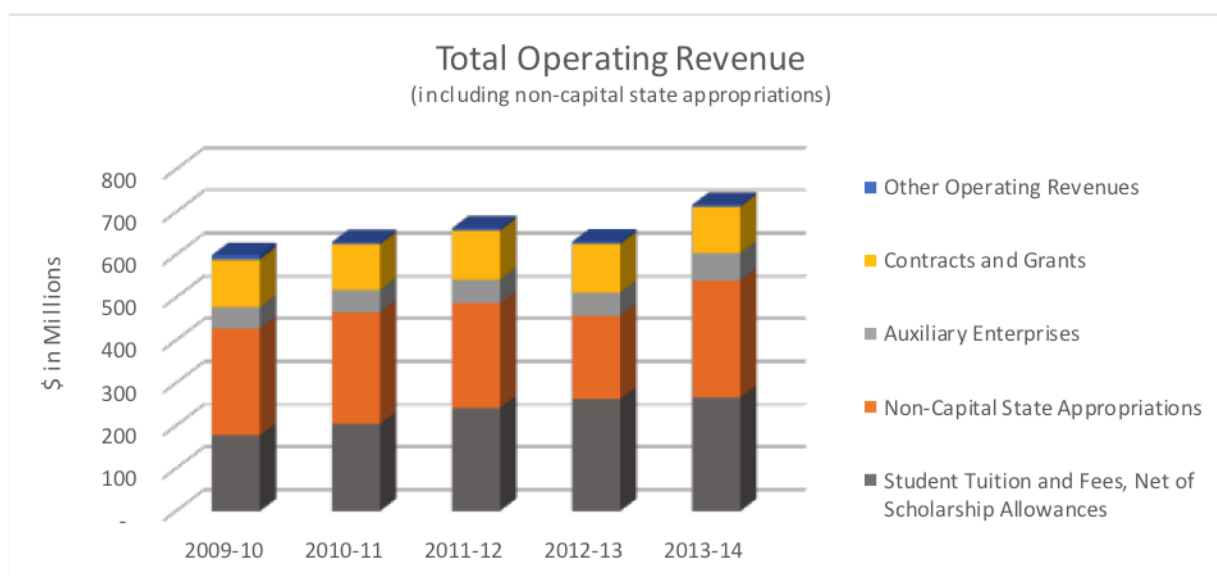
Source: audited financial statements

Financial Ratios

The university uses ratio analysis to monitor its financial stability over a span of time in relation to established standards. Standards are derived from *Strategic Financial Analysis for Higher Education*, Seventh Edition, published by KPMG, Prager, Sealy & Co, LLC, and Attain. This publication is widely used in the higher education industry, and it includes guidance specifically for public institutions of higher education. The Primary Reserve Ratio and Viability Ratio are presented here to demonstrate the university's ability to sustain a level of resources sufficient to realize its strategic goals.

The Primary Reserve Ratio is a key indicator of whether there are sufficient resources and whether net assets have enough flexibility to support the university's mission. It provides a snapshot of financial strength by indicating how long the institution would function using its expendable

reserves without relying on additional net assets generated by operations. A ratio of 40 percent or better is advisable to give institutions the flexibilty to manage the enterprise (about five months of expenses). For the years ending June 30, 2010 through June 30, 2014, the university has maintained a ratio of 40 percent or higher.

Primary Reserve Ratio

0.50

0.45   0.44   0.44
                              0.42
0.40   0.40   0.40

0.35

0.30
       2009-10   2010-11   2011-12   2012-13   2013-14
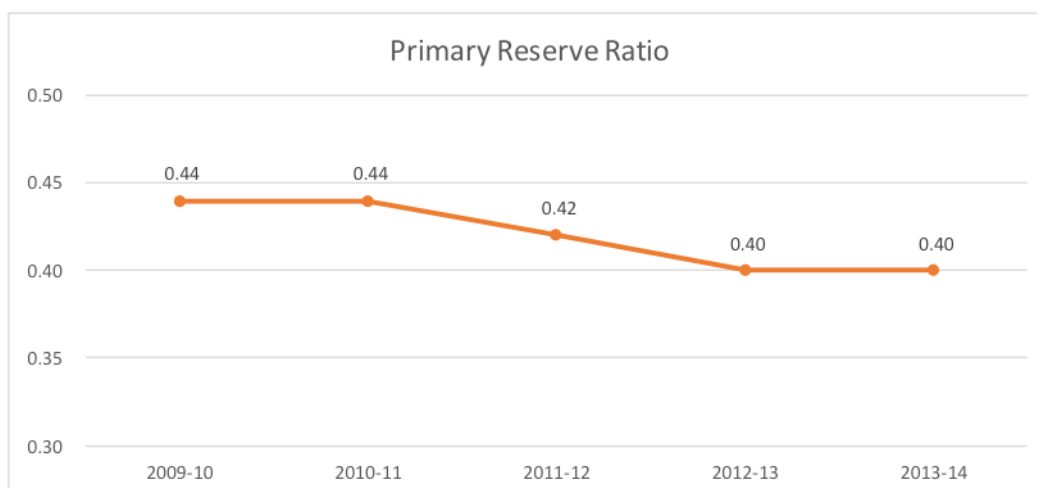
Source: audited financial statements

Calculation: expendable net assets/total expense (expendable net assets excludes restricted for capital projects)

The Viability Ratio measures one of the most basic determinants of financial health— the availability of expendable net assets to cover debt should the university need to settle its obligations. The university has maintained an average of 1.65, which means that debt is approximately 60% of expendable net assets from 2009-10 through 2013-14, thus demonstrating its ability to satisfy obligations.

Viability Ratio

2.50

                    1.91
2.00
      1.65   1.69
                          1.55
                                  1.47
1.50

1.00

0.50
       2009-10   2010-11   2011-12   2012-13   2013-14
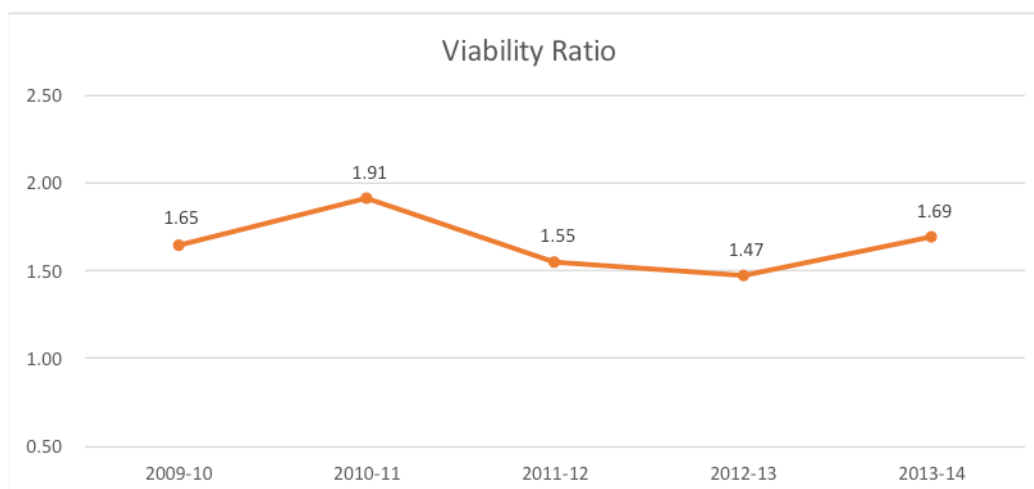
Source: audited financial statements

Calculation: expendable net assests/long-term debt (expendable net assets excludes restricted for capital projects)

Bond Ratings

Financing has been obtained for capital improvement projects to keep pace with student growth, but debt is not used to support day-to-day operations. As of June 30, 2014, the university had no non-capital related debt, an indication that the university is operating within its financial means.

University of Central Florida, 2.11.1 Financial Resources   **88**

The university has maintained overall creditworthiness and debt service coverage strength as indicated by a history of exemplary bond ratings. The following table demonstrates a history of ratings issued by Standard & Poor's Ratings Services for June 30, 2012, through June 30, 2014 [S&P Bond Rating Report]. All ratings have been consistently A+ or above, with an upgrade for the Student Health Center in 2012-13 from A+ to AA-.

Bond Ratings	2011-12	2012-13	2013-14
Housing	A+	A+	A+
Parking	AA-	AA-	AA-
Student Health Center	A+	AA-	AA-

Financial Statements

Financial Audit and Report on Internal Controls over Financial Reporting

An annual audit is conducted by the Auditor General of the State of Florida as required by Florida Statutes, Sections 1010.30 and 11.45(2)(c). The audit is conducted in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. A report is also issued on internal control over financial reporting and tests of compliance with certain provisions of laws, rules, regulations, contracts and grant agreements, and other matters. The reports generated from the annual audit are reviewed by the President and presented to the university's Board of Trustees. See also *Comprehensive Standard 3.10.3 (Control of Finances)*.

The financial statement audit reports issued by the Auditor General for the years ending June 30, 2014 [Financial Audit, 2013-14], June 30, 2013 [Financial Audit, 2012-13], and June 30, 2012 [Financial Audit, 2011-12], indicate the statements present fairly, in all material respects, the financial position of the university and the respective changes in financial position in accordance with accounting principles generally accepted in the U.S. The reports on internal controls indicate that no material weaknesses were found. See also *Comprehensive Standard 3.10.3 (Control of Finances)*.

Statement of Net Position

The Statement of Net Position included with the audited financial statements presents unrestricted net assets exclusive of plant assets and plant-related debt [Financial Audits, 2013-14, 2012-13, 2011-12]. No adjustment is necessary to determine the change in unrestricted net assets attributed to operations. A multi-year statement of unrestricted net assets that matches the audited financial statements indicates that net assets have increased 7% from the years ending June 30, 2012, through June 30, 2014, and further support the point that the university is living within its financial means [Multiyear Statement of Unrestricted Net Position].

Budget Planning, Management, and Control

The university develops operating and capital budgets annually. All initial operating budgets are presented to the Board of Trustees and subsequently to the Florida Board of Governors for approval [BOT approved budget 2014-15] [BOT minutes- budget approval] [BOG minutes- SUS budget approval]. Increases to the operating budget during the fiscal year are approved by the president of the university as prescribed in the university's regulations [UCF Reg. 4.013]. The operating budget consists of education and general (E&G) and non-E&G budgets. The Education and General budget includes instruction, research, and public service activities of the university and is funded by state appropriations and student tuition and fees. The non-E&G budgets consist of

auxiliary, sponsored research, financial aid, and other budgets. Below is a summary of historical initial operating budgets approved and submitted in accordance with Board of Governors' guidelines, as well as mid-year amendments, and final budget totals [FL BOG Reg. 9.007].

	2012-13			2013-14			2014-15		
	Approved	Amend	Final	Approved	Amend	Final	Initial	Amend	Final
Education & General									
State Appropriations	168,437,219	4,037,710	172,474,929	234,314,404	14,716,154	249,030,558	276,301,310	(129,459)	276,171,851
Student Tuition & Fees	246,682,141		246,682,141	244,164,514		244,164,514	246,536,692		246,536,692
Total Education & General- Main	415,119,360	4,037,710	419,157,070	478,478,918	14,716,154	493,195,072	522,838,002	(129,459)	522,708,543
Medical School									
State Appropriations	22,894,755	219,923	23,114,678	24,177,953	345,899	24,523,852	25,683,699	89,647	25,773,346
Student Tuition and Fees	8,180,191		8,180,191	11,325,290		11,325,290	13,430,910		13,430,910
Total Education & General- Med	31,074,946	219,923	31,294,869	35,503,243	345,899	35,849,142	39,114,609	89,647	39,204,256
Auxiliary Enterprises	174,983,999		174,983,999	188,545,104		188,545,104	206,596,893		206,596,893
Sponsored Research	154,597,904		154,597,904	150,912,000		150,912,000	152,584,000		152,584,000
Student Financial Aid	539,721,705		539,721,705	521,544,307		521,544,307	503,923,681		503,923,681
Student Activities	22,186,188		22,186,188	21,945,080		21,945,080	20,000,000		20,000,000
Technology Fee	11,075,000		11,075,000	9,945,000		9,945,000	9,100,000		9,100,000
Concessions	380,000		380,000	420,000		420,000	460,000		460,000
Total Operating Budget	$ 1,349,139,102	$4,257,633	$ 1,353,396,735	$ 1,407,293,652	$15,062,053	$ 1,422,355,705	$ 1,454,617,185	$ (39,812)	$ 1,454,577,373

Operating Budget Development

The state funding process of the Education & General budget begins with the preparation of funding requests that align with the university's strategic plan and the strategic goals of the Florida Board of Governors. Requests are submitted to the Florida Board of Governors for incorporation into the Florida State University System budget request, which is submitted to the Florida Legislature and to the Governor [Legislative Budget Request 2015-16].

Non-E&G budgets may be partially or wholly funded by student fees. The student tuition and fees budget is developed internally based on enrollment projections and tuition and fee rates. Enrollment projections, as well as changes in activities, such as the addition of housing facilities or planned increases in sponsored research activity, are used in determining those budgets. Each operating unit requests budget authority for the year and those requests are reviewed for reasonableness before approval. All of these units must operate within the revenue generated. Certain units, such as Housing and Parking Services, are also required to maintain reserves to address budget shortfalls or special facility needs.

E&G Operating Budget Management

The university is decentralized with individual academic or administrative units responsible for fiscal management of their respective areas. The Budget, Planning, and Administration Office monitors fiscal plans and reporting. Meetings are held with budget directors of academic and administrative units and college Deans as necessary. Comprehensive reviews of the units' financial health, including E&G and non-E&G funding sources, spending plans, and unique issues are discussed. In addition, financial reports showing expenditures compared to budget (including budget for unused funds carried forward from prior years) are presented to the Finance and Facilities Committee and the UCF Board of Trustees quarterly [FFC Meeting Minutes]. See also *Comprehensive Standard 3.10.3 (Control of Finances)*.

E&G Operating Budget Allocation

The allocation of new E&G funding, except when specifically designated by the Florida Legislature, is determined by the University Budget Committee. The committee is comprised of key personnel representing various areas of the university, including but not limited to, the vice president for Student Development and Enrollment Services, the vice president for Research and

Commercialization, a member of the Student Government Association, chair of the Faculty Senate, the vice president for Administration and Finance and chief financial officer, and the provost and executive vice president.

Requests for funding for the upcoming fiscal year are submitted to the University Budget Committee for consideration. The committee considers the requests in conjunction with the ongoing operational needs and strategic goals of the university. Recommended allocations are developed based on availability of new funding. Existing resources may also be reallocated based upon a comprehensive review of funding within major operating units of the university. Funds to support carryforward plans, restricted balances, and a reasonable reserve are retained by the units to be used for future commitments. Excess funding is considered available to support strategic priorities across the university. See also *Comprehensive Standard 3.10.1 (Financial Stability)*.

The overall allocation of the E&G budget is presented to the Provost and President for approval. Once the Allocation Document is approved, it is distributed to the divisions [Approved Allocation Document 2014-15]. A portion of the operating budget is set aside as central reserve to be used for unanticipated needs. If funding is needed from the university's central E&G reserve subsequent to approval of the Allocation Document, requests are reviewed and approved by the Budget, Planning, and Administration Office, the Provost, or the University Budget Committee, depending on the request.

At the divisional level, the allocation of the budget is determined by the Vice President. The allocation incorporates a number of factors, including enrollment, faculty numbers and compensation, and salary levels to determine the appropriate funding for each college. Allocation to the other units is based on needs determined necessary to provide adequate support to the academic units.

In addition to the university's central reserve, each division also maintains reserves. The university has a history of expending well below its operating budget and, therefore, each year has reserves of both recurring and non-recurring funds to use in the event of a budget shortfall.

Capital Budget
The capital budget is funded by state appropriations, private donations, bond financing, and certain student fees. The process for request and approval of the capital budget is defined by the state and published in an annual calendar [Capital Budget Development Guidelines].

Approximately twelve months prior to the beginning of the fiscal year, the Florida Board of Governors requests the university's Five-Year Capital Improvement Plan for incorporation into the statewide university system Fixed Capital Outlay Budget request. The associate vice president for Administration and Finance (Facilities & Safety) works with the chief financial officer, the provost, and the president to develop the plan, taking into consideration the current buildings on campus, enrollment and degree plans, and the future direction of the university as defined in the strategic goals and initiatives. Capital projects are listed in order of priority with high priority being given to utilities infrastructure funding, which is used to reduce critical deferred maintenance. The plan is presented to the Board of Trustees for approval and subsequently sent to the Department of Education, Division of Colleges and Universities [Five-Year CIP 2014-15] [Five-Year CIP 2014-15-BOT Approval].

From the Five-Year Capital Improvement Plans submitted by the universities, the Department of Education reviews the budget requests for all of the Florida public universities and develops a recommended Three-Year Public Education Capital Outlay Priority Project List for approval by the

Board of Governors [PECO Priority List 2014-15]. The Five Year Capital Improvement Plans and the Three-Year PECO Priority Project List are incorporated into the State University System budget request that is submitted to the Florida legislature and governor for approval [Fixed Capital Outlay LBR 2014-15]. Once the budget is approved, the funds are made available during the next fiscal year for use by the university [SUS Fixed Capital Outlay Approved Budget 2014-15].

Information on completed buildings is provided to the state annually. This information serves as the basis for requests for funds to operate and maintain the buildings.

Conclusion

UCF has grown significantly in recent years and has been successful in obtaining adequate funding to support that growth. The planning, budget, review, and audit processes in place ensure that these resources are protected and that resources are dedicated to meet the programs and strategic goals of the university. UCF is in compliance with this standard.

2.11.2 Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is a public metropolitan research university located in Orlando, Florida. The main campus includes 1,415 acres designed to be a pedestrian-oriented campus by virtue of its series of concentric circles. Six hundred acres of the campus are set aside for lakes, woodlands, and an arboretum. There are 166 UCF-owned buildings, including classrooms, offices, a library, student housing, Greek housing, and parking.

UCF's campus is designed to meet the teaching, study, research, recreation, conservation, service, and living requirements of our institution and its constituencies.

UCF has consistently expanded its physical resources to accommodate steady growth in student enrollment, programs, and services. UCF operates at many locations throughout Central Florida, including the main campus, regional campus locations, the Rosen College of Hospitality Management, the College of Medicine at Lake Nona, and six buildings in the Central Florida Research Park adjacent to the main campus. Based on data from Fall 2014, during a 40-hour week, UCF had a room utilization rate of 53.2 percent and a seat (or station) utilization rate of 63.7 percent, demonstrating that UCF efficiently uses its physical resources to support the campus mission, programs, and services.

Evidence of compliance with this requirement is provided in the following sections:

- Campus Master Plan
- Educational Plant Survey
- Funding and Construction
- Capital Budgets
- Facilities Inventory
- Facilities Condition Assessment
- Additional Campuses and Off-Site Facilities

Campus Master Plan

The Campus Master Plan is designed to meet the needs of the campus and community. In compliance with Section 1013.30 of the Florida Statutes, the university prepares and adopts a 10-year campus master plan and updates it every five years. The university's updated master plan, covering the years 2015-2025, was adopted by the UCF Board of Trustees on November 20, 2014. Eight elements are required, and nine additional elements are optional. In order to ensure compatibility with the surrounding community, UCF chooses to address all 17 possible elements. Comprehensive in nature, the master plan addresses topics such as future land use, academic facilities, urban design, intergovernmental coordination, capital improvements, facilities maintenance, recreation and open space, general infrastructure, utilities, housing, conservation, transportation, general location of structures, and the university's academic mission and programs.

The master plan's goals, objectives, and policies contain standards for on-site development, site design, and environmental management.

Facilities planning directly relates to the mission and strategic plan of the university. The strategic plan covers educated citizenry, community impact, and sustainability, while the mission discusses meeting Central Florida city-state's economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning. These are tied to the Campus Master Plan, which examines the academic mission of the university, academic facilities, conservation, academic program, support facilities, intergovernmental coordination, urban design, and landscape design guidelines. The mission of the university is of primary concern as this plan is developed.

In 2008, the Office of the Provost published a document called Provost's Guidelines for the Planning, Construction, and Use of University Facilities to assist in campus space planning and space usage. The guidelines address new and existing buildings, including instructional, research, and leased spaces.

Educational Plant Survey

The university performs an Educational Plant Survey at least once every five years, in compliance with Section 1013.31 of the Florida Statutes. The last survey was performed in February 2011, and the next is scheduled for October 2015. This process includes a facilities inventory validation of the existing educational and ancillary facilities that have not been previously surveyed to confirm or correct information in the Physical Facilities Space File. After the inventory is validated, UCF administrators and staff prepare a list of needs for site acquisition, development and improvement, remodeling, renovation, and new construction with the university's mission and strategic plan in mind. Each planned request must be included in the Florida Board of Governors Three Year Public Education Capital Outlay Project Priority List, presented to and approved by the Board of Governors.

The basic method used to determine the facilities required to accommodate educational programs and services is the Fixed Capital Outlay Space Needs Generation Formula. The primary generator for the formula is based on capital outlay full-time equivalent projections, but the formula recognizes variations in space requirements in nine standard space categories. These categories include classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, office and administrative data processing, and campus support services. Using space standards established by the Florida Department of Education, the formula identifies space deficiencies and surpluses according to Higher Education General Information Survey room codes. This process was a key input into the determination of construction projects funded and undertaken from fiscal year 2011-2012 through 2015-2016, as outlined below. UCF will have a new Educational Plant Survey completed in 2016.

Funding and Construction

Since the last Educational Plant Survey was conducted, $260,161,223 has been budgeted and committed to UCF construction and projects (FY 2011-2012 through FY 2015-2016). Within the past five fiscal years, UCF received state appropriations of $75,743,316, or 29 percent of the amount budgeted. The state's appropriation included $19.3 million collected from the UCF students' Activity and Service Fee and $1.75 million collected from the UCF students' Technology Fee that was used to fund improvements to instructional technology facilities.

UCF is committed to reducing any unmet space needs identified in the Educational Plant Survey and has therefore committed and budgeted its own funds of an additional $184,417,907, or 71 percent, toward construction projects.

Funding Source	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total Funding by Source	%
State-Funded Sources							
PECO		13,661,701	1,317,262	8,000,000	20,000,000	42,978,963	17%
Student Activity and Service Fee			12,457,801	6,855,331		19,313,132	7%
Minor Projects	605,158		3,310,549	2,925,357	2,671,659	9,512,723	4%
Critical Deferred Maintenance				2,185,937		2,185,937	1%
Student Technology Fee	550,757	153,290	901,137	137,644	9,734	1,752,561	1%
Subtotal						$ 75,743,316	29%
University-Funded Sources							
University Resources			3,928,626	29,701,496	28,158,311	61,788,433	24%
Housing	44,321,793	106,674	1,478,174			45,906,641	18%
Deferred Maintenance		14,822,582	6,929,500	6,992,346	6,992,346	35,736,774	14%
Parking Services	2,020,979	10,525,760	69,800	180,670		12,797,209	5%
Energy Savings Re-invested	1,739,362	3,240,590	1,691,027	1,792,841		8,463,820	3%
Athletics (DSO)		142,330	539,544	7,351,381		8,033,255	3%
Research Foundation (DSO)	226,348	3,948,662		1,878,213		6,053,223	2%
Business Services	573,451	2,559,218	35,353	454,954		3,622,976	1%
Construction Interest			1,000,000	975,881		1,975,881	1%
Convocation Corporation (DSO)		9,394	4,831	25,470		39,695	0%
Subtotal						$ 184,417,907	71%
Total	50,037,848	49,170,200	33,663,603	69,457,522	57,832,050	$ 260,161,223	100%

Within the past five years, UCF has constructed a total of 697,164 gross square feet (GSF) to support academics, housing, parking services, athletics, and university infrastructure. UCF built three new teaching facilities: the Morgridge International Reading Center (16,726 GSF), Classroom Building II/ROTC (79,998 GSF), and a Mechanical and Aerospace Engineering building (10,700 GSF). Housing and Residence Life constructed new residence halls and Greek housing, adding 214,072 GSF and 745 student beds on campus. Parking Services constructed a 345,624 GSF parking garage with 1,037 spaces, and Athletics expanded the baseball facility at a cost of $2.8 million. The university constructed a combined heat and power plant that now produces one-fourth of the university's electricity, reduces environmental impact, and saves millions of dollars in annual energy costs.

UCF is currently constructing Global UCF (56,000 GSF), a facility dedicated to supporting international students' experience at UCF. The facility will aid students' transition into a campus learning environment and will include 18 classrooms, three computer labs, common areas, conference rooms, and faculty offices. Estimated completion of the building is February 2016.

The Wayne Densch Center for Student-Athlete Leadership will serve as the headquarters for personal, professional, and academic development of nearly 500 student-athletes. The facility is under construction and will be completed by December of 2015 at an estimated project cost of $6 million for the three-story, 22,000-square-foot structure. The center will house UCF's Academic Services for Student-Athletes, student services, and the athletics compliance office. The building will include a multipurpose classroom with space for up to 200 students, a computer lab, tutoring and mentoring rooms, study space, and conference and resource rooms.

The Student Health Center is constructing a 10,400 GSF, $3.5 million expansion, with a partial renovation of some existing spaces. The project will be complete by March 2016. The addition will provide space for an international clinic, additional substance abuse and mental health treatment, record keeping, and referrals. The facility will include 15 new patient care rooms and 15 provider offices.

Campus road and sidewalk improvements totaling $5.5 million are underway, including the widening of Libra Drive from two lanes to four, and road repaving and sidewalk repairs throughout campus.

The Bennett Buildings (100,000 GSF) are being renovated to accommodate research labs and business incubation needs and to meet Florida building code requirements. The renovations include the addition of five labs and three fume hoods, modernization of 110 offices and conference rooms, replacement of three roofing systems, and upgrades to the mechanical and electrical systems. The renovations will be completed by March 2016.

The university currently has a number of approved renovations in design. The John C. Hitt Library will undergo a complete renovation that will add 41,000 GSF and will accommodate a four-story automatic retrieval system. The project cost is $76.9 million over three phases.

Renovations are planned for Colbourn Hall, an 84,000 GSF, five-story educational building. The renovations will address building systems, lighting upgrades, interior finishes, ADA compliance, information technology upgrades, and building envelope repairs.

Other construction projects in design include the Interdisciplinary Research and Incubator Facility, Trevor Colbourn Hall, Partnership IV, and a parking garage expansion.

The Interdisciplinary Research and Incubator facility (64,413 GSF) will house nanoscience technology, advanced materials processing and analysis, optics and lasers, energy research, and the incubator program. It will include 30 research and incubator labs, 20 material characterization rooms, conference rooms, offices, and ancillary spaces. The project will cost $46.6 million and is expected to be completed in April of 2017.

Trevor Colbourn Hall, a 95,000 GSF, $23 million facility, will be an academic building, intended to match the overall space categories and square footage of the existing Colbourn Hall, while adding an additional floor for departmental growth. The new building will support, as closely as possible, the academic programs and support units currently housed in Colbourn Hall. Built in 1974, with some renovation in the early 1990s, Colbourn Hall is in need of a comprehensive renovation of all building systems and interior spaces, as well as replacement of the entire exterior brick facade. It has been in continuous operation since it was completed and is approximately 84,000 GSF. Because of the projected cost to renovate Colbourn Hall and the requirement to displace both its current occupants and to house new hires during the entire renovation, the university determined that construction of a new facility prior to renovation of the existing facility is the best and most cost-effective option. The new building will be pragmatic in concept, functional, and maintainable, while maximizing usable square footage. Estimated completion is the summer of 2017.

Once Partnership IV is constructed in the Central Florida Research Park adjacent to UCF's main campus, it will enhance the UCF-Department of Defense partnership in modeling, simulation, and training. Partnership IV creates classified laboratory space for both the military and UCF. This space will not only support the continued space-sharing relationship between UCF and Research Park military commands, but also support advanced research and development, including work to meet emerging missions such as cyber defense training.

Parking Services is adding more than 600 spaces to an existing parking garage at a cost of $8 million and has an estimated completion date of August 2016.

Capital Budgets

The university actively and systematically prioritizes its programmatic needs. Annually, the university submits to the Board of Governors the Five-Year Fixed Capital Improvements Plan, comprising Public Education Capital Outlay projects, Capital Improvement Trust Fund projects, projects to be funded from other state sources, and projects to be funded from nonstate resources. University officials meet with the Board of Governors Facilities Committee and present their case for funding requests. The university is required to submit capital improvement plan narratives and return on investment documentation on capital projects [Engineering Building I ROI and Project Explanation; John C. Hitt Library ROI and Project Explanation]. The university must provide quantifiable, compelling reasons to construct or renovate buildings, such as numbers served, number of jobs created, graduation rates, jobs in Florida, local economic impact, and more. Information may also be found on the Facilities Planning and Construction website.

Twelve months prior to the beginning of the fiscal year, the Board of Governors requests the university's Five-Year Fixed Capital Outlay Budget Request for incorporation into the statewide university system Legislative Budget Request. The associate vice president for administration and finance (facilities and safety) works with the vice president for administration and finance, the provost, and the president to develop the plan, taking into consideration the current buildings on campus, enrollment and degree plans, and the future direction of the university as defined in the university's mission, strategic goals, and initiatives. The capital projects in this plan are listed in order of priority, with high priority given to utilities infrastructure funding, which is used to reduce critical deferred maintenance. The plan is presented to the UCF Board of Trustees for approval and is subsequently sent to the Florida Department of Education Division of Colleges. It is incorporated into the State University System budget request that is submitted to the Florida Legislature and governor for consideration.

Staff members at the Department of Education review the budget requests for all Florida public universities and develop a recommended State University System of Florida Board of Governors 2015/2016 Capital Outlay Request by Priority. After this list is approved by the Board of Governors, the request is submitted to the Florida Legislature and governor. The governor's budget recommendation, typically presented in January for the year beginning the following July, includes funds for the fixed capital outlay budget.

Information on completed buildings is provided to the state annually. This information serves as the basis for requests for funds to operate and maintain university buildings.

Facilities Condition Assessment

The condition of facilities is determined through both in-house evaluations and contracted facility condition assessments. In-house supervisors conduct routine inspections of the facilities, employing a variety of inspection programs focused on assessing infrastructure, building systems, and equipment (e.g., infrared roof scans). In 2011, the university also contracted with ISES Corp., an independent third-party firm and leader in facility condition assessments, to analyze and benchmark the condition of all Education and General buildings. ISES delivers a complete life cycle model for each building, detailing a plan of action for renewal and renovation of the physical assets. Assessments conducted by professional architects and engineers identify three categories of needs: capital renewal, deferred maintenance, and plant adaptation. Using both internal and external

assessment, equipment and building system corrective actions are prioritized, a deferred maintenance list is developed, and projects are undertaken, subject to available funding. Examples of facilities condition assessments include those conducted for Career Services/Experiential Learning and the UCF Teaching Academy.

UCF has developed a reliability-centered maintenance strategy to optimize maintenance of its assets. Maintenance employees overseeing the strategy develop all standard operating procedures and provide oversight for preventive and predictive maintenance in a structured, planned, and scheduled environment. Predictive maintenance work orders are used to determine the condition of equipment and predict when maintenance should be performed. Using predictive techniques and tools allows for convenient scheduling of corrective maintenance and prevents unexpected equipment shutdowns and failures. Predictive maintenance uses nondestructive testing technologies such as infrared light, vibration analysis, acoustical detection, and oil analysis. Preventative maintenance is an essential component of any successful maintenance program. As such, this work is prioritized higher than corrective work and is tracked through metrics to assure it is completed correctly and on time.

Additional Campuses and Off-Site Facilities

UCF has additional campus sites to support its educational and research mission and programs. These include the Center for Emerging Media, which houses the digital media program; the Executive Development Center in downtown Orlando, which supports the Executive M.B.A. program; the UCF Health Sciences Campus at Lake Nona, which houses the College of Medicine Medical Education Program and the Burnett School of Biomedical Sciences; the Florida Solar Energy Center, which supports research and community education on the Eastern Florida State College, Cocoa Campus; and the Rosen College of Hospitality Management. All of the physical resources at these sites are owned and maintained by the university.

UCF has 10 regional sites, all of which are housed in joint-use facilities or other shared facilities located on Florida state college campuses. The regional campuses system is a partnership-driven organization strategically located to extend UCF's reach to the communities of Central Florida. Joint-use facilities are placed on the state colleges' inventories, and each state college is responsible for operating and maintaining buildings on its campus pursuant to Florida's State Requirements for Educational Facilities. An inter-institutional agreement with each state college partner further defines responsibility for maintenance and facilities obligations. The Florida Department of Education requires that state colleges complete an educational plant survey every five years as well. In addition to classroom and support service spaces, regional campus students are provided with library access and other support areas, sometimes including wellness centers. Regional campus sites include UCF Cocoa, UCF Daytona Beach, UCF Leesburg, UCF Ocala, UCF Palm Bay, UCF Sanford/Lake Mary, UCF South Lake, UCF Valencia Osceola, and UCF Valencia West. These facilities support numerous graduate and undergraduate programs. UCF Altamonte Springs supports one concurrent undergraduate program with Seminole State College. Regional campus students also have access to the facilities and services on the Orlando campus.

UCF is committed to its students at the regional campus sites, as evidenced by a UCF/Valencia College partnership in Osceola County. The county has experienced an increased demand for higher education services due to its rapid growth. UCF and Valencia College constructed a classroom building on the Osceola campus to meet that demand and provide crucial educational and support spaces to an underserved community. The lack of adequate space limited students' ability to complete their undergraduate degrees. UCF contributed $7.5 million toward expanding the building's size to accommodate the growing number of UCF students enrolled on that campus.

In addition to extended and regional campus presence, the university also leases property to reduce its unmet space needs. Approximately 375,000 GSF is leased from the UCF Foundation alone. The Office of Contracts and Real Estate Management is charged with the oversight of UCF real property, as well as the university real estate strategy for all space, both leased and owned. The office coordinates the acquisition, disposal, and leasing of all university real estate and works closely with the university Space Planning, Analysis, and Administration office to recommend space assignments on campus and to determine whether requests to lease space off campus are warranted.

Conclusion

UCF works judiciously to maximize the use of existing space through efficient time, scheduling, and arrangement of space. The university acknowledges its ongoing need to acquire additional space and actively champions this cause through development of the university master plan, maintenance of a dynamic facilities inventory, recognition of the unmet space needs identified in the educational plant survey, preparation of annual comprehensive capital budget requests, leasing of space off campus, and UCF's demonstrated commitment to self-fund many multimillion dollar construction projects. Additionally, the university protects its current assets through ongoing facilities condition assessments and preventive and predictive maintenance.

In summary, UCF has created an environment conducive to learning, research, living, and recreation. UCF is in compliance with Core Requirement 2.11.2 and has demonstrated the adequacy of its physical facilities to serve the space needs of its educational programs, support services, and other mission-related goals.

2.12 Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. (Note: This requirement is not addressed by the institution in its Compliance Certification.)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is in compliance with this requirement.

Comprehensive Standards

3.1.1 Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has a clear and comprehensive mission statement that guides university operations. The mission statement is approved by the UCF Board of Trustees and the Florida Board of Governors, is periodically reviewed by the board, and is communicated to the institution's constituencies. The mission statement informs the institution's five goals and guides its strategic planning, budgeting, and continuous quality improvement processes. The following narrative provides evidence of compliance by describing the UCF mission and how it is reviewed, used in key processes, evaluated, and disseminated.

Mission and Goals

UCF's mission clearly establishes the institution as a metropolitan research university. The university's mission statement is clearly defined, published, specific, and appropriate to a higher education institution. The mission statement and the five strategic goals address the university's commitment to excellence in teaching and learning, research, and public service, with a special emphasis on partnership.

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

The president's five strategic goals, based on the mission, are as follows:

- Offer the best undergraduate education available in Florida.
- Achieve international prominence in key programs of graduate study and research.
- Provide international focus to our curricula and research programs.
- Become more inclusive and diverse.
- Be America's leading partnership university

Dissemination

The mission statement is communicated to UCF's constituencies by appearing in print and electronic versions in various UCF resources, including the strategic planning website, UCF's mission statement Web page, the president's website, the Undergraduate Catalog, and the Graduate Catalog. Further, the mission statement and five strategic goals are used as a cornerstone for facilities planning and are published in the Campus Master Plan. The UCF mission and five strategic

goals are also cited in grant proposals, various publications, advertisements, and presentations. Formal evaluation processes, such as program reviews and discipline accreditation, also reference the mission and goals [Consultant Department Review] [Undergraduate Program Self-Study].

Authority, Approval, and Review

Florida's Constitution charges the board of governors with establishing the distinctive mission of each university in the state university system. Article IX, Section 7, establishes a system of governance for the state university system "in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies." The Florida Board of Governors, as the governing body, is responsible for including "defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."

As the governing body of the State University System of Florida, which consists of 12 public universities, each with its distinctive mission, the board of governors assigns the administration and operation of its constituent institutions to the boards of trustees of those institutions and has charged each board with developing a strategic plan in alignment with the board of governors' system-wide strategic plan and each university's mission [Regulation 1.001(3)(c)]. In 2014, the board of governors adopted a comprehensive strategic plan that established the shared mission of the state university system and the individual missions of its constituent institutions.

In support of the Florida State University System and its constituent institutions' missions and strategic goals, the board of governors requires each university to develop an annual institutional work plan based on the institution's mission; the work plan must be approved by the board of governors and the university's board of trustees. The work plan articulates how the institution contributes to the state university system's overall vision within the dual frameworks of the its strategic plan and the university's strategic plan. In addition, the university's mission statement is reviewed annually as part of the work plan. UCF's 2015 work plan is included here for review. For more information on the Institutional Annual Work Plan, please refer to Core Requirement 2.5.

At the institutional level, UCF's ongoing strategic planning process begins with a review of the university's mission, vision, values, and goals, as articulated in the strategic plan's key elements. Because strategic planning is viewed as an interactive and evolving process, UCF's strategic plan is reviewed and refined on a regular basis by the university's leadership team. UCF's Strategic Planning Council conducts this review, and proposed changes are shared with the Faculty Senate and vice presidents for input before approval by the president and the UCF Board of Trustees.

A new strategic planning process is currently underway. A strategic planning commission was convened in Summer 2015 to begin the process of establishing a new plan that will set the university's trajectory for the next 20 years and will include a review of the mission and its five supporting goals.

Mission-Guided Annual Accountability Reports

The annual accountability reports required by the board of governors include a range of evidence showing that UCF is effectively accomplishing its mission. While the annual work plans establish strategic initiatives and goals according to performance metrics and indicators, the annual

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accountability reports provide evidence documenting progress toward these initiatives and goals. As illustrated in UCF's 2013-2014 Accountability Report, this evidence includes:

1. external recognition (e.g., UCF was named one of the nation's 16 leading universities for supporting innovation and economic prosperity by the Association of Public and Land Grant Universities
2. data showing increases in degree productivity and program efficiency
3. data showing increases in research and commercialization support, activity, and accomplishments
4. key examples of and data showing strengthening of community and business engagement
5. numerous data points showing retention rates, graduation rates, degrees awarded, student-faculty ratio, student performance on licensure/certificate exams, faculty publications, external funding, technology transfer, and external funding over a multiyear period. Regarding such data points, for example, the 2013-2014 report shows improvements in six-year graduation rates (p. 25) and an increase in baccalaureate and graduate degrees in programs of strategic emphasis (p. 27).

Mission-Guided Unit Annual Reports

Data, examples, and other evidence that specific units and divisions are accomplishing relevant parts of UCF's mission and five visionary goals can also be found in the annual reports of these units. For example, the Academic Affairs' 2013-2014 Annual Report is organized around the five visionary goals and includes, among other evidence, data about degrees awarded, national rankings of academic programs, examples of international achievement of key graduate programs, and examples of key partnership efforts and accomplishments. To cite another example, the Office of Research and Commercialization's 2013 Annual Report, intended for both internal and external audiences, provides key data and examples of achievements in economic and workforce development, external funding, entrepreneurship and commercialization efforts (e.g., patent production), and impacts of specific funded research.

Mission-Guided Continuous Improvement From Institutional Effectiveness Assessment

Institutional effectiveness assessment reports detailing implemented and planned changes illustrate how assessment results are used to make improvements in student learning and operational outcomes and accomplish the UCF mission. Evidence of Improvement Tables, included here for review, show a complete listing of implemented and planned changes by academic programs and administrative units from 2006-2007 to 2013-2014.

The University Assessment Committee's annual reports from 2007 to 2014 summarize the use of student learning and operational outcomes results to improve academic and administrative units. They are provided below.

- Institutional Effectiveness Annual Report—2014
- Institutional Effectiveness Annual Report—2013
- Institutional Effectiveness Annual Report—2012
- Institutional Effectiveness Annual Report—2011
- Institutional Effectiveness Annual Report—2010
- Institutional Effectiveness Annual Report—2009
- Institutional Effectiveness Annual Report—2008

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Mission-Guided Successful Carnegie Application

UCF's second successful Carnegie Community Engagement Classification application provides extensive evidence that the university is accomplishing its mission to meet the Central Florida city-state's economic, cultural, intellectual, environmental, and societal needs, in part through public service initiatives that address pressing local, state, national, and international issues in support of the global community. Based on the extent and depth of UCF's engagement with local, national, and global communities, the classification recognizes partnership efforts to, among other things, address critical societal issues and contribute to the public good. Examples of evidence from the application include economic development partnerships (e.g., business incubation), public and nonprofit management assistance, and extensive curricular community engagement.

Conclusion

The University of Central Florida has a clear and comprehensive mission statement that guides its goals, strategic planning and budget processes, continuous improvement, and operations, and is in alignment with the mission of the Florida State University System. The mission has been approved and included in key processes of the state and local governing boards, is periodically reviewed by both boards as a part of UCF's strategic and accountability processes, and is communicated to the institution's constituencies. The university is in compliance with this standard.

3.2.1 Governance and Administration: CEO evaluation/ selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida Board of Trustees is responsible for the selection and evaluation of the chief executive officer. The following narrative provides evidence of compliance by describing the state and university policies, procedures, and guidelines for the selection and evaluation of the university president, and by providing evidence of evaluation.

Selection

The university president is responsible to the Board of Trustees for all operations of the university. Board of Governors Regulation 1.001(5) and the UCF Presidential Selection Process Guide set forth the processes and requirements for the selection and evaluation of the president.

The Board of Governors Regulation states that the Board of Trustees "shall select its university president subject to confirmation of the candidate by the Board of Governors." A presidential search committee is appointed to make recommendations to the full Board of Trustees, and the Board of Trustees then selects a candidate. The Board of Trustees submits a written description of the selection process and criteria, as well as the qualifications of the selected candidate, to the Board of Governors for its consideration in confirming the candidate. The candidate is required to appear before the Board of Governors at the meeting in which confirmation is considered, which is held as soon as practicable to ensure a timely transition. A two-thirds vote of the Board of Governors is required to deny confirmation of a candidate selected by the Board of Trustees. Please see core Requirement 2.2 for information on the governing board.

Evaluation of the President

According to the UCF Board of Trustees Presidential Performance and Compensation Review Policy, the Board of Trustees is responsible for assessing the president's performance, goals, and compensation annually. The board delegates responsibility for organizing and conducting the process to the UCF Compensation and Labor Committee. During the fall, each board member receives a preliminary packet of materials containing an annual report of the university, an update on the three-year span of performance incentive measures and goals, Equal Opportunity/Affirmative Action's annual report, and assessment questions that have been approved by the Board of Trustees. The university's chief human resources officer is then responsible for conducting interviews with individual members of the Board of Trustees and collecting assessment information from each board member. Each board member reviews the president's performance against the annual report, the performance measures, and the criteria set forth in the assessment. This information is then compiled into a comprehensive report, which is presented to the Compensation and Labor Committee of the Board of Trustees. The Compensation and Labor Committee then reviews the report and recommends action to the full Board of Trustees,

including any compensation changes. Reports are included from 2012, 2013, and 2014. Also attached are agendas from the March 16 and March 26, 2015, meetings of the Compensation and Labor Committee, which include discussion of the annual review.

Additionally, a comprehensive review of the president is conducted at three-year intervals (2009, 2012) using independent, outside consultants. The board delegates to the Compensation and Labor Committee the responsibility for organizing and conducting the review process using independent consultants. Personal interviews with individuals internal and external to the university shall be conducted and the consultant shall request participation from the Board of Governors. This effort is currently in process. Attached is the email message that was sent to the university community on August 6, 2015, encouraging participation in the process. The board is provided an extensive written report detailing the university's progress and major achievements accomplished during the president's tenure.

Conclusion

UCF's Board of Trustees selects (with approval of the state Board of Governors) and regularly evaluates the university president. Through these processes and practices, the university is in compliance with Comprehensive Standard 3.2.1.

3.2.2 Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The following three sub-standards demonstrate that the legal authority and operating control of the University of Central Florida are clearly defined for the institution's mission, the fiscal stability of the institution, and institutional policy. Below is a description of the basic governance structure of the university.

Governance Structure

The university is governed by the UCF Board of Trustees and is a member of the Florida State University System, which is governed by the Florida Board of Governors. The legal authority and operating control of the university has been authorized and delegated through the Florida Constitution and Board of Governors Resolutions, and defined in the UCF Board of Trustees bylaws.

The Florida Constitution defines the statewide Board of Governors in Article IX, Section 7(d):

> (d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

The Board of Governors has the authority to establish the powers and duties of the university boards of trustees pursuant to Article IX, Section 7(c), of the Florida Constitution.

> (c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by

the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

The Board of Governors sets out the powers and duties of university boards of trustees pursuant to Board of Governors Regulation 1.001:

> **1.001 University Board of Trustees Powers and Duties**
> (1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.

Regulation 1.001 also defines: Composition of Boards; Membership and Organization; University Administration and Oversight; Academic Programs and Student Affairs; Personnel; Financial Management; Property and Purchasing, and Miscellaneous Powers and Duties (related to forming corporate entities, direct support organizations, research centers for child development, handling of work products, and necessary processes in compliance with the law.)

UCF is administered by the UCF Board of Trustees, which operates according to the following statement of purpose in its bylaws:

> The University of Central Florida's Board of Trustees is vested by law with all the powers and authority to administer the University of Central Florida in accordance with Article IX, Section 7 of the Florida Constitution, the laws of the State of Florida and with rules and policies of the Florida Board of Governors. In order to more effectively discharge its responsibilities and duties in connection therewith, the University of Central Florida Board of Trustees hereby adopts these bylaws.

The powers and duties of UCF's Board of Trustees are defined in Article II, Section 2.3, of its bylaws, as excerpted below:

> The Board shall serve as the governing body of the University of Central Florida. It shall select the president of the University of Central Florida for ratification by the Board of Governors and shall hold the president responsible for the university's operation and management, performance, fiscal accountability, and compliance with federal and state laws and rules of the Board of Governors. The Board shall have the authority to carry out all lawful functions permitted by the bylaws, its operating procedures, by rules and policies of the Board of Governors, or by law.

In addition to the statement of purpose, powers and duties, and administrative details related to the Board of Trustees such as corporate name, composition, and corporate seal, the UCF Board of Trustees' Bylaws address the trustees (Article III), officers of the board (Article IV), president (Article V), committees (Article VI), meetings (Article VII), and miscellaneous items (Article VIII). The board executes its control through its various standing committees as described in the bylaws.

Conclusion

The three sub-standards that follow demonstrate that legal authority and operating control for university are clearly defined. The university is in compliance with this standard.

3.2.2.1 Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The legal authority and operating control of the University of Central Florida's mission are clearly defined at all levels. At the state level, it is defined by the Florida Constitution and Florida Statutes. At the State University System level, the Florida Board of Governors, as part of its strategic plan, establishes and reviews the distinctive missions of each of its constituent institutions. At the institutional level, the UCF Board of Trustees, as part of the university's strategic planning process, is responsible for approving an appropriate mission that is aligned with the Board of Governors' strategic plan and mission guidelines.

Legal Authority

Florida's Constitution charges the Board of Governors with establishing the distinctive mission of each university in the State University System. Article IX, Section 7, establishes a system of governance for the State University System "in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies." The Board of Governors, as the governing body, is responsible for "defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."

This responsibility is reinforced in Section 1001.705(2)(a) of the Florida Statutes. Section 1001.706(5)(a) further mandates that the mission of each university in the State University System be aligned with the academic success of its students; the national reputation of its faculty and its academic and research programs; the quantity of externally generated research, patents, and licenses; and their strategic and accountability plans. The Board of Governors assigns the administration and operation of its constituent institutions to the boards of trustees of the constituent institutions.

On November 6, 2014, the Florida Board of Governors adopted its current strategic plan for Florida's state universities. According to the State University System's constitutional framework, the Board of Governors approved the following mission:

> The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

Operating Control

As the governing body of the State University System of Florida, which consists of 12 public universities, each with its distinctive mission, the Board of Governors assigns the administration and operation of constituent institutions to the local boards of trustees and charges each board with developing a strategic plan in alignment with the Board of Governors' systemwide strategic plan and each university's mission [BOG Reg. 1.001(3) (c)].

In support of the State University System and it constituent institutions' missions and strategic goals, the Board of Governors requires each university to develop an annual institutional work plan based on the institution's mission; the work plan must be approved by the Board of Governors and the university's board of trustees. The work plan articulates how the institution contributes to the State University System's overall vision within the dual frameworks of the its strategic plan and the university's strategic plan. In addition, the university's mission statement is reviewed annually as part of the work plan. UCF's 2015 work plan is included here for review. For more information on the Institutional Annual Work Plan, please refer to Core Requirement 2.5.

At the institutional level, UCF's ongoing strategic planning process begins with a review of the university's mission, vision, values, and goals. Because strategic planning is viewed as an interactive and evolving process, UCF's strategic plan is reviewed and refined on a regular basis by the university's leadership team. UCF's Strategic Planning Council conducts this review, and proposed changes are shared with the Faculty Senate and vice presidents for input before approval by the president and the Board of Trustees. UCF's mission statement was originally approved by the Board of Trustees on May 21, 2009. The mission has been the cornerstone of multiple planning, accountability, and operational processes at the state and institutional level, as described in Core Requirement 2.5, and has been reaffirmed as part of these endeavors:

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

A new strategic planning process is currently underway. A strategic planning commission was convened in Summer 2015 to begin the process of establishing a new plan that will set the university's trajectory for the next 20 years and will include a review of the mission and five supporting goals.

Conclusion

The legal authority and operating control of the Board of Governors and the UCF Board of Trustees are established through the Florida Constitution, Florida Statutes, and Board of Governors Regulations. The missions of the State University System and the University of Central Florida are aligned, are approved and reviewed at both levels on a regular basis, and serve as the cornerstone of the institution's operations. The university is in compliance with this standard.

3.2.2.2 Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The legal authority and operating control pertaining to fiscal stability of the University of Central Florida are clearly defined by the Florida Constitution, Florida Statutes, the State University System's Board of Governors' regulations and strategic plan, and the policies and procedures of the university's Board of Trustees.

Governance Structure

The university is governed by the UCF Board of Trustees and is a member of the State University System, which is governed by the Florida Board of Governors. The legal authority and operating control of the university has been authorized and delegated through the Florida Constitution and Board of Governors Resolutions, and defined in the UCF Board of Trustees bylaws.

The Florida Constitution defines the statewide Board of Governors in Article IX, Section 7(d):

> (d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

The Board of Governors has the authority to establish the powers and duties of the university boards of trustees pursuant to Article IX, Section 7(c), of the Florida Constitution.

> (c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by

the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

The Board of Governors sets out the powers and duties of university boards of trustees pursuant to Board of Governors Regulation 1.001:

1.001 University Board of Trustees Powers and Duties
(1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.

Regulation 1.001 also defines: Composition of Boards; Membership and Organization; University Administration and Oversight; Academic Programs and Student Affairs; Personnel; Financial Management; Property and Purchasing, and Miscellaneous Powers and Duties (related to forming corporate entities, direct support organizations, research centers for child development, handling of work products, and necessary processes in compliance with the law.)

UCF is administered by the UCF Board of Trustees, which operates according to the following statement of purpose [BOT Bylaws]:

The University of Central Florida's Board of Trustees is vested by law with all the powers and authority to administer the University of Central Florida in accordance with Article IX, Section 7 of the Florida Constitution, the laws of the State of Florida and with rules and policies of the Florida Board of Governors. In order to more effectively discharge its responsibilities and duties in connection therewith, the University of Central Florida Board of Trustees hereby adopts these bylaws.

The powers and duties of UCF's Board of Trustees are defined in Article II, Section 2.3, of its bylaws, as excerpted below:

The Board shall serve as the governing body of the University of Central Florida. It shall select the president of the University of Central Florida for ratification by the Board of Governors and shall hold the president responsible for the university's operation and management, performance, fiscal accountability, and compliance with federal and state laws and rules of the Board of Governors. The Board shall have the authority to carry out all lawful functions permitted by the bylaws, its operating procedures, by rules and policies of the Board of Governors, or by law.

In addition to the statement of purpose, powers and duties, and administrative details related to the Board of Trustees such as corporate name, composition, and corporate seal, the UCF Board of Trustees' Bylaws address the trustees (Article III), officers of the board (Article IV), president (Article V), committees (Article VI), meetings (Article VII), and miscellaneous items (Article VIII). The board executes its control through its various standing committees as described in the bylaws.

Exercising of Authority and Control of Fiscal Stability

The university Finance and Facilities Committee was established by the Board of Trustees to provide detailed financial oversight at the institutional level [Board of Trustees Bylaws]. The committee reviews policy guidance and strategic oversight of the university's financial matters, financial reporting statements, campus master planning activities, and other real-estate-type activities for both the university and its direct support organizations. The committee reviews actions to be presented to the Board of Trustees and provides recommendations for board action [Finance and Facilities Committee Charter].

At its February 11, 2015, meeting, the Finance and Facilities Committee reviewed a number of issues related to financial stability, including tuition and fees, university investments, and the operating budget for the university. In a full Board of Trustees meeting that took place on May 21, 2015, the chair of the Finance and Facilities Committee presented a series of financial matters to the board, who took action on each. Issues included tuition and fees, operating and capital outlay budgets, a minor amendment to the Campus Master Plan, and refinancing of Certification of Participation.

See Core Requirement 2.2 for additional information about the role of the Board of Trustees and Comprehensive Standard 3.10.3 for detailed information on the university's internal audit function and financial reporting to the Board of Trustees.

Conclusion

Legal authority and operating control over the fiscal stability of the University of Central Florida are clearly defined and demonstrated in a variety of documents. UCF is in compliance with this standard.

3.2.2.3 Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The legal authority and operating control pertaining to institutional policies of the University of Central Florida are clearly defined by the Florida Constitution, Florida Statutes, the State University System's Board of Governors' regulations and strategic plan, and the policies and procedures of the university's Board of Trustees. The narrative below provides documentation of this structure.

Governance Structure

The university is governed by the UCF Board of Trustees and is a member of the State University System, which is governed by the Florida Board of Governors. The legal authority and operating control of the university has been authorized and delegated through the Florida Constitution and Board of Governors Resolutions, and defined in the UCF Board of Trustees bylaws.

The Florida Constitution defines the statewide Board of Governors in Article IX, Section 7(d):

> (d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

The Board of Governors has the authority to establish the powers and duties of the university boards of trustees pursuant to Article IX, Section 7(c), of the Florida Constitution.

> (c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by

the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

The Board of Governors sets out the powers and duties of university boards of trustees pursuant to Board of Governors Regulation 1.001:

> **1.001 University Board of Trustees Powers and Duties**
> (1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.

Regulation 1.001 also defines: Composition of Boards; Membership and Organization; University Administration and Oversight; Academic Programs and Student Affairs; Personnel; Financial Management; Property and Purchasing, and Miscellaneous Powers and Duties (related to forming corporate entities, direct support organizations, research centers for child development, handling of work products, and necessary processes in compliance with the law.)

UCF is administered by the UCF Board of Trustees, which operates according to the following statement of purpose [BOT Bylaws]:

> The University of Central Florida's Board of Trustees is vested by law with all the powers and authority to administer the University of Central Florida in accordance with Article IX, Section 7 of the Florida Constitution, the laws of the State of Florida and with rules and policies of the Florida Board of Governors. In order to more effectively discharge its responsibilities and duties in connection therewith, the University of Central Florida Board of Trustees hereby adopts these bylaws.

The powers and duties of UCF's Board of Trustees are defined in Article II, Section 2.3, of its bylaws, as excerpted below:

> The Board shall serve as the governing body of the University of Central Florida. It shall select the president of the University of Central Florida for ratification by the Board of Governors and shall hold the president responsible for the university's operation and management, performance, fiscal accountability, and compliance with federal and state laws and rules of the Board of Governors. The Board shall have the authority to carry out all lawful functions permitted by the bylaws, its operating procedures, by rules and policies of the Board of Governors, or by law.

In addition to the statement of purpose, powers and duties, and administrative details related to the Board of Trustees such as corporate name, composition, and corporate seal, the UCF Board of Trustees' Bylaws address the trustees (Article III), officers of the board (Article IV), president (Article V), committees (Article VI), meetings (Article VII), and miscellaneous items (Article VIII). The board executes its control through its various standing committees as described in the bylaws.

Exercising of Authority and Control of Institutional Policy

The board of trustees regularly and appropriately exercises its authority and operating control for making policy and decisions consistent with the university's mission and related to its powers and duties, including examination, revision, and creation of institutional policy. For example, at the July 26, 2012, board meeting, a new policy was created when the Educational Programs Committee and the full board approved the Memorandum of Understanding for Instructor and Lecturer Promotion Path between the UCF Board of Trustees and the United Faculty of Florida, which represents a new career pathway for non-tenure-earning faculty members. At the same meeting, the board took action demonstrating policy examination and revision when it approved a Memorandum of Understanding on Article 14 (Promotion) and Article 15 (Tenure) between the UCF Board of Trustees and the United Faculty of Florida.

At its March 27, 2014, meeting, the Finance and Facilities Committee examined and revised tuition policy when it approved and forwarded to the full board of trustees for approval the amended 2014-2015 tuition schedule. A motion was unanimously passed by the board approving the 2014-2015 in-state and out-of-state fees for the College of Medicine Medical Education Program. Similar action was taken on the 2014-2015 Student Activity and Service, Health, and Athletics Fees when a motion was unanimously passed by the board approving an increase in the Athletic Fee and the Activity and Service Fee, effective Fall 2014, and the approval of a decrease in the Health Fee, effective Fall 2014. At the same meeting, the full board approved a master's degree in nanotechnology and a bachelor's degree in writing and rhetoric.

As part of their business for the May 21, 2015, meeting, the appropriate committees and full board of trustees approved UCF's 2015-2016 Work Plan, approved revisions to a regulation pertaining to vehicle registration fees, and approved amendments to a university regulations regarding potentially hazardous events and a traffic-parking regulation.

For additional information about the roles and responsibilities of UCF's Board of Trustees, see Core Requirement 2.2.

Conclusion

The University of Central Florida has the legal authority and operating control of the institution as clearly defined in the state constitution, policy of the Florida Board of Governors, and UCF Board of Trustees bylaws and policies. The board of trustees regularly and appropriately exercises its duties and powers related to institutional policy, and its actions and policies are appropriately documented. The university is in compliance with this standard.

3.2.3 Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida Board of Trustees is subject to the standards of conduct for public officers defined in Section 112.313 of the Florida Statutes and the Conflict of Interest Policy for the UCF Board of Trustees. The following narrative provides evidence of compliance with the state requirements and university policy for addressing conflicts of interest.

Board of Trustees Conflict of Interest Policies

The Florida Code of Ethics for Public Officers and Employees (Sections 112.311 through 112.3261 of the Florida Statutes) applies to the members of the UCF Board of Trustees in their capacity as appointed officials of a public university of the state of Florida. The code prohibits unlawful acts such as misuses of the public position, conflicting employment and contractual relationships, conducting business with one's agency, and accepting anything of value that is given to influence official action. The code also governs the solicitation and acceptance of gifts and addresses conflicts of interest in voting matters as well as in employment and financial matters.

As stated in Section 112.313(7)(a) of the Florida Statutes, trustees cannot

> have or hold any employment or contractual relationship with any business entity or any agency that is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee, excluding those organizations and their officers who, when acting in their official capacity, enter into or negotiate a collective bargaining contract with the state or any municipality, county, or other political subdivision of the state; nor shall an officer or employee of an agency have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

Florida Statutes require that each member of the UCF Board of Trustees submit an annual Statement of Financial Interests disclosure form with the Florida Commission on Ethics. All board members comply with this annual requirement. The Commission on Ethics website is publicly available and includes the status of the statement on financial interests disclosure forms of all UCF Board of Trustees members. Board members complied with the submission requirement in 2014 [Commission on Ethics Report for UCF BOT].

In addition to the provisions of state statutes applicable to trustees, the UCF Board of Trustees passed its own conflict of interest policy on January 23, 2003. This policy complies with state statute and provides expectations for supporting the interests and integrity of the institution, affirming:

> Board members of the University of Central Florida serve the public trust and have a clear obligation to fulfill their responsibilities in a manner consistent with this fact. All decisions

of the board are to be made solely on the basis of a desire to advance the best interests of the institution and the public good. The integrity of the university must be protected at all times.

The policy also clarifies trustees' responsibilities for disclosing potential conflicts of interest, stating:

Men and women of substance inevitably are involved in the affairs of other institutions and organizations. Effective boards will include individuals who have relationships and affiliations that may raise questions about perceived conflicts of interest. Although many such potential conflicts are and will be deemed inconsequential, each trustee has the responsibility to comply with Sections 112.311 – 112.3261 of the Florida Statutes and ensure that the entire board is made aware of situations that involve personal, familial, or business relationships that create a conflict of interest. Thus, each year, each trustee must (a) be familiar with the Florida Statutes regarding conflicts of interest and the terms of this policy; (b) disclose to the board chair any possible personal, familial, or business relationships that might reasonably give rise to a conflict involving the university; and (c) acknowledge by his or her signature that he or she is in compliance with the letter and spirit of this policy and applicable laws.

Finally, the policy outlines expectations for exercising restraint when there are identified conflicts of interest, declaring:

Trustees who have declared a conflict of interest, or who have been found to have a conflict of interest, shall refrain from participating in the board's consideration of proposed transactions in which the conflict of interest may influence such board member's impartiality unless the board requests information or interpretation for special reasons. If a conflict arises in the course of conducting business, trustees should recuse themselves from participating in decisions to seek or secure business with the board or the university.

The UCF Board of Trustees' conflict of interest policy requires that each board member file a conflict of interest disclosure form with the university annually. The policy and disclosure form is available on the Board of Trustees website, is referenced in the board's bylaws, and is disseminated to board members during new trustee orientation and annually thereafter.

In addition to submitting an annual conflict of interest disclosure form to the university and a statement of financial interests form to the Commission on Ethics, each board member is required by the provisions outlined in the UCF Board of Trustees' conflict of interest policy and in the Florida Statutes to abstain from voting on any matter that represents a conflict or potential conflict of interest. In compliance with these requirements, board members disclose conflicts of interest and abstain from voting on pending board matters. For example, at the meeting of the board's Educational Program Committee on May 22, 2014, Trustee Reid Oetjen abstained from a vote involving tenure for a faculty member in his department for whom he had previously submitted a vote.

Conclusion

The University of Central Florida's Board of Trustees follows an established policy addressing conflict of interest for its members. UCF is compliant with this standard.

3.2.4 Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has in place measures to ensure and to demonstrate that the Board of Trustees, the institution's governing board, is free from undue influence from political, religious, or other external bodies and that it protects the institution from such influence. The narrative below describes state and university regulations that support UCF's compliance with this standard.

State and Institutional Guidelines Regarding External Influence

Florida Statutes and the University of Central Florida Board of Trustees bylaws contain a number of provisions ensuring that the governing board is free from undue influence from any external body. UCF's Board of Trustees is a public body corporate of the state of Florida. To ensure the independence of boards of trustees, and in accordance with Article IX of the Florida Constitution and Section 1001.71 of the Florida Statues, each board in the State University System consists of six members appointed by the governor, five members appointed by the Board of Governors, the chair of the university Faculty Senate, and the president of the student body. The UCF Board of Trustees consists of the 13 members required by the Florida Constitution and Section 1001.71 of the Florida Statutes.

Also, as defined in the Florida Constitution, universities, as public entities of the state of Florida, are protected from religious influence. Article I reads as follows:

> There shall be no law respecting the establishment of religion or prohibiting or penalizing free exercise thereof . . . . No revenue of the state or any political subdivision or agency thereof shall ever be taken from the public treasury directly or indirectly in aid of any church, sect, or religious denomination or in aid of any sectarian institution.

Section 112.313 of the Florida Statutes provides the Standards of Conduct for Public Officers and includes numerous provisions for the prevention of undue influence. For example, section 112.313(7)(a) states that trustees cannot have or hold any employment or contractual relationship with any business entity or agency that is doing business with the UCF Board of Trustees or the university. Trustees are prohibited from soliciting or accepting gifts, doing business with their own companies, misusing their public position, engaging in conflicting employment or contractual relationships, and voting on a matter affecting their salaries, expenses, or other compensation as public officer. Current or former public officers may not disclose or use information not available to the public. Further, no citizen member of the board may have or hold any employment or contractual relationship as a legislative lobbyist, a position that requires annual registration and reporting.

Article VIII of the UCF Board of Trustees bylaws addresses conflict of interest:

Trustees stand in a fiduciary relationship to the university. Therefore, Trustees shall act in good faith, with due regard to the interests of the university, and shall comply with the fiduciary principles and law set forth in the Code of Ethics for Public Officers and Employees, Section 112.311-112.3261 [Florida Statutes]. The Board shall adopt a written conflict of interest policy, to be included in the Board operating procedures or other policies, which shall be reviewed periodically and revised as necessary.

The Board of Trustees' Conflict of Interest Policy, adopted in compliance with the bylaws, addresses the fiduciary responsibilities of the board's members, disclosure, and restraint in participation, and states that:

Board members of the University of Central Florida serve the public trust and have a clear obligation to fulfill their responsibilities in a manner consistent with this fact. All decisions of the board are to be made solely on the basis of a desire to advance the best interests of the institution and the public good. The integrity of the university must be protected at all times.

Men and women of substance inevitably are involved in the affairs of other institutions and organizations. Effective boards will include individuals who have relationships and affiliations that may raise questions about perceived conflicts of interest. Although many such potential conflicts are and will be deemed inconsequential, each trustee has the responsibility to comply with Sections 112.311-112.3261 of the Florida Statutes and ensure that the entire board is made aware of situations that involve personal, familial, or business relationships that create a conflict of interest. Thus, each year, each trustee must (a) be familiar with the Florida Statutes regarding conflicts of interest and the terms of this policy; (b) disclose to the board chair any possible personal, familial, or business relationships that might reasonably give rise to a conflict involving the university; and (c) acknowledge by his or her signature that he or she is in compliance with the letter and spirit of this policy and applicable laws [BOT Conflict of Interest Policy].

Additionally, the board's Audit, Operations Review, Compliance, and Ethics Committee serves to ensure that the board operates free from any undue influence. According to the committee charter, the chair of the Board of Trustees appoints the chair and members of the committee, and membership will consist of at least three independent members, with a majority of members having the ability to read and understand fundamental financial statements. This committee has oversight of the financial operations and reporting process for the university and its direct support organizations and reviews (1) the university's internal financial controls and processes, (2) the internal audit function, (3) the independent audit process, including the appointment and assessment of the external auditors for the university, and (4) the university processes (and those of its direct support organizations) for monitoring compliance with applicable laws and regulations, meeting regulatory requirements, and promoting ethical conduct.

Conclusion

The university's controls are thorough and effective. There has not been an incident where undue influence from political, religious, or other external bodies was found regarding the UCF Board of Trustees, attesting to the effectiveness of the policies and practices that protect the institution from such influence. UCF is in compliance with this standard.

3.2.5 Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Members of the University of Central Florida Board of Trustees can be dismissed only for appropriate reasons and by a fair process. The following narrative provides evidence of compliance by describing state and university processes for the dismissal of board members.

Guidelines for Board Member Dismissal

UCF's Board of Trustees is vested by law with all the powers and authority to administer the university, in accordance with applicable laws and rules of the state of Florida. The Board of Governors of the State University System of Florida's regulation on the powers and duties of the boards of trustees explicitly defines members of the boards of trustees of the system's constituent institutions as public officers subject to the requirements of the Florida Code of Ethics for Public Officers and Employees. The code provides that a public officer's violation of the code "shall constitute malfeasance, misfeasance, or neglect of duty in office," and provides for penalties for such violations.

The UCF Board of Trustees includes the code in Article VIII of its bylaws:

> Trustees stand in a fiduciary relationship to the University. Therefore, Trustees shall act in good faith, with due regard to the interests of the university, and shall comply with the fiduciary principles and law set forth in the Code of Ethics for Public Officers and Employees, Section 112.311-112.326, Florida Statutes. The Board shall adopt a written conflict of interest policy, to be included in the Board operating procedures or other policies, which shall be reviewed periodically and revised as necessary.

In accordance with Section 112.324 of the Florida Statutes, violations of the Florida Code of Ethics for Public Officers and Employees are investigated and adjudicated by the Florida Commission on Ethics, subject to a public hearing upon the request of the affected officer, and then reported to the appropriate authority for purposes of taking action in accordance with the findings and recommendations of the commission. The affected officer may challenge any action of the commission by filing an action directly with a district court of appeal.

The Florida Constitution and the Florida Statutes provide the grounds for dismissal as well as processes and proceedings under which public officials in Florida can be suspended or removed from office. Article IV of the Florida Constitution provides that, by executive order, the state governor may suspend from office any state officer not subject to impeachment for malfeasance, misfeasance, neglect of duty, drunkenness, incompetence, permanent inability to perform official duties, or commission of a felony, and may fill the office by appointment for the period of suspension. At any time before permanent removal, the suspended officer may be reinstated by the governor.

Section 112.52 of the Florida Statutes provides that the governor of Florida may, by executive order, suspend from office an elected or appointed public official who is indicted or accused of commission of any felony or any misdemeanor arising directly out of his or her official conduct or duties, and may fill the office by appointment for the period of suspension.

The Florida Constitution also affords the Senate the authority to remove from office or reinstate the suspended official. The Senate may be convened in special session by its president or by a majority of its membership for this purpose. The proceedings required by the Senate to permanently remove or reinstate a suspended official are described in the Florida Statutes in Sections 112.40 through 112.52. Those proceedings require notice to the suspended official and a public hearing, either before the Senate, a select committee, or a special magistrate, pursuant to Section 112.41 of the Florida Statutes. At that hearing, both the governor and the suspended official are afforded due process in the presentation of evidence and response to charges in accordance with Section 112.47 of the Florida Statutes. If the official is reinstated, reasonable fees and costs may be reimbursed.

The UCF Board of Trustees does not have the authority to directly dismiss its members; therefore, it does not have a policy governing dismissal. However, the board has the duty to notify the Florida Board of Governors or the governor, as applicable, in writing whenever a member has three consecutive unexcused absences from regular board meetings in any fiscal year. Unexcused absences may be grounds for removal.

No member of the UCF Board of Trustees has ever been removed for cause or been the subject of an investigation by the Florida Commission on Ethics.

Conclusion

The University of Central Florida's Board of Trustees, our institutional governing board, is subject to state and institutional policies that ensure that members can be dismissed only for appropriate reasons and by a fair process. UCF is in compliance with this standard.

3.2.6 Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

There is a clear and appropriate distinction in written policy and practice between the policymaking functions of the University of Central Florida Board of Trustees and the responsibility of the administration and faculty to administer and implement policy. This distinction is addressed in Florida law as well as in the bylaws of the UCF Board of Trustees. The following narrative describes the state and university mandates for policymaking responsibilities and duties of the Board of Trustees and the policy administration responsibilities of the president of the university, the president's leadership team, and the faculty.

The Florida Board of Governors and the UCF Board of Trustees have responsibility for establishing policy for UCF as authorized by the Florida Constitution. The Board of Governors' policies are set forth in regulations, guidelines, and resolutions. The UCF Board of Trustees is responsible for overseeing the administration of the university in a manner that is consistent with its mission and the mission and purposes of the State University System of Florida [BOG Regulation 1.001(3)(a)].

The Board of Trustees develops policy for the university in accordance with Board of Governors' Regulation 1.001, University Board of Trustees Powers and Duties, which articulates the various responsibilities and functions of the Board of Trustees, including administering the university in a manner dedicated to and consistent with the university's mission [BOG Regulation 1.001(3)(a)], adopting a strategic plan for the university [BOG Regulation 1.001(3)(c)], adopting policies related to academic programs and student affairs [BOG Regulation 1.001(4)], and establishing the personnel program for all university employees [BOG Regulation 1.001(5)(a)].

To execute this mandate from the Board of Governors, Section 2.3 of the bylaws of the UCF Board of Trustees outlines the powers and duties of the board and directs the board to select a university president to be responsible for the university's operation and management:

> The board shall serve as the governing body of the University of Central Florida. It shall select the president of the University of Central Florida and shall hold the president responsible for the university's operation and management, performance, fiscal accountability, and compliance with federal and state laws and rules of the Board of Governors. The board shall have the authority to carry out all lawful functions permitted by the bylaws, its operating procedures, by rules and policies of the Board of Governors, or by law.

> The board may adopt rules and policies consistent with the university mission, with law, and with the rules and policies of the Board of Governors, in order to effectively fulfill its obligations under the law.

In addition, Section 5.1 of the Board of Trustees' bylaws provides that the university president selected by the board will serve as the chief executive officer of the university, with powers, duties, and responsibilities as follows:

> The university president shall serve as the chief executive officer of the university. The university president shall be responsible for the operation of the university, including efficient and effective budgeting and program administration, leading the university to accomplish its educational missions and goals, monitoring educational and financial performance, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, appointing staff liaisons for each board committee, and serving as the university's key spokesperson. The president shall have the authority to execute all documents on behalf of the university and the Board consistent with law, applicable Board of Governors' and Board of Trustees' rules and policies, and the best interests of the university.

Thus, the responsibility of the UCF administration to administer and implement policy is derived from the powers and duties that the Board of Trustees has delegated to the university president, serving as the chief executive officer [BOG Regulation 1.001(2)(c)]. The president delegates administrative responsibilities to university management and to the various departments and units within the university.

UCF has an established system for adopting and publishing official university-wide statements of policy—specifically, through the adoption of university regulations and university policies. University-wide polices are disseminated through a notification system for those who sign up to receive the notifications. Additionally, policies are posted on the Policy and Procedures webpage for the university.

The Board of Governors authorizes the Board of Trustees to adopt university regulations to fulfill its function to administer the university [BOG Regulation 1.001(3)(j)]. Each regulation is a statement of general applicability to implement a specific power or duty of the Board of Trustees. University regulations address such topics as tuition and tuition waivers, admissions, employee grievance rights and other personnel procedures, awarding of degrees, intellectual property, and many others.

Secondary to university regulations are university policies, adopted through an established procedure set forth in Policy 2-001.4, University Policy Development. Policies and related procedures are created and adopted to dictate and guide the operations of the university when statutes, rules, and regulations do not provide specific guidance or do not offer procedures sufficient for efficient operations. All policy adoptions, repeals, and revisions are reviewed by the University Policies and Procedures Committee. This committee constitutes a representative body of university officials, including the chief compliance and ethics officer and the chief human resources officer. Policies are submitted to the committee for review and approval, after which they are submitted for final approval to the president. University policies address various topics relevant to university operations, including contract review, public records compliance, employment of relatives, weapons on campus, electronic funds transfers, course syllabi requirements, research misconduct, and many others.

Thus, policies and regulations at the university are developed through related procedures. Once a policy or regulation is developed and approved by the appropriate level of authority—for example, the Board of Trustees approves university regulations, while the president approves university

policies—it is the responsibility of the university administration to implement that policy or regulation. The president and the president's leadership team then take the necessary actions to fulfill university policy. For example, Policy 2-107.3, Signature Authority Policy, requires that all contracts involving the university may be signed only by an individual university administrator who has been delegated signature authority. The policy establishes signature authority levels for designated positions, as well as a procedure for delegating authority to other individuals. The Office of the General Counsel has developed a Delegation of Authority Form for that purpose and maintains a list of authorized signatories.

Additionally, it is the responsibility of the faculty to participate and assist in the execution of some policies through the elected officials of the Faculty Senate. The Faculty Senate is primarily concerned with matters of general education policy, including curriculum, admission, degree programs, and registration; matters of general faculty interests, including tenure, hiring policies, promotion, and academic freedom; student affairs; and certain administrative procedures of general university interest, including college or division reorganization, the budgetary process, and the awarding of honorary degrees. The UCF Faculty Senate constitution indicates that faculty participation in the governance of the university is provided for by a constituent body, the Faculty Assembly, and its representative body, the Faculty Senate. The Faculty Assembly and the Faculty Senate address general educational policies and academic matters that concern more than one college. The Faculty Senate is the basic legislative body of the university. As the elected body of the Faculty Assembly, the Faculty Senate may formulate its opinion upon any subject of interest to the university and adopt appropriate resolutions. Resolutions addressing those areas of authority legally reserved to the president and the Board of Trustees are advisory in nature only. The responses to Comprehensive Standards 3.4.10 and 3.4.11 provide detailed descriptions of faculty participation in curriculum and academic review processes and in the various levels of university administration and Board of Trustees review.

As an example of policymaking involving faculty in the administration and implementation of the adopted policy, at its March 2012 meeting, the Board of Trustees approved a Ph.D. program in Hospitality Management to submit to the Board of Governors for approval. Similarly, at its March 2013 meeting, the board approved a Ph.D. program in Criminal Justice to submit to the Board of Governors for approval. Once each new program was approved, the faculty and administration developed, administered, and implemented them and included them in such university publications as the online Graduate Catalog [Criminal Justice Ph.D., Hospitality Management Ph.D.], based on the curriculum developed and approved by the faculty.

Conclusion

The University of Central Florida has a clear and appropriate distinction between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. This distinction is made in writing and in practice. UCF is in compliance with Comprehensive Standard 3.2.6.

3.2.7 Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. UCF's organizational structure includes all major areas of the university and aligns with the explanation of the job responsibilities of administrators as described in Comprehensive Standard 3.2.8. The following narrative provides evidence of compliance by providing an outline of the university's reporting structure and organizational charts for each vice presidential reporting division.

Organization

Florida Board of Governors Regulation 1.001(2)(e) provides that the board of trustees of each constituent institution in the State University System establish the powers and duties of their university president. The president of UCF is the chief executive officer of the university and is responsible for the operation of the university, as defined in state law and in the rules adopted by the Board of Governors. The bylaws of the UCF Board of Trustees establish the president's authority in Article 5, Section 5.1. A more detailed explanation regarding the president's role and responsibilities is presented in Core Requirement 2.3.

The UCF organizational chart for the president's office and direct reports may be found in the online Handbook for A&P and USPS Employees and on the website of the Office of the President. The chart is updated periodically by the Office of the President as the organizational structure is revised. Organizational charts showing the structures of divisions reporting directly to the president are maintained by each division and are updated as needed. The positions reporting directly to the president and the organizational charts for their divisions are:

> Provost and Executive Vice President for Academic Affairs
> Vice President and Chief of Staff
> Vice President and General Counsel
> Vice President Emerita for Community Relations
> Senior Vice President for University Relations
> Vice President for Communications and Marketing
> Vice President for Medical Affairs & Dean, College of Medicine*
> Director of Athletics (Interim)
> Vice President for Alumni Relations and Development & CEO, UCF Foundation
> Vice President for Administration and Finance

Organizational charts are disseminated to the UCF community via the websites of the various divisions. Examples from divisions that report directly to the president include the Office of the Provost, Communications and Marketing, and Administration and Finance.

The provost and executive vice president is the chief academic officer of the university. The vice president of Student Development and Enrollment Services (SDES) and the vice president for Research and Commercialization report to the provost but also serve on the president's advisory team. The organizational charts of their divisions are included for review. These websites (SDES, Research and Commercialization) are examples of how the organizational charts are disseminated to the UCF community.

The deans of the 13 colleges also report to the provost and executive vice president. The colleges are:

>College of Arts and Humanities
>The Burnett Honors College
>College of Business Administration
>College of Education and Human Performance
>College of Engineering and Computer Science
>College of Graduate Studies
>College of Health and Public Affairs
>College of Medicine*
>College of Nursing
>College of Optics and Photonics
>Rosen College of Hospitality Management
>College of Sciences
>College of Undergraduate Studies

*The dean of the College of Medicine has a dual reporting structure: She reports to the president as vice president of medical affairs and to the provost and executive vice president as dean of the College of Medicine.

In addition, the following senior administrators also report to the provost and executive vice president:

>Vice Provost for Academic Program Quality
>Vice Provost for Faculty Excellence
>Vice Provost for Information Technologies and Resources
>Vice Provost for International Affairs and Global Strategies
>Vice Provost for Regional Campuses
>Vice Provost for Teaching and Learning and Dean, College of Undergraduate Studies
>Associate Provost for Budget, Planning, and Administration and Associate Vice President for Finance
>Associate Provost and Director of Operations
>Associate Provost and Associate General Counsel
>Assistant Vice President, Institutional Knowledge Management, and University Data Administrator
>Assistant Vice Provost

Policy Development

Section 1001.706(1) of the Florida Statutes states that the Florida State University System Board of Governors is responsible for "cost effective policy decisions appropriate to the University's mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding

state policy, budgeting, and education standards." The Board of Governors has delegated administration of the universities to the respective boards of trustees, including the adoption of regulations and policies in various areas such as academic programs, student affairs, personnel, audits, and sponsored research [BOG Regulation 1.001]. All regulations and policies must comply with applicable federal, state, and local law and with the regulations and policies of the Board of Governors. All regulations follow the Regulation Development Procedures of the Board of Governors, which include both notice and comment provisions.

The UCF Board of Trustees establishes regulations for general applicability to guide the actions of university constituents. Additionally, the UCF Board of Trustees has authorized the university president to develop policies for management philosophies to provide direction and assistance to the university community in the conduct of university business, activities, or policies [UCF Policies; UCF Policy 2-001.4]. A policy template is provided for assistance in developing applicable policies. The policy includes information on who may initiate a policy, instructions for drafting a university policy, review and revision of an existing policy, and information on disseminating information about new and revised policies. Faculty and staff members may choose to sign up to be notified when a new or revised policy is disseminated.

Additional information on academic policies and dissemination may be found in Comprehensive Standard 3.4.5.

Conclusion

The University of Central Florida has a clearly defined and published organizational structure. This structure allows for ease in developing policies and guidelines and in distributing them to the university community. UCF is in compliance with this standard.

3.2.8 Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has qualified administrative and academic officers to support the mission of the university. To ensure the qualifications of these officers, the university employs formal search and screening procedures, and most often conducts open national searches. Below is a description of the qualifications and competencies of those who report to the university president and to the provost and executive vice president. There is also information on the UCF hiring process for senior administrative personnel. For additional information on the evaluation of administrative staff, see Comprehensive Standard 3.2.10.

Qualifications of Senior Administrators and Academic Officers

Organizational charts showing key senior administrators and academic officers who report to the president and those who report to the provost are included for review. All of the senior administrators have educational credentials and experience appropriate to the duties and responsibilities associated with their positions. A brief summary of the qualifications of those reporting to the president are included below. A more detailed listing of their qualifications and experience, as well as brief job descriptions, are found in the attached table.

- President John C. Hitt – Hitt has been UCF president since 1992 and has more than 45 years of administrative experience. Additional information may be found in Comprehensive Standard 3.2.1.
- Provost and Executive Vice President for Academic Affairs A. Dale Whittaker – Whittaker has served as provost since 2014 with 12 years' administrative experience including academic leadership positions in which he engaged in many of the duties of his current position.
- Vice President *Emerita* and Special Assistant to the President Beth Barnes – Barnes previously served as Vice President and Chief of Staff at UCF and has 46 years of experience in higher education as a faculty member and administrator.
- Vice President and General Counsel W. Scott Cole – Cole has been UCF general counsel since 2002 with more than 25 years of legal administrative experience, including experience in contract, litigation, and insurance.
- Vice President *Emerita* for Community Relations Helen Donegan – Donegan has served in a related position or in her current position at UCF since 1995 and has 30 years of administrative and community relations experience.
- Vice President for Medical Affairs and Dean, College of Medicine, Deborah C. German – German has served in her current position since 2006 and previously worked as assistant and associate dean of medical education and as a hospital CEO. She has over 30 years of

administrative experience. German has a dual appointment as vice president of medical affairs and as dean of the College of Medicine.

- Vice President of Communications and Marketing Grant J. Heston – Heston has served in his current position since 2014 and has more than 10 years of experience in communications and marketing at UCF.
- Vice President for University Relations and Director of Governmental Relations Dan Holsenbeck – Holsenbeck has been in his current position with UCF since 1993 and has more than 40 years of experience in higher education.
- Vice President for Administration and Finance William F. Merck, II – Merck has been in his current or a similar position since 1996. His previous experience included serving as vice president of administration and finance at two other universities. He has more than 45 years of experience in education administration.
- Vice President for Alumni Relations and Development and CEO of the UCF Foundation, Inc., Mike Morsberger. Morsberger began his position with UCF in 2015 but has 25 years of experience working as vice president of development and alumni relations with three other large universities.
- Vice President and Chief of Staff John F. Schell – Schell has been in his current position since 2008 and has more than 30 years of experience in higher education administration. His previous administrative positions included vice provost for academic affairs and chair of the department of English.
- Director of Athletics (Interim) George O'Leary – O'Leary has been the interim athletic director since 2015 and has been the head football coach at UCF since 2004. He has over 30 years of experience working with students and athletic administration and at large universities.

Additionally, a summary of senior academic administrators reporting to the provost and executive vice president is also included for review. The summary includes a description of job responsibilities, and education and experience qualifying them to serve in their current positions. Curriculum vitae for each academic administrator, including deans, is located at the end of the response.

The vice president of Student Development and Enrollment Services and the vice president for research and commercialization report directly to the provost and executive vice president, but also serve on the president's advisory board. A review of the organizational charts will show that they appear on both charts.

Hiring Process for Senior Administrators and Academic Officers

The UCF Hiring process ensures that all administrative and academic officers are fully qualified by requiring official transcripts, verification of work experience, reference letters, and reference checks. Application of uniform guidelines ensure that all searches for administrative positions follow established procedures delineated in the UCF Administrative and Professional (A&P) Hiring Guide and the Office of Equal Opportunity & Affirmative Action's Search and Screening Guidelines.

A sample of documentation from two recent senior administrator hires is provided to verify that the processes defined in the hiring guides and excerpted above have been followed.

Provost Search 2014: A professional recruitment company (Parker Executive Search) assisted with the initial screening of 70 applicants. A search committee with broad representation from the university community reviewed all applications and conducted on-site interviews before making a

recommendation to the president. One of the posted advertisements and the list of the provost search committee members are provided. Also provided is the employment certification form signed by the president's office attesting that all search procedures were followed and the hiring checklist signed by both the president's office and the EO/AA director confirming that all required documents were included in the hiring file and that the employment agreement accurately states the desired terms and conditions of the appointment.

Dean of the College of Education and Human Performance Search 2014: Procedures were followed and an external candidate was selected from a pool of 60 applicants. A search committee with broad representation from the university community reviewed all applications and conducted on-site interviews before making a recommendation to the provost. One of the posted advertisements and the list of the search committee members are provided. Also provided is the employment certification form signed by the provost attesting that all search procedures were followed and the hiring checklist signed by both the search committee chair and the EO/AA director confirming that all required documents were included in the hiring file and that the employment agreement accurately states the desired terms and conditions of the appointment.

Evaluation of Senior Administrators and Academic Officers

All of UCF's administrative and academic officers are evaluated periodically to ensure that they demonstrate effective leadership and competence in their assigned roles. The president is evaluated by the board of trustees and that information may be found in Comprehensive Standard 3.2.1. Additional details on evaluations of other senior administrators and academic officers may be found in Comprehensive Standard 3.2.10.

Curricula Vitae for Direct Reports to the Provost and Executive Vice President

A. Dale Whittaker	Provost and Executive Vice President
Sheryl G. Andrews	Associate Provost and Associate General Counsel
Margaret Paige Borden	Assistant Vice President, Institutional Knowledge Management and University Data Administrator
Pamela S. Carroll	Dean, College of Education and Human Performance
Diane Z. Chase	Vice Provost for Academic Program Quality
Tracy Clark	Associate Provost for Budget, Planning and Administration and Associate Vice President for Finance
Elizabeth Dooley	Vice Provost for Teaching and Learning and Dean, College of Undergraduate Studies
Maribeth Ehasz	Vice President, Student Development and Enrollment Services
Jose B. Fernandez	Dean, College of Arts and Humanities
Michael L. Frumkin	Dean, College of Health and Public Affairs
Deborah C. German	Vice President for Medical Affairs and Dean, College of Medicine
Michael Georgiopoulos	Dean, College of Engineering and Computer Science
Joel L. Hartman	Vice Provost for Information Technologies and Resources
Paul Jarley	Dean, College of Business Administration
Michael D. Johnson	Dean, College of Sciences

J. Jeffrey Jones	Vice Provost for Regional Campuses
Ronnie L. Korosec	Associate Provost and Director of Operations
Paul F. Lartonoix	Interim Assistant Vice Provost
Abraham Pizam	Dean, Rosen College of Hospitality Management
Bahaa Saleh	Dean, College of Optics and Photonics
Mubarak Shah	Interim Vice Provost and Dean, College of Graduate Studies
Marion Joseph Soileau	Vice President for Research and Commercialization
Mary Lou Sole	Dean, College of Nursing
Alvin Y. Wang	Dean, The Burnett Honors College
Cynthia Y. Young	Interim Vice Provost for International Affairs and Global Strategies and Interim Vice Provost for Faculty Excellence

Conclusion

The University of Central Florida has qualified administrative and academic officers with the experience and competence necessary to lead their divisions and the university. UCF is in compliance with this standard.

3.2.9 Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida defines and publishes policies regarding appointment, employment, and evaluation of all personnel. UCF considers compliance with federal and state laws essential and is diligent in ensuring compliance in accordance with Section 1001.75(3) of the Florida Statutes, which states that the university president shall:

> Establish and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, demote, reward, discipline, and remove personnel, within law and rules of the State Board of Education and in accordance with rules or policies approved by the University Board of Trustees.

Policies and guidelines regarding personnel appointment and evaluation are available through a number of websites (Human Resources, Equal Employment and Affirmative Action, Office of Faculty Excellence), through collective bargaining units, and in individual departments, schools, and colleges. Links to these website and agreements are included in the response.

Policy Development and Compliance

University practices regarding appointment, employment, and evaluation of personnel are primarily contained in university regulations, university policies, and the three employee collective bargaining agreements with the United Faculty of Florida, the Florida Police Benevolent Association, and the American Federation of State, County, and Municipal Employees. Each unit bargains collectively with the UCF Board of Trustees regarding compensation and other terms and conditions of employment. Links to these agreements are provided below. University regulations are promulgated by the Board of Trustees in accordance with procedures developed by the Florida Board of Governors that include public posting on the university website, a 30-day public comment period, and passage by the Board of Trustees at an open meeting.

University policies must be sponsored by a university vice president and approved by the University Policies and Procedures Committee, which is designated and appointed by the president to act as the central body for making recommendations as to appropriate university policies. The committee is chaired by the university's chief compliance officer and includes the chief human resources officer and other faculty and staff appointed by the president. The general counsel or designee and the chief university audit executive or designee serve as ex officio members of the committee. Policies that are approved by the committee are sent to the president for final approval and publication. Policies are reviewed every five years.

Eighty-two percent of UCF faculty, including librarians, are considered "in-unit" and therefore are represented by the UCF chapter of the United Faculty of Florida. By law, UFF is the sole representative of employees who are designated within that bargaining unit. The Florida Police Benevolent Association represents law enforcement personnel at UCF. The American Federation of

State, County, and Municipal Employees represents most of the University Support Personnel System staff at UCF.

Appointment Policies and Procedures

At UCF, searches for staff, administrators, and faculty are advertised on the university's website under Jobs with UCF. All postings include eligibility criteria, minimum qualifications, and a summary of job duties and responsibilities. An applicant tutorial and information on veteran's preferences are posted on the Human Resources website. A key element of all appointment policies is UCF's commitment to anti-discrimination and support for diversity in recruitment and hiring, which is reflected in UCF Regulation 3.001, "Non-Discrimination; Affirmative Action Programs," and a number of other internal university documents.

Faculty

All regular faculty positions require the use of search committees. The Equal Opportunity and Affirmative Action Office (EO/AA) is responsible for oversight of the search committee process. The division of Academic Affairs, in consultation with the EO/AA, is responsible for the development and maintenance of faculty recruitment procedures. Search and screening guidelines for faculty and Administrative and Professional positions are posted on the website of the affirmative action office.

Each hiring decision is reviewed by a UCF EO/AA officer and the head of the division or college. Complaints of discrimination regarding search committee procedures are handled by the EO/AA. Complaints regarding noncompliance with search committee procedures that do not allege discrimination are handled by the University Compliance, Ethics, and Risk Office. Specific procedures are articulated in the UCF Faculty Hiring Guide and Adjunct Hiring Guide.

University Support Personnel System and Administrative and Professional Employees

Human Resources, in consultation with EO/AA, is responsible for the recruitment procedures for University Support Personnel System and Administrative and Professional employees. Specific procedures for hiring USPS employees are articulated in the UCF Staff (USPS) Hiring Process guide. For USPS positions, Human Resources provides the hiring official with application information on applicants who submit their information for posted vacancies. Such positions must be posted for a minimum of one week. Either the hiring official must be certified through a training program provided by Human Resources or the recruitment process must be reviewed and approved by a certified interviewer in the college or department. The hiring official conducts interviews of five applicants and then submits a hiring recommendation to Human Resources. If Human Resources deems it appropriate or useful, it consults with EO/AA regarding specific issues. Once Human Resources approves the hiring decision, the hiring official is permitted to make an offer to the selected candidate.

As do faculty positions, most regular A&P positions require the use of a search committee. Search committees are formed and operate in coordination with, but independently of, the hiring official. The committees are typically involved in recruitment and advertising, establishing the applicant pool, reviewing the applications, checking references, conducting the initial interviews, and referring the top candidates to the hiring official. The hiring official, in consultation with Human Resources, makes an offer to the proposed hire. Specific guidelines for hiring A&P employees are detailed in the UCF A&P Hiring Guide.

Complaints of discrimination regarding search committee procedures are handled by the EO/AA office.

Employment

Information on UCF employee benefits is posted on the Human Resources website under New Employee Information. This site presents a wide range of information on topics including new employee orientation and frequently asked questions about benefits and retirement. Additional information on compensation practices and staff employment are also available to current and prospective employees.

Policies governing working conditions such as promotions, conflicts of interest, assignments, and separation from employment are posted on the university's Regulation (Chapter 3, Personnel Matters) and Policies and Procedures (Human Resources and Employee Benefits) websites, and, as previously noted, in the pertinent collective bargaining agreements.

Faculty and A&P Employment

The terms and conditions of faculty and A&P appointments are detailed in employment agreements that are signed by the president or the president's designee and the employee. Faculty and A&P employment agreements contain a variety of information related to the appointment, such as the length of the appointment and the individual's tenure status (if applicable), rank, and title, including relevant appointment modifiers as defined by the collective bargaining agreement.

The salary upon hire or promotion for A&P employees is contingent upon external market data, the employee or applicant's credentials and experience, and the salaries for other internal employees in the same class. Specific compensation practices for A&P employees may be found on the Human Resources website.

Similar to the salaries of A&P employees, in-unit and non-unit faculty salaries are contingent upon external market data, the individual's credentials and experience, and the salaries for other internal employees in the same rank and discipline, where appropriate.

Post-hire, in-unit faculty salaries are governed by the collective bargaining agreement. Article 23 of the agreement outlines the salary package that in-unit faculty received during the 2014-2015 year.

USPS Employment

Upon initial or promotional appointment, USPS employees may receive a starting salary up to 15 percent above the salary minimum of the pay range for the position to which they are appointed. The hiring official may request a rate of pay greater than 15 percent above the salary minimum of the classification for an original or promotional appointment if (1) the candidate's qualifications substantially exceed the minimum qualifications for the position, (2) the university is experiencing difficulty in filling the position at the minimum of the pay range for the position, or (3) if the candidate's current salary in a USPS or other state pay plan is above the minimum for the position to which the employee is being appointed or promoted. Recommendations for higher rates of pay require review by Human Resources and approval from the appropriate division head. Specific procedures for USPS compensation and employment practices are articulated on the Human Resources website.

Evaluation

The job performance of each UCF employee is reviewed and discussed with the employee. All in-unit, non-unit, and adjunct faculty are evaluated annually. Information concerning the annual evaluation of faculty is posted on the Office of Faculty Excellence website. This information includes the evaluation process and appropriate forms for evaluation of faculty members, including adjunct

faculty members, in-unit faculty, and non-unit faculty. The site also contains information on promotion pathways. As noted previously, additional policies regarding in-unit faculty may be found in the current collective bargaining agreement. Policies and procedures for evaluating faculty members are addressed in detail in Comprehensive Standard 3.7.2.

Non-unit faculty administrators such as department chairs and assistant and associate deans are also evaluated annually; samples of these evaluations and those of other senior administrators are found in Comprehensive Standard 3.2.10. Multiyear evaluation of deans and senior administrators reporting to the provost and executive vice president also follow an established process that is more fully outlined in Comprehensive Standard 3.2.10.

Performance appraisal for A&P and USPS employees is completed by the employee's immediate supervisor and reviewed by the department head. Department heads sign the evaluation and may attach any written comments they deem appropriate. The final appraisal is then reviewed with the employee, who, after the review, signs the evaluation form. Should the employee disagree with the comments, he or she has the right to make whatever written comments are necessary. To ensure that evaluation practices are consistent with university policy, Human Resources provides performance appraisal guidance on its website, advises those seeking assistance on the process, and sends email reminders to supervisors regarding upcoming evaluation dates.

Sample Evaluations

Annual evaluations are presented to illustrate compliance with the standard by the university. Some examples are included in the narrative. These examples are from all employee levels, from A&P, USPS, president's office, and academic affairs, including deans, associate deans, tenured and tenure-seeking faculty members, clinical faculty members, regional faculty members, adjunct faculty members, and faculty members who are assigned to institutes and centers.

USPS Employee Performance Review, 2013, 2014
A&P Employee Performance Review, 2013, 2014
General Counsel, President's Office, 2013, 2014
Community Relations, President's Office, 2012, 2014
Communications, President's Office, 2013, 2014
Development (UCF Foundation/Alumni), President's Office, 2013, 2014
Vice President & Chief of Staff, President's Office, 2013, 2014
Tenured, Out of Unit, Associate Dean, College of Health & Public Affairs, 2013, 2014
Tenured, Out of Unit, Associate Dean, College of Sciences, 2013, 2014
Tenured, Out of Unit, Department Chair, Rosen College, 2014, 2015
Tenured, Out of Unit, Department Chair, College of Medicine, 2013, 2014
Tenured, In-unit Faculty, College of Arts & Humanities, 2013, 2014
Tenured, In-unit Faculty, College of Education & Human Performance, 2013, 2014
Tenure Earning, In-unit Faculty, College of Business Administration, 2013, 2014
Tenured Earning, In-unit Faculty, College of Nursing, 2013, 2014
Non-Tenure, In-unit Faculty, College of Education & Human Performance, 2013, 2014
Non-Tenure, In-unit Faculty, College of Sciences, 2013, 2014
Clinical Faculty, College of Medicine, 2013, 2014
Regional Campus Faculty, College of Sciences, 2013, 2014
Regional Campus Faculty, College of Arts and Humanities, 2013, 2014
Adjunct Faculty, College of Engineering and Computer Science, 2013, 2014
Adjunct Faculty, College of Business Administration , 2013, 2014|
Institute/Center, Faculty, 2014, 2015

Conclusion

The University of Central Florida publishes and enforces policies regarding appointment, employment, and evaluation of all personnel. The institution is in compliance with this standard.

3.2.10 Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida evaluates the effectiveness of its administrators on a periodic basis. The following narrative provides evidence of compliance by describing the evaluation process and requirements and providing examples.

Evaluation of Vice Presidents Reporting to the President

The university president annually evaluates all vice presidents. Performance is evaluated based on each vice president's specific responsibilities, established goals and objectives, relevant strategic planning objectives, and position description. Examples of annual evaluations are included for reference:

> General Counsel, President's Office, 2013, 2014
> Community Relations, President's Office, 2012, 2014
> Communications, President's Office, 2013, 2014
> Development (UCF Foundation/Alumni), President's Office, 2013, 2014
> Vice President & Chief of Staff, President's Office, 2013, 2014

Evaluation of Senior Administrators Reporting to the Provost and Executive Vice President

The evaluation of senior administrators reporting to the provost and executive vice president for Academic Affairs also follows established procedures. The process includes a review committee appointed by the provost, which follows the guidelines for soliciting feedback from students, faculty, staff, administrators, and community members from relevant organizations who interact with the administrator. A final written report is submitted to the provost and executive vice president and is then shared with the administrator. The staff member being evaluated may provide a response, and both the final report and the written response become a part of the employee's personnel file. Included is a five-year review of UCF's vice provost and chief information officer. The review of the vice provost and CIO includes the committee appointed by the provost to conduct the review, the committee's report, and the administrator's response. Also included for review are the fifth-year final report for the executive vice provost and associate vice president for administration.

Evaluation of Deans Reporting to the Provost and Executive Vice President

Evaluation of deans follows established procedures. The process includes appointment of a review committee by the provost and executive vice president. The committee serves as a conduit and

organizing mechanism to provide feedback concerning the performance of the dean under review and to provide constructive suggestions for improvement. A final report written by the review committee is submitted to the provost, who shares the report with the dean under review. The review committee's report and the optional response of the dean becomes a part of the dean's personnel file. Included as an example is information from a review of the dean of the College of Optics and Photonics. Information includes the survey used by the committee to gather data and the reappointment letter from the provost.

Evaluation of Associate/Assistant Deans and Chairs

Deans are responsible for evaluating the performance of assistant or associate deans and department chairs of each unit within their college on an annual basis in accordance with UCF Policy 4-500.1.

> Associate Dean, College of Health & Public Affairs, 2013, 2014
> Associate Dean, College of Sciences, 2013, 2014
> Department Chair, Rosen College, 2014, 2015
> Department Chair, College of Medicine, 2013, 2014

Evaluation of Other University Employees

For information on the evaluation of other university employees, please see Comprehensive Standards 3.2.1, 3.2.9, and 3.7.2.

Conclusion

The University of Central Florida evaluates the effectiveness of its administrators on a regular basis and is in compliance with this standard.

3.2.11 Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida's president and chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. The narrative below describes and documents the relevant organizational structures and relationships.

Presidential Responsibility and Control of Intercollegiate Athletics

The president of the University of Central Florida has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. He administers UCF's athletics program in accordance with all applicable federal and state laws and the rules of the National Collegiate Athletic Association (NCAA), the American Athletics Conference, and university policies and procedures. The president of the university is provided authority and responsibility over all university operations through the Florida State University System Board of Governors Regulation 1.001 and the Bylaws of the UCF Board of Trustees, Section 5.1.

The athletics department is a Direct Support Organization (DSO) of the University of Central Florida and is incorporated as the UCF Athletics Association, Inc. (UCFAA). As a DSO, the UCFAA has written articles of incorporation and bylaws that reinforce the authority of the president of UCF. UCFAA is a separate legal entity that operates independently from the university but whose sole purpose is to support the university.

The university president serves as the chair of the UCFAA board of directors. The board is composed of 14 directors, with 12 directors coming from university and athletics administration. Included in these 12 directors is the faculty athletics representative (FAR) who is appointed by and reports directly to the president in his capacity as FAR as indicated in his job description and the university's vice president for administration and finance and chief financial officer who also reports directly to the president. To further enhance institutional control, one member of the UCF Board of Trustees serves on the UCFAA board of directors.

The university president retains the power to monitor and control the use of university resources by the UCFAA, control the use of the university's name, and monitor compliance with federal and state laws. The UCFAA board of directors approves the annual budget as shown in the attached minutes, which is then provided to the university's Board of Trustees for approval. At the direction of the university president, the UCFAA has an annual independent external audit. As shown by the attached minutes, the results of the audit are submitted to the UCFAA Board of Directors, and then to the UCF Board of Trustees. In addition, the University Audit department, (internal audit) has the authority to audit the UCFAA.

The athletics director serves as the executive vice president of the UCFAA per the Bylaws of the UCFAA. UCF's athletics director reports directly to the university president as demonstrated in the attached UCFAA organizational chart and university organization chart. The university president hires the athletics director, establishes annual goals, and evaluates his performance. The athletics director is responsible for managing day-to-day operations and overseeing all aspects of the UCFAA. He is responsible for implementing the overall goals of the intercollegiate athletics program; managing all athletics personnel, facilities and budget; ensuring compliance with NCAA and conference regulations; developing and implementing marketing and fundraising strategies; and promoting the intercollegiate athletics program within the Central Florida community.

The UCFAA has an agreement with the UCF Foundation, which plans and implements annual giving, major giving, planned giving, and stewardship for UCF athletics. A Memorandum of Understanding between the UCF Foundation and the UCFAA sets forth the parameters for the advancement office to work with the athletics director to deliver fundraising goals for UCF athletics within the mutually agreed upon written plan. The Assistant Vice President for Athletics Development reports to the vice president for alumni relations and development and through athletics as shown in the UCFAA organizational chart. The vice president for alumni relations and development reports directly to the university president as shown in the university's organization chart.

Further supporting the president's authority over the athletics program, the senior associate athletics director for academic services for student athletes (ASSA) reports to the senior associate vice president for student development and enrollment services (SDES) and dean of students, who reports to the vice president for SDES. The vice president for SDES reports to the university's president as shown on the university's organization chart. In addition, the senior associate athletics director for ASSA has a dotted line to the athletics director as shown on the UCFAA organizational chart. The senior associate athletics director for ASSA has oversight and responsibility for the advising program for student athletes.

The senior associate athletics director for compliance is charged with oversight of the athletics compliance program along with promoting institutional control and ethical conduct. The senior associate athletics director is responsible for implementing and overseeing all processes and systems necessary to assist the athletics director and university president in complying with the rules and regulations of the NCAA and American Athletics Conference and for coordinating the efforts of various associated university units.

To enhance institutional control and provide independence, the Athletics Compliance Office reports directly to the university's chief compliance and ethics officer, with a dotted line to the athletics director as shown in University Compliance, Ethics, and Risk organizational chart. The chief compliance and ethics officer has a reporting line to the university president, administratively reporting through the university's vice president and chief of staff, and a reporting line to the Board of Trustees. The chief compliance and ethics officer has oversight for all compliance at UCF and is responsible for ensuring that effective compliance and ethics programs are in place across the university.

The senior associate athletics director for compliance meets weekly with the chief compliance and ethics officer, bi-weekly with the director of athletics, and monthly with the faculty athletics representative. The chief compliance and ethics officer and the senior associate athletics director meet quarterly with the president to discuss athletics compliance.

The senior associate athletics director for compliance serves on the Compliance and Ethics Advisory Committee chaired by the chief compliance and ethics officer. This committee is made up of compliance representatives from across the campus. Each member is charged with communicating updates and changes to their compliance programs, collaborating with other members, and ensuring that compliance programs are effective and responsive to new regulations.

Additionally, the senior associate athletics director for compliance serves on the Athletics Compliance Committee chaired by the FAR. The senior associate athletics director for compliance provides compliance guidance and updates to the committee. This committee meets each semester and brings together offices on campus that service student-athletes such as admissions, financial aid, registrar's office, athletics advising and athletics administration to communicate changes that will affect student-athletes. The faculty athletics representative also chairs the University Athletics Committee. This committee brings together university faculty members and athletics administrators and provides an avenue to communicate athletics updates to the university faculty each semester.

To further enhance institutional control of the athletics program and compliance with NCAA regulations, the athletics compliance office developed the Consistent Compliance Program for coaches to implement for each sport. As part of this program, the university's president attends and communicates his expectations for compliance at the first Head Coaches meeting of the academic year. Additionally, the president meets with coaches individually to discuss the importance of fostering compliance within their program. This meeting also allows coaches to highlight their efforts or discuss concerns.

NCAA regulation 2.1, The Principle of Institutional Control and Responsibility, places ultimate responsibility and authority on the university president: "It is the responsibility of each member institution to control its intercollegiate athletics program in compliance with the rules and regulations of the Association. The institution's president or chancellor is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures." Further it requires that "Intercollegiate athletics programs shall be maintained as a vital component of the educational program, and student-athletes shall be an integral part of the student body. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general." In 2014, the NCAA reviewed the university's Academic Performance Program (APP) for student athletes. The FAR was appointed by the university president to serve as his liaison for the review and the NCAA as indicated in the attached report to the university's president thanked the university for its cooperation and indicated overall compliance with NCAA academic progress requirements.

Conclusion

The chief executive officer of the University of Central Florida has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. The University is in compliance with this standard.

3.2.12 Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The president of the University of Central Florida serves as the institution's chief executive officer and has ultimate responsibility to the Board of Trustees for all operations of the university, including the university's fundraising activities. As illustrated in the UCF Foundation, Inc. organizational chart, the president delegates the coordination of fundraising activities to the chief executive officer, who is also the UCF vice president for alumni relations and development, and a direct report to the president. The president has ultimate control of fundraising activities, as illustrated in his current position description and the organizational chart of Direct Support Organizations.

The UCF Foundation plans and implements annual giving, major giving, planned giving, and stewardship for UCF, including the colleges and units of the university as well as athletics. As set forth in the 2013 Memorandum of Understanding between the UCF Foundation and the UCF Athletics Association, the advancement office works with the athletics director to deliver fundraising goals for UCF athletics. The written and mutually agreed upon plan includes a budget and payment for salaries. Fundraising employees for the athletics office report to the vice president for alumni relations and development.

Oversight and Policy

The UCF Foundation is a direct support organization of the university, operating under Section 1004.28 of the Florida Statutes, Florida Board of Governors Regulations 9.011 and 9.017, and UCF Regulation 4.034. The foundation enhances relationships with alumni, friends, faculty, staff, and community partners. Article I of the UCF Foundation's bylaws states that:

> The primary purpose of the University of Central Florida Foundation, Incorporated (Foundation) is to advance the future development of the University of Central Florida (University) by providing the community with a better understanding of the University's teaching, research and public service mission and accomplishments. Its specific responsibilities are to raise the community's awareness of the need for private support, to solicit gifts on behalf of the University and to effectively carry out its fiduciary responsibilities.

Fundraising activities support the university's mission and strategic plan by providing means for scholarships and fellowships, professorships and chairs, named facilities, and program and research support. The Central to Our Future campaign (1998-2006) included $367 million in donations to support four-year scholarships for all students in the College of Medicine's first class, building needs for the College of Medicine, completion of the on-campus stadium, and completion of a new arena. It also provided endowments, research support, professorships, and scholarships. The university is currently conducting its second comprehensive campaign and has raised $200 million toward the goal of $500 million.

The recent faculty and staff campaign raised more than $1.3 million from 1,585 donors. The three primary recipients of the funds were the First Generation Scholarship, the Golden Knights Club, and Knights Helping Knights. Other results from fundraising campaigns may be found in the online UCF Foundation Newsletter, *Pegasus* magazine (online), the 2013 UCF Foundation Annual Report and 2014 UCF Foundation Annual Report, the 2014 Endowment Activity Report, and the foundation's 2015 report to the UCF president.

As provided in the bylaws of the foundation, the chair of the UCF Board of Trustees is a member of the foundation's board of directors and a member of its executive committee. The foundation is required to submit to the university president any changes to the bylaws, which then must be approved by the UCF Board of Trustees. The board must also review the annual operating budgets approved by the foundation board, and the university president must review and approve quarterly expenditure plans for the foundation.

The president of UCF has delegated day-to-day operations of fundraising activities to the vice president for alumni relations and development, who serves as the chief executive officer of the UCF Foundation, and is a direct report to the president. The foundation hired a new CEO on June 1, 2015. The organizational chart shows the internal reporting structure of the office. The foundation CEO and staff oversee compliance with written policies and develop fundraising policy working in collaboration with the president, provost, and other academic representatives to determine priorities that support UCF's mission and goals. Foundation fundraising initiatives, campaigns, and solicitations are performed in conformance with approved priorities, and the university president may disallow or modify any such fundraising efforts at any time.

Additionally, the president provides university updates and progress reports to the foundation's board of directors twice a year at its fall and spring board meetings. Included are examples of updates from President John C. Hitt dated June 6, 2014, and October 17, 2014. The president also meets with the UCF Foundation's CEO at least once per month and conducts weekly vice president meetings. to strategize about fund-raising opportunities, report on current fund-raising trends, and discuss future development plans.

Other Direct Support Organizations

As noted on the university organizational chart, UCF has other direct support organizations (institution-related entities) that are described in detail in Comprehensive Standard 3.2.13. They include the UCF Research Foundation, the UCF Convocation Corporation, the UCF Finance Corporation, the UCF Stadium Corporation (formerly the Golden Knight's Corporation), and the UCF Athletics Association. While not directly involved in fundraising activities, each of these organizations is headed by a vice president who reports directly to the university president and includes a member of the UCF Board of Trustees on its board of directors.

Each direct support organization adheres to the open meeting and public records provisions of the Florida Sunshine Laws. These provisions require that all meetings be open, that minutes be taken, and that the organization's audit and financial records (other than confidential donor records) be made available to the public.

Conclusion

The president of the University of Central Florida provides direct control and oversight of all fundraising activities for UCF and delegates the day-to-day operations to the CEO of the UCF Foundation and president/chair of the UCF Research Foundation. There is a clear reporting

structure for the fundraising entities of the university and evidence that funds raised support the university's mission. UCF is in compliance with Comprehensive Standard 3.2.12.

3.2.13 Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida currently certifies six direct support organizations. They are the UCF Athletics Association, the UCF Convocation Corporation, the UCF Finance Corporation, the UCF Foundation, the UCF Research Foundation, and the UCF Stadium Corporation (formerly Golden Knights Corporation). The following narrative demonstrates that these entities were formed primarily for the purpose of supporting UCF and its programs and that the relationships between the entities and the university are clearly and formally defined.

Legal Authority, Operating Control, and Liabilities

In accordance with Section 1004.28(1) of the Florida Statutes, all direct support organizations (DSO) of the university are certified by the UCF Board of Trustees as operating in a manner consistent with the goals and mission of the university and in the best interests of the state. The relationship between DSOs and universities in Florida is defined in Section 1.001.706(3)(c) of the Florida Statutes, Board of Governors Regulation 9.011, and UCF Regulation 4.034. Each DSO has written articles of incorporation and bylaws that reinforce the authority of the university president. (Please see Comprehensive Standard 3.2.12 for additional information.) These documents reflect that the DSOs are separate legal entities operating independently from the university but whose sole purpose is to support the university. Relationships between the university and the DSOs are often further expressed through Memorandums of Understanding (MOU) for specific tasks, services and objectives. A sample of recent MOUs is included to illustrate these relationships and how each furthers the mission of the university. The separate agreements with the DSOs usually define the specific services, costs, and potential timelines associated with those services.

> MOU – UCF Athletics Association & Academic Services for Student-Athletes
> MOU – UCF Athletics Association & Recreation and Wellness Center
> MOU – UCF Athletics Association & Student Financial Assistance
> MOU – UCF Convocation Corporation & Parking and Transportation Services
> MOU – UCF Finance Corporation & College of Medicine Quadrangle

The overall governance of each DSO rests with the DSO board of directors, but the university has direct oversight and operational control of each DSO. Specifically, each DSO is headed by a university vice president, who reports either directly to the university president or to the provost

and executive vice president. The one exception to this is the UCF Athletics Association, where the university president serves as the chair of the board of directors. Additionally, one member of the UCF Board of Trustees is on the board of directors of each DSO. This method of governance is illustrated by the DSO organizational chart.

The university president retains the power to monitor and control the use of university resources by each DSO, control the use of the university name, and ensure compliance with federal and state laws. The university's Board of Trustees approves the annual budgets of the DSOs and reviews the annual expenditure plans of the DSO. Each DSO has an independent external audit, the results of which are submitted to the Board of Trustees. Blended DSOs, according to the Governmental Accounting Standards Board, have their financial reports consolidated with the university's financial reports in addition to having the financial reports audited separately by an external firm. The financial reports of non-blended DSOs are added together in a discrete column with the university's audited financial reports. In addition, the University Audit department (internal audit) has the authority to audit each DSO and does so along with all university departments. When the university's credit profile is reviewed by Standard & Poor's, Fitch Ratings, and Moody's credit rating agencies, the financial position of the DSOs are taken into consideration by the agencies. The revenue-producing DSOs purchase liability insurance that covers their operations.

Direct Support Organizations

UCF Athletics Association

The UCF Athletics Association was formed to support intercollegiate athletics at UCF. The Articles of Incorporation, bylaws, and recent external financial audit report of the association are included for reference. The Athletics Association has an agreement with the UCF Foundation, which plans and implements annual giving, major giving, planned giving, and stewardship for UCF athletics. As set forth in the 2013 Memorandum of Understanding between the UCF Foundation and the UCF Athletics Association, the advancement office works with the athletics director to deliver fundraising goals for UCF athletics within the mutually agreed upon written plan. The plan includes a budget and payment for salaries. Fundraising employees for the athletics office report to the vice president for alumni relations and development. The Athletics Association is a separate legal corporation of the university. The Executive Athletic Director and CEO of the Corporation reports to the president of the university in addition to the president of the university's being the chair of the board of directors for the corporation. The organizational chart for the UCF Athletics Association and the organizational chart for the president's direct reports show the relationship between the president and the association.

UCF Convocation Corporation

The UCF Convocation Corporation was created to provide a means to finance facilities to meet a university need for a large meeting or convocation space and to provide additional student housing. The corporation is a university entity that supports a 10,000-seat arena, four student residence halls, three parking garages, and approximately 80,000 square feet of retail space. The Convocation Corporation's financial statements are consolidated into the university's annual audit; the corporation does not engage in fundraising activities. The corporation's articles of incorporation and bylaws are included for reference.

UCF Finance Corporation

The Finance Corporation was created by the UCF Board of Trustees to provide a means for partially financing the Burnett Biomedical Sciences building. This corporation is a blended corporation. After its creation for the purpose of incurring debt and serving as a conduit for servicing that debt, and

with no operating revenues or expenses, the university-appointed corporate governing board decided to further use this corporation as a vehicle to facilitate select future financings for entities in whose operations there would be no need for the corporation to be involved. Specifically, the articles of incorporation state that "the Corporation is organized and shall be operated exclusively to receive, hold, invest, and administer property and to make expenditure to or for the benefit of the University of Central Florida." The Finance Corporation is a separate legal corporation and is audited annually separately from the university; the corporation does not engage in fundraising activities. Because there are no employees or revenue-producing operations, this corporation does not purchase liability insurance. The Finance Corporation's articles of incorporation and bylaws are included for reference.

University of Central Florida Foundation, Inc.

The primary purpose of the University of Central Florida Foundation is to advance the future development of UCF by providing the community with a better understanding of the university's teaching, research, and public service mission and accomplishments. Its specific responsibilities are to raise the community's awareness of the need for private support, to solicit gifts on behalf of the university, and to effectively carry out its fiduciary responsibilities as described in its articles of incorporation and bylaws. The foundation is a separate legal corporation and conducts an annual audit separate from that of the university. The foundation purchases insurance to cover its operations and is the only DSO actively engaged in fundraising activities (see Comprehensive Standard 3.2.12). The foundation has development officers who work in the various colleges of the university. Fundraising goals are developed in consultation with the university president, college deans, and university provost. The president of the university is an ex-officio member of the board of directors for the corporation. The CEO of the foundation reports directly to the president as a senior vice-president.

University of Central Florida Research Foundation Inc.

The University of Central Florida Research Foundation, Inc., a 501(c)(3) direct support organization of the university, supports the research and sponsored program activities of faculty, staff, and students. In close coordination with the Office of Research and Commercialization, the Research Foundation creates and develops opportunities to increase sponsored program activity, protects university-developed intellectual property, and maximizes the use of research results. The original articles of incorporation, amended articles, and the bylaws of the UCF Research Foundation explain its relationship with the university. The foundation undergoes an annual audit that is separate from the university's annual audit, and it does not engage in fundraising activities.

UCF Stadium Corporation

The UCF Stadium Corporation, formerly known as the Golden Knights Corporation, was created by the UCF Board of Trustees to provide a means for financing an on-campus football stadium. A series of certificates of participation were issued to provide construction funds for the stadium. The debt is serviced by revenues generated from home football games, donations, and revenues pledged by the UCF Athletics Association. A governing board for this DSO was appointed by the university president. The original bylaws and articles of incorporation for the Golden Knights Corporation are included for reference. The Stadium Corporation is a separate legal corporation and undergoes an annual audit that is separate from the university's annual audit. The corporation has its own insurance to cover its operations and does not engage in fundraising activities.

Conclusion

The university authorizes six DSOs, each of which is audited annually and which, with the exception of the UCF Finance Corporation, purchases its own liability insurance. Legal authority and operating control are clearly defined, with a vice president who reports directly to the UCF president leading each DSO and a member from the UCF Board of Trustees sitting on the board of directors of each organization. The only DSO engaged in fundraising activities is the UCF Foundation, which is controlled by the university president through the foundation's CEO. All direct service organizations support the mission of the university. UCF is in compliance with Comprehensive Standard 3.2.13.

3.2.14 Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has clear policies and procedures that govern intellectual property, including ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of intellectual property. The following narrative provides evidence of compliance by describing the state and university policies and procedures that provide guidance to UCF students, faculty, and staff on all issues related to intellectual property.

Section 1004.23 of the Florida Statutes authorizes each state university to secure letters of patent, copyrights, and trademarks on any work products and to enforce its rights with respect to them, taking into consideration contributions made by university personnel in that intellectual property development.

Pursuant to this authority, the UCF Board of Trustees has adopted Regulations 2.029, Patents, Trademarks, and Trade Secrets, and 2.033, Copyright and Works, with respect to intellectual property applicable to all university personnel, defined as full-time and part-time employees of the university, whether or not they are members of a collective bargaining unit, including all faculty, staff, and postdoctoral fellows; appointees of the university who receive university support, including volunteers, adjuncts, and courtesy faculty; persons paid by or through the university, including contractors and consultants; and anybody working under university auspices and anybody receiving university support. Students, including undergraduate, graduate, and professional students, who are encompassed within any of these categories, are considered university personnel for purposes of the regulations. Undergraduate students who are not university personnel are not obligated to disclose intellectual property they develop while enrolled at UCF, and the university does not take title to such intellectual property.

University personnel are required to disclose all inventions owned by the university and all inventions resulting from any outside activity within the field or discipline of the inventing university personnel. University Regulation 2.029 and federal law require that inventions resulting from federally funded research be disclosed to the vice president for research and commercialization. University personnel are required to disclose to the provost or to the provost's designee all materials in which the university may have a copyright interest, pursuant to Regulation 2.033.

Ownership

Regulation 2.029 sets out the policy of the university with respect to ownership, use, and commercialization of inventions, trademarks, and trade secrets. Inventions made in the field in which the inventor is employed by the university (i.e., the field or discipline in which the inventor

conducts research, teaches, or provides service activities for the university), or for which there has been university support, are the property of the university, and the inventor or inventors share in the proceeds. Inventions made outside the field or discipline in which the inventor is employed by the university (i.e., the field or discipline in which the inventor conducts research, teaches, or provides service activities for the university), from which the idea came to the inventor, and for which there has been no university support, are the property of the inventor. Regulation 2.033 describes rights in copyright for works created as a result of independent efforts or outside activity, scholarly or artistic works, and works owned by the university, and details specific conditions under which the university asserts copyright ownership.

Use of Intellectual Property

Pursuant to Section 1004.23 of the Florida Statutes, proceeds that the university derives from intellectual property are to be deposited and expended in accordance with Section 1004.22, which grants authorization to the university to create a division of sponsored research and to set policies to regulate activities thereunder. Pursuant to this authority, the UCF Board of Trustees has adopted Regulation 2.027, Sponsored Research. Regulation 2.027 empowers the vice president for research and commercialization to administer university patent and copyright policies. In the event that the university elects to obtain a patent, register a trademark or a copyright, or formally define a trade secret to protect the university's rights in the invention, university personnel will execute any and all necessary documents to affirm, publicly formalize, and record the transfer of all rights to the university or to the UCF Research Foundation. The UCF Research Foundation is required to comply with the same policies and procedures regarding allocation of proceeds and royalties as is the university. All costs and expense of patenting, developing, and marketing inventions and related activities, including those that may lead to active licensing of the invention, are paid by the university. Allocation of proceeds and royalties are made in accordance with Regulations 2.029 and 2.033, and any applicable policies or procedures established by the vice president for research and commercialization, including the applicable UCF Research Foundation Guidelines and Procedures for Distribution of Funds. The university's costs and expenses are recovered before any distribution of revenue is made.

For any invention or work that results from research done in a thesis or dissertation, or in connection with a thesis- or dissertation-related project, the amount allocated to the inventor or creator, respectively, is divided between the faculty member who directed the research and the graduate student or undergraduate students who invented the invention or created the work, respectively, in a manner that reflects their relative contributions to the invention, as determined by the vice president for research and commercialization, or to the work, as determined by the provost or the provost's designee.

Dissemination of Policies

In Stanford v. Roche, the U.S. Supreme Court held that university intellectual property ownership is not automatic without a written assignment. As a result, UCF provides university personnel the opportunity to confirm, in writing, their agreement and understanding of UCF ownership rights regarding inventions. The UCF Office of Research and Commercialization, through the Office of Technology Transfer and the UCF Venture Accelerator, advises and assists university personnel in disclosing, evaluating, patenting, protecting, marketing, and commercializing the results of their intellectual property. The Office of Technology Transfer publishes informational materials and procedures regarding intellectual property on its website, including a clear description of the intellectual property protection process applicable to faculty, staff, undergraduate students, and

graduate students. The Office of General Counsel publishes university regulations related to sponsored research; patents, trademarks, and trade secrets; and copyright and works. These UCF Regulations (2.027, 2.029, and 2.033) are linked for reference.

In addition to the sources described above, faculty are informed of university regulations and procedures regarding patents, copyrights, and trademarks through Article 18 of the Collective Bargaining Agreement, which is available both online and in print. Article 18 defines, describes, and distinguishes important terms such as "work," "invention," "instructional technology material," and "university support."

Information regarding the university's patent and invention policy is available for graduate students through both the Graduate Catalog (see sections titled "Proprietary and Confidential Information" and "Patent and Invention Policy") and the UCF Graduate Council Approved Policies website. Information regarding thesis dissemination for students with patent issues or copyright concerns is also available in the Graduate Catalog (see section titled "Thesis Dissemination").

Office of Technology Transfer

As part of the Office of Research and Commercialization, the Office of Technology Transfer is responsible for managing UCF's intellectual property assets and supporting the commercialization of discoveries made at UCF. The Office of Technology Transfer team brings these new discoveries to the marketplace through intellectual property protection, marketing, and licensing processes. The office connects UCF researchers and their innovations with companies and entrepreneurs to bring the technology to market.

UCF inventors submit invention disclosures to the office, whose team then meets with the inventors to review the discovery, gain additional insight, and uncover potential applications. The team evaluates the invention for feasibility, novelty, and market potential to determine intellectual property protection strategies and potential commercialization paths. The team then markets the technology to attract industry partners to launch the technology into the market. Once the technology has been licensed to an industry partner, the Office of Technology Transfer's licensing professionals continue to monitor the technology milestones and the distribution of royalties.

The intellectual property rights of the university are held by the UCF Research Foundation, a 501(c)(3) direct support organization. Staff members in the Office of Technology Transfer protect, market, and license UCF inventions on behalf of the foundation. The foundation receives licensing income and distributes royalties to the inventors and to the affiliated departments and colleges.

Example of Patent Application Licensed to a New Startup Company
- Two experienced entrepreneurs were interested in the research of Richard Blair, an assistant professor of chemistry, on methods of production of graphene.
- The entrepreneurs formed Garmor, Inc., on February 28, 2012, and began discussions to sponsor Blair's research to further develop the technology.
- Garmor, Inc., executed a sponsored research agreement with UCF in March 2012, which included an option for Garmor to license any intellectual property that arises under the sponsored project.
- An invention disclosure was submitted to the Office of Technology Transfer by Blair on August 7, 2012.
- Garmor, Inc., exercised its option to license the new intellectual property in November 2012.

- A provisional patent application was filed on March 8, 2013, and was assigned serial number 61/774,633.
- A Patent Cooperation Treaty patent application was filed on March 7, 2014, and was assigned serial number PCT/US14/21810.
- Additional invention disclosures were submitted, and additional patent applications were filed.
- Garmor, Inc., executed a license agreement on March 25, 2013.
- Garmor, Inc., raised over $600,000 in funding in May 2013.
- UCF issued a press release when Garmor, Inc., opened a new manufacturing facility in October 2013 and grew to eight employees.

Example of Patent Application with Graduate Student as Co-Inventor to a Startup Company

1. An invention disclosure was submitted to the Office of Technology Transfer by researchers from the Advanced Material Processing and Analysis Center on November 9, 2011, listing graduate student David Reid as the lead inventor and his faculty adviser, Sudipta Seal, as the second inventor, as well as collaborators from another university.
2. The lead inventor was a graduate student at the time he helped to develop the invention's underlying technology.
3. After he graduated, Reid continued to conduct research in Seal's laboratory as a postdoctoral fellow.
4. Reid launched his own company called Helicon Chemical Company, LLC, on June 1, 2012, to commercialize the technology he co-developed.
5. A provisional patent application on the disclosed technology was filed with the United States Patent and Trademark Office (USPTO) on March 12, 2012, and was assigned serial number 61/609,463.
6. A non-provisional patent application was filed with the USPTO on March 12, 2013, and was assigned application serial number 13/797,044.
7. Concurrently, a Patent Cooperation Treaty patent application was filed with the USPTO on March 13, 2013, and was assigned serial number PCT/US13/30573.
8. Helicon Chemical Company, LLC, executed an Option Agreement with the UCF Research Foundation on March 19, 2014, for a portfolio of patent applications.
9. Helicon Chemical Company, LLC, executed a patent License Agreement with the UCF Research Foundation on March 29, 2015.
10. UCF published a press release about the license agreement on May 15, 2015.

Example of Copyrighted, Trademarked, and Patented Technology Licensed to a Startup Company

1. An invention disclosure describing "Means of Representing, Generating, and Incrementally Modifying Aesthetically Pleasing Digital Images of Flowers" was submitted on April 26, 2011, by a faculty member, students, and a postdoctoral student in the College of Engineering and Computer Science.
2. A provisional patent application was filed on September 30, 2011, and was assigned serial number 61/541,967.
3. A non-provisional patent application was filed on September 28, 2012, and was assigned serial number 13/631,393.
4. Copyright registration for this technology, called Petalz, was filed on May 21, 2012, and received application serial number 1-767805456.

5. Trademark registration for this technology was filed on September 25, 2012, for two classes of trademarks. The Petalz trademark received trademark no. 4,708,916 and was issued on March 24, 2015.
6. One of the students who co-developed the Petalz technology launched a startup company called Finchbeak, LLC, to commercialize this technology.
7. Finchbeak, LLC, executed three license agreements with the university for the rights to the pending patent application, for the rights to the software, and for the rights to the trademark.
8. Finchbeak, LLC, developed a video game for Facebook called Petalz.
9. Finchbeak, LLC, was dissolved on August 23, 2014, when one of the members left the company. Another student who also co-developed Petalz created a new entity called Joel Lehman DBA Finchbeak and executed three license agreements with the university on July 1, 2014, for the rights to the pending patent application, for rights to the copyright, and for rights to the trademark.
10. A patent based on the non-provisional patent application was issued on March 17, 2015.
11. Flowers designed by Finchbeak using the Petalz software can be purchased through Shpareways online sales site.

Copyright Protections for Graduate Student Theses and Dissertations

The College of Graduate Studies assists graduate students with protection of intellectual property contained in their theses and dissertations. The university approved a dissemination policy on August 18, 2008, that applies to all master's thesis and doctoral dissertation works beginning with the 2008-2009 academic year. This policy provides several options for embargo of thesis and dissertation works to address student needs regarding patents and copyright.

Thesis and dissertation staff members in the College of Graduate Studies guide students as they prepare their theses or dissertations for final submission to the college through the Thesis and Dissertation Student Services site. Prior to the thesis or dissertation defense, the faculty adviser (chair of advisory committee) and student are advised to meet and discuss dissemination options and agree on the appropriate choice for the student's work. The student then submits a Thesis and Dissertation Release Option electronic form through the myUCF Student Center to select the dissemination option. The College of Graduate Studies' thesis/dissertation staff review the form, set the specific date of release based on the student's option, and approve the submission. The approval sends an automatic confirmation email to both the faculty adviser and the student, so they have a record of the dissemination choice and release date. The dissemination options and associated dates are recorded in the student's academic record and may be viewed by faculty, staff, and students. In addition, these data are included in the metadata file that accompanies the thesis/dissertation package (final work and all accompanying auxiliary files) when it is transferred to the Florida Virtual Campus for archiving.

The Thesis/Dissertation Approval Form includes the dissemination option chosen by the student so that the faculty adviser and all members can see this information. The signature of the faculty adviser on the approval form indicates the approval of the defense, the chosen dissemination option, and the originality of the work. The form with approval signatures from the student's department and college, as well as from the dean of the College of Graduate Studies, is retained in the student's record in the graduate imaging system.

For students whose thesis/dissertation has no patent, proprietary, or copyright issues, the College of Graduate Studies transfers the thesis/dissertation package for archiving in the Florida Virtual

Campus and cataloging by the UCF Libraries. The theses and dissertations are released with no restrictions.

For students selecting to delay dissemination due to patent or proprietary issues, the thesis/dissertation package is retained on the College of Graduate Studies server for six months, with an option to extend for another six months, if needed, and is not transferred for archiving and cataloging until after this embargo period expires. The thesis or dissertation is not available to the UCF community or to the general public. Following the expiration of the embargo period for patent or proprietary concerns, the thesis or dissertation is transferred for archiving and cataloging. Its availability depends on the student's choice, which can be immediate availability with no restrictions or restricted to the university community for one year, three years, or five years, after which the thesis or dissertation is released with no restrictions.

For students selecting to delay dissemination due to copyright concerns, the thesis or dissertation package is transferred for archiving and cataloging and is available to the university community for the period chosen (one year, three years, or five years). When that embargo period expires, the thesis or dissertation is released with no restrictions.

For each student, staff members record final submission of theses and dissertations with the College of Graduate Studies. This information is used as part of degree certification by graduation staff in the College of Graduate Studies.

Within a few weeks after commencement each term, the College of Graduate Studies thesis/dissertation staff review thesis/dissertation submissions that are ready for transfer in the ETD Application (an internal administrative application used only by Graduate College staff) and transfers approved thesis/dissertation packages as a single batch to the Florida Virtual Campus, which processes and stores the packages, and then sends cataloging data to the UCF Libraries. Each term has standard dissemination (release) dates and all other release options are calculated based on the standard term date.

Conclusion

The University of Central Florida has policies that are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The inclusion of policies and supporting documentation is evidence that the university is in compliance with Comprehensive Standard 3.2.14.

3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 academic and student support services
3.3.1.4 research within its mission, if appropriate
3.3.1.5 community/public service within its mission, if appropriate

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida (UCF) identifies expected outcomes for its educational programs, administrative and academic and student support services, research and community/public service, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results.   This narrative for 3.3.1 provides evidence of this process and its impact on continuous improvement in the following sections:

- Quality Assurance Processes at the University of Central Florida
    - The UCF Strategic Plan: Focus on Quality and Operational Excellence
    - State of Florida Assessment Regulations
    - The UCF Institutional Effectiveness Assessment Model
        - Key Roles in UCF IE Assessment Model
        - IE Assessment Process
        - Broad-Based Participation, Periodic Reviews and Quality Assurance
- Evidence of Assessment Activities
    - Improvement Table
    - University Assessment Committee Annual Reports
    - Divisional Review Committee Ratings Table
- Institutional Support for Assessing Student Learning and Operational Outcomes
- IE Assessment Web Application Navigation and Guest Log in
- Summary

Quality Assurance Processes at the University of Central Florida
The UCF Strategic Plan: Focus on Quality and Operational Excellence

The University of Central Florida has and continues to have an institution-wide focus on quality and operational excellence as part of its strategic planning process. In the current Strategic Plan Key Elements, a primary focus of the university's mission is to provide "high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives...." The Strategic Plan of UCF declares that, "integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions of the university, its students, and its employees..." In addition, three of the four strategic initiatives in the current Strategic Plan have an explicit focus on excellence: undergraduate excellence; scholarly

and research excellence; and graduate and professional excellence. The Strategic Plan details UCF's strategic vision, goals, emphases, imperatives and initiatives. Guided by the mission, institutional priorities underscore UCF's important role as a major public university, both in and of central Florida. The university's mission statement is reviewed annually as part of the Institutional Work Plan. For more information on the work plan, refer to Core Requirement 2.5.

This strategic plan was purposely crafted using a "rolling wave" approach given the expected rapid rate of change and countless unknowns facing higher education and university operations in the future. To implement the strategic plan effectively, a dynamic process was adopted to truly focus on the strategic level versus simply compiling myriad tactical plans from across the university. However, using this plan as their strategic backdrop, individual university units were expected to craft further tailored strategic, operational and tactical plans which specify key initiatives for mission accomplishment, growth and development. Progresses on achieving the milestones highlighted in these unit level plans are measurable and annually examined through the university's ongoing Institutional Effectiveness Assessment process.

The strategic plan, together with other planning processes such as Institutional Effectiveness Assessment and program reviews contribute to decision-making and resource allocation to improve programs, units and services based on systematic, ongoing, integrated, broad-based evaluation of clearly articulated goals, strategic directions, and outcomes. Guided by the mission, these mature and integrated planning processes form a robust quality assurance system while meeting state and national regulations

State of Florida Assessment Regulations

The Florida Board of Governors (FLBOG) requires student learning outcomes in three processes: 1. New degree proposals, 2. Academic Learning Compacts, and 3. Program Reviews.

1. The FLBOG defines "Criteria for New Degree Program Authorization" to include "For all programs, provide a sequenced course of study and list the expected specific learning outcomes and the total number of credit hours for the degree." For example, the program proposal for Real Estate M.S. contained student learning outcomes.

2. In April 22, 2004, the FLBOG adopted a resolution that all universities, through their Boards of Trustees, adopt an Academic Learning Compact. As stated in FLBOG Guideline #PG 05.02.15, "University students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program personnel will assess that learning. By establishing Academic Learning Compacts and associated processes, each state university shall certify, through any process approved by its Board of Trustees, that each baccalaureate graduate has completed a program with clearly articulated core student-learning expectations in content/discipline knowledge and skills, communication skills, and critical-thinking skills. Corresponding robust and effective assessment mechanisms will ensure that graduates have met the criteria of the Compacts. Florida Board of Governors Regulation 8.016 requires universities to submit a Student Learning Outcomes Assessment Progress Report on student learning outcomes assessment for each baccalaureate program. The following elements must be included: (1) identification of expected core student learning outcomes, (2) posting of expected core student learning outcomes on the Web, (3) identification of corresponding assessment tools, (4) posting of examples of corresponding assessment tools on the Web, (5) development of a system of program assessment/evaluation, and (6) use of information to improve student achievement and program effectiveness. The status report covers the calendar year.

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3. Florida Statute 1001.03 (13) requires that all academic programs in state universities undergo review, at least every seven years. According to the Florida Board of Governors Regulation 8.015, the program review process requires examination of the quality and productivity of academic programs and requires that university processes ensure continuous improvement including establishing "expected outcomes, particularly in the area of student learning" and "an assessment of how well students are achieving expected learning outcomes." The seven-year schedule for program reviews is posted on the program review web site.

For nearly two decades, UCF has developed a robust annual Institutional Effectiveness Assessment process that provides a framework for ongoing quality assurance. This ongoing quality assurance process positions UCF faculty and staff members to meet the standards of SACSCOC as well as other national, state and program accreditation agencies. The process for academic program reaccreditation by many agencies entails a self-study and review of student learning outcomes. Where appropriate, results of certification or licensure exams by students or graduates are used as measures of the extent to which these outcomes are reached when item analyses or cut scores are available. In addition, external content expert reviews are required by certain agencies (for example, Accreditation Board for Engineering and Technology), and they have provided specific feedback on learning and operational outcome achievement. Accreditations for all programs are current.

The UCF Institutional Effectiveness Assessment Model

Consistent with its core mission and strategic plan, the University of Central Florida implements its own Institutional Effectiveness (IE) Assessment Policies and Procedures. UCF faculty and staff members have defined expected outcomes, assessed the extent to which these outcomes are achieved, and have modified and improved their academic programs and administrative units based on assessment results since 1994. By 1996, each academic program and administrative unit had developed an assessment plan (mission, objectives and outcomes, and measures) and completed one cycle of reporting results and use of results. A three-year review cycle was instituted initially, followed by an annual review in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support office to support the assessment activities.

The UCF Institutional Effectiveness Assessment process is overseen by Divisional Review Committees that are aligned to colleges and divisions. As can be seen from the Institutional Effectiveness Assessment organizational chart, the UCF IE Assessment model classifies two broad categories: academic programs and administrative units.

- **Academic programs** include undergraduate and graduate educational programs (with selected tracks), certificates, and the general education program.
- **Administrative units** include administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus.

During 2014-15, all of the 373 academic programs (with selected tracks), certificates, the general education program and administrative units conducted IE Assessment. Regardless of the campus location (regional campuses or the Orlando main campus) all programs and units are overseen by the main Orlando campus divisions and colleges.

Key Roles in UCF IE Assessment Model. The UCF IE Assessment model engages broad-based participation and encompasses several key faculty, staff, and administrative roles depicted in Figure 1 and described below:

Figure 1. IE Assessment Leadership

- **Assessment Coordinators** - are faculty and staff members from each academic program and administrative unit for all programs and units. Assessment coordinators work in collaboration with colleagues in their programs or units to develop assessment plans and report results. In 2014-15 there were a total of 451 assessment coordinators.
- **Divisional Review Committee (DRC) members** – are faculty, staff, department chairs and other administrators from the same college or division who serve in a mentoring role and review plans and results. In 2014-15 there were a total of 147 Divisional Review Committee members.
- **University Assessment Committee (UAC) members** – are faculty, deans, vice presidents and directors who chair the Divisional Review Committees and provide leadership and mentor assessment coordinators and divisional review committee members. In 2014-15 there were a total of 21 University Assessment Committee members. The university president, through consultation with appropriate administrators and the University Assessment Committee members, appoints the chair of the UAC from among the members. The chair serves for a specific term, typically two years.
- **Provost, Deans and Vice Presidents** – provide leadership to IE Assessment in their colleges and divisions.
- **President** – provides institution-wide leadership to IE Assessment and gives the charge to the University Assessment Committee.

IE Assessment Process. The IE Assessment model applies a common assessment process for academic programs and administrative units. Assessment coordinators (faculty and staff members) for each program or unit work with program faculty or staff members:

- to develop a plan with outcomes consistent with the mission using the SMART guidelines;
- select and implement measures using the MATURE guidelines; and
- analyze results and plan for improvements based on the results that are then assessed in the subsequent plan (that is, closing the loop).

The assessment process is detailed below and includes the components of the assessment report that is submitted **annually**.

- Results of the previous year's assessment plan (data and analysis).
- A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.
- Implemented and planned improvements (actual and proposed changes), such as to curriculum, academic processes, to revamp services or modify processes, make personnel related changes based on these results. For example, in College of Education and Human Performance during 2013-14, 10% of the implemented and planned changes for curriculum were attributed to adding a course.
- An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, outcomes at least eight outcomes (for undergraduate programs) or at least three outcomes (for graduate programs and administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by faculty and staff members to measure student learning and operational outcomes. For example, the College of Health and Public Affairs, Dean's Office assessment plan includes a post-test, institutional data, exit interviews, and a customer satisfaction survey. Faculty members also specify the courses in the curriculum in which these outcomes will be assessed. For example, in Digital Forensics - M.S., faculty members used embedded test questions, lab projects, group discussions with a rubric and surveys and noted the course in which each of these measures were assessed. Faculty members also use direct measures such as pre-posttest, projects, quizzes, exams, lab assignments and internship evaluations. For example, in Theatre - Musical Theatre - B.F.A. faculty members used several measures including a semi-annual jury review process with a rubric to assess student learning.
- Results and plans are submitted to Divisional Review Committees (DRCs) for reviews that are designed to promote excellence in assessment of processes, operations, and student learning outcomes. DRC members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the DRC. The results and plans go through several review iterations prior to final approval by the DRC Chair.

Figure 2 shows the continuous quality improvement process described above.

Figure 2. Continuous Quality Improvement Assessment Cycle

Assessment of undergraduate programs complies with the state regulation for Academic Learning Compacts (ALC), as described in the State Assessment Regulations. UCF faculty incorporated the ALC student learning outcomes into the IE Assessment process to ensure they are measured annually and results are analyzed and used for program improvement. The outcomes in the assessment plan are mapped to the three areas required by the state: discipline-specific knowledge, skills, and values; communication; and critical thinking. The UCF general education program (GEP) has established outcomes and measures for each of its foundation areas (mathematics; science; social; cultural, and historical; and communications). Though not required to develop an Academic Learning Compact for the GEP, the institution identifies outcomes in the same areas required for ALCs for the GEP foundations. Academic Learning Compact assessment is not required for graduate programs and administrative units.

To focus discussion and reflection across the GEP, UCF implements a unifying theme to foster a common undergraduate experience. This initiative encompasses a variety of intellectual experiences and conversations, as well as curricular and extracurricular activities. The GEP unifying theme encourages UCF undergraduate students to engage in an interdisciplinary, academic discourse about global climate change, potential solutions, and opportunities for direct student action.

Broad-Based Participation, Periodic Reviews and Quality Assurance. Broad-based participation is the foundation of the UCF assessment model and is characterized by active involvement and contributions of faculty, staff, and administrators who are organized into Divisional Review Committees that are aligned to the colleges and divisions. Each Division Review Committee has a chair who sits on the University Assessment Committee. The University Assessment Committee (UAC) was established by the UCF President to support a process of continual self-evaluation and improvement. The primary purpose of the UAC is to oversee and assist academic and administrative units in conducting ongoing assessment to improve student-learning and operations. This quality assurance structure has been in place since 1996, when the University Assessment Committee was established.

Assessment coordinators from each program or unit work collaboratively with their faculty and staff members to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment plan and are described below:

> **Phase I Plan**: They enter a plan with outcomes and measures into the online report and review system (IE assessment web application).

> **Phase II Results**: They enter results for each measure, analyze results and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the Divisional Review Committee members. The online report and review system houses common structured templates for assessment coordinators, DRC chairs, and DRC members.

Each DRC is charged with working collaboratively with its programs or units to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria. These criteria are defined in the IE developmental assessment rubrics, designed in 2009 as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced Divisional Review Committee rating scales that were in effect from 2001-2008.

The IE Assessment rubrics were developed by a working committee of the University Assessment Committee to deepen the assessment culture and use of evidence for improvement. Faculty and staff members tested the rubrics by applying them to assessment plans and results. Feedback was elicited with an online structured form to improve the content and language. The rubrics were then programmed into an existing IE Assessment web application as a replacement for the existing reviewer rating scales in the IE Assessment plans and results template. Workshops and training sessions were conducted to clarify expectations and to practice using the rubrics. The IE Assessment Rubrics were revised in 2013 to increase rigor and provide a detailed narrative for each rubric indicator (i.e., criteria).

Each program and unit is reviewed by multiple members of the DRC-–often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide feedback to the assessment coordinators in the IE Assessment web application to help improve the quality of the reports and new assessment plans. Based on DRC feedback, assessment coordinators improve their results and plans and resubmit to the Divisional Review Committee members. The results and plans go through this iterative review process, until the Divisional Review Committee Chair approves the results and plans.

Prior to the recording of this final review in the IE Assessment web application several best practices are implemented to improve student learning and operations. For example, in the College of Engineering and Computer Science and in Student Development and Enrollment Services, faculty and staff members make presentations of their assessment plans and results and receive feedback in public fora attended by administrators, faculty and staff from the colleges and units and divisional review committee members. This procedure provides another layer of quality assurance.

The University Assessment Committee ensures the quality of the reviews conducted by the Divisional Review Committees through its oversight of the review process. The chairs of each of the 21 Divisional Review Committees comprise the university-level committee. A major role this committee plays is in its oversight of the review process. Annually, each member of the University Assessment Committee presents a DRC report about the quality of the results and plans. It contains examples of how the programs or units use assessment results to make improvements.   The University Assessment Committee launched several related initiatives to strengthen the assessment culture and the use of evidence for improvement. Rubric reports were designed to show trends over time for use by assessment coordinators and DRC chairs and members. DRC chairs and members use the rubric reports to support efforts of programs and units whose IE Assessment work is rated at an early developmental stage to increase the use of results for improvement. To track the impact of evidence-based changes, IE Assessment Rubric Plans and Results Reports show how programs or administrative units are meeting the expected standards benchmarked against the university.

There are four types of IE Assessment Rubric Reports:

- Rubric Level Report – displays the programs and/or units within the DRC by rubric levels (e.g., beginning, emerging, meets expectations/maturing, accomplished and exemplary) compared to the university.
- Rubric Indicator Report - shows if indicators or criteria described in the IE Assessment Rubrics were met. Reports can be viewed by DRC compared to the university or by a program or unit compared to the DRC and the university.
- Rubric Level and Indicator Report – displays the count of indicators met by the programs/units, in aggregate, rated on the rubric level as beginning, emerging, meets expectations/maturing, accomplished and exemplary. The report shows each DRC

compared to the university.

- Program/unit Rubric Indicator and Level Report – shows each program or unit within a DRC by the indicators met and the rubric level achieved.

These reports are used by Divisional Review Committee (DRC) chairs and members to mentor faculty and staff members and to focus discussion on the rubric indicators. The reports have assisted the DRCs to increase the quality of assessment plans and results. IE Assessment Rubric Plans and Results Reports that show how programs or administrative units are meeting the expected standards are housed in a password protected IE assessment web application.

IE Assessment trend reports summarizing the overall status of using the process to improve learning and operations are provided annually by the chair of the University Assessment Committee to the provost, deans and vice presidents. For example, the College of Engineering and Computer Science and Student Development and Enrollment Services Divisional Review Committee trend reports show five years of rubric ratings for the academic and administrative units, respectively. IE Assessment Rubric ratings are shown separately in the report for the plan review and the results review using tabular and graphic representation. The committee also presents an annual IE Assessment report to the president and campus community that highlights submission rates, types of measurement approaches used in assessment, changes made as a result of conducting assessments, and the impact of the changes over time. Assessment success stories, based on IE Assessment Rubric ratings, are celebrated through poster presentations and highlighted examples such as the story from the College of Medicine that features the use of results to improve student learning by the faculty of the Doctor of Medicine program.

The university committee's annual reports are publically available at the Institutional Effectiveness Assessment Web Application home page. The online platform is password protected for each role. Accessible from anywhere and at any time, it allows users to enter, review and submit information conveniently. The IE Assessment results report includes planned changes and changes that were implemented. The implemented and planned changes report shows categories of changes that were made as a result of assessment. For example, during the 2012-13 assessment cycle, 21% of the administrative units revamped services or modified processes and 22% of academic programs revised course content.

Evidence of Assessment Activities

Improvement Table

Institutional Effectiveness Assessment Reports detailing implemented and planned changes are evidence of faculty and staff members' use of student learning and operational outcome results to make improvements. Please refer to the Evidence of Improvement Tables for a complete listing of implemented and planned changes by academic programs and administrative units from 2006-07 to 2013-14.

University Assessment Committee Annual Reports

The University Assessment Committee's annual reports from 2007-14 summarizing the use of student learning and operational outcomes results to improve academic and administrative units are provided below.

- Institutional Effectiveness Annual Report—2014
- Institutional Effectiveness Annual Report—2013
- Institutional Effectiveness Annual Report—2012
- Institutional Effectiveness Annual Report—2011

- Institutional Effectiveness Annual Report—2010
- Institutional Effectiveness Annual Report—2009
- Institutional Effectiveness Annual Report—2008
- Institutional Effectiveness Annual Report—2007

Divisional Review Committee Ratings Table

Divisional Review Committee ratings from 2006-07 to 2014-15 for all academic programs and administrative units assessment plans and results are shown on the Divisional Review Committee Ratings Tables.

All programs and units at UCF engage in the IE assessment process. However, academic programs and administrative units at UCF are at different levels of development in their assessment processes, with some programs clearly more effective than others in identifying excellent student learning and operational outcomes and using results to improve. UCF's IE Assessment model, through the reviews of assessment plans and results conducted by the divisional review committees and the University Assessment Committee, is designed to identify the programs and units that are struggling and to provide them with assistance. Just as the IE Assessment model seeks to improve programs and services, UCF continuously seeks to improve the assessment process.

Institutional Support for Assessing Student Learning and Operational Outcomes

In the spirit of continuous improvement, Divisional Review committee members, with support from Office of Operational Excellence and Assessment Support (OEAS), use a collaborative model to work with assessment coordinators and provide feedback prior to the formal reviews. During the annual IE Assessment cycle, the divisional review members proactively contact assessment coordinators to discuss their assessment results, plans, and analyses.

OEAS provides assessment training via workshops and individualized consultations to increase the quality and usefulness of IE Assessment plans and results. These customized consultations and workshops are arranged through the DRC chairs and are conducted with assessment coordinators, Divisional Review Committee (DRC) members and DRC chairs. In collaboration with the DRC chairs, OEAS uses the Rubric Level Report to proactively identify assessment coordinators and divisional review committee members who are in most need of support. OEAS also hosts an assessment resource center and publishes handbooks.

OEAS maintains the IE Assessment Web Application that allows the programs and units to submit their assessment plans and result reports, the Divisional Review Committees to conduct their reviews and the assessment coordinators to use the reviewer feedback to improve the quality of their work. For example, a Computer Engineering - B.S.Cp.E. results review shows this feedback and response. The IE Assessment Web application is an in-house knowledge management system whose core structure is designed to align with the UCF assessment model. Major system characteristics include user roles, feedback loops, the life cycle of the assessment plan, and archiving.

In collaboration with the Faculty Center for Teaching and Learning, OEAS conducts workshops about assessment at faculty center conferences. The Faculty Center has also hosted assessment consultations and retreats for program faculty.

IE Assessment Web Application Navigation and Guest Log In

Reviewer Instructions: Plans and Results

Login

- Go to www.oeas.ucf.edu and click Assessment to be redirected to the URL. (https://assessment.ucf.edu is the direct link from on or off campus)
- Enter your username and password.
  Username = SACSCOC
  Password = oeas
- This will bring you to the Home page, where your name will appear in the center of the screen. The Menu link (upper left) is where most of the navigation of this Web application will take place – it will list all the roles you have as a user in the system.
- From the Menu select Auditor and then click on to "Assessment Plan and Results". This will bring you to the main page for accessing any assessment plans or results you want to view.

Viewing Plans and Results
Select the years "2006-07" to "2014-15" and the program from the drop down menus to view the plan and results for a particular program.

Conclusion

The UCF IE Assessment model described above has been in place for nearly two decades. The key elements include annual cycle of assessment of articulated outcomes and multiple measures, performance targets, evidence of use of results to improve, peer review, and broad based participation to include leadership. This UCF comprehensive IE Assessment model is used to assess all five areas (3.3.1.1 through 3.3.1.5) of the Comprehensive Standard 3.3.1.

3.3.1.1 Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida has a long tradition and established culture of commitment to continuous improvement of educational programs that is rooted in its core mission and goals. In the current Strategic Plan Key Elements, part of the university's mission is: "providing high-quality, broad-based education and experience-based learning…" The first of the university's five strategic goals is to "Offer the best undergraduate education available in Florida." The second strategic goal is to "Achieve international prominence in key programs of graduate study and research." This emphasis on quality education is further articulated in another of the strategic outcomes to "Produce educated citizenry that has knowledge, analytical and application abilities and a critical appreciation of: core values including integrity and ethics; diversity and inclusiveness; mathematical fluency; arts and humanities…"

To affirm UCF's success at achieving its mission and goals, faculty members identify expected student learning outcomes for all academic programs (general education, undergraduate programs, graduate degree programs and certificates). In addition, operational outcomes, such as those around advising, are articulated and measured for academic programs. Program faculty assess how well they achieve these outcomes and document their analysis and use of results to improve student learning.

This narrative for 3.3.1.1 provides evidence of this process and its impact on continuous improvement in the following sections:

- The UCF Institutional Effectiveness Assessment Model for Academic Programs
  - Broad-Based Participation, Periodic Reviews and Quality Assurance
- Evidence of Assessment Activities: Examples of Closing the Loop
  - Assessment of General Education Program: Examples of use of assessment results
    - Sampling Methodology for General Education Program
  - Sampling Methodology for Undergraduate, Graduate, Off-Site and Distance Education and Certificate Programs
  - Assessment of Undergraduate Programs: Examples of use of assessment results
  - Assessment of Graduate Programs: Examples of use of assessment results
  - Assessment of Off-site Locations and Distance Education: Examples of use of assessment results
  - Assessment of Certificates: Examples of use of assessment results
  - Assessment of Student Learning in Service learning, Internships, and Cooperative Education: Example of use of assessment results
  - All Academic Programs: Documentation of Use of Results and Quality Assurance Process
    - Improvement Table

o Divisional Review Committee Ratings Table
- Additional Mechanisms and Support for Educational Program Assessment and Improvement
  - o Statistical and Survey Studies
  - o Employer Studies
  - o Advisory Boards
- Conclusion

The UCF Institutional Effectiveness Assessment Model for Academic Programs

Consistent with its core mission and strategic plan, the University of Central Florida implements its own Institutional Effectiveness (IE) Assessment Policies and Procedures. UCF faculty members have defined expected outcomes, assessed the extent to which these outcomes are achieved, and modified and improved their academic programs based on assessment results since 1994. By 1996, each academic program and administrative unit had developed an assessment plan (mission, objectives and outcomes, and measures) and completed one cycle of reporting results and use of results. A three-year review cycle was initially instituted, followed by an annual review beginning in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support (OEAS) Office to support the university's assessment activities.

The UCF Institutional Effectiveness Assessment process is overseen by Divisional Review Committees that are aligned to colleges and divisions. As shown in the Institutional Effectiveness Assessment organizational chart, the UCF IE Assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs (with selected tracks), certificates, and the general education program.

The UCF IE Assessment model (described in detail in narrative 3.3.1) engages broad-based participation and encompasses several key faculty and administrative roles. The assessment process is detailed below.

Assessment coordinators (faculty members) for each program work with program faculty to:

- develop a plan for assessing learning and operational outcomes consistent with the mission using SMART guidelines;
- select and implement measures using MATURE guidelines; and
- analyze results and plan for improvements based on the results that are then assessed in the subsequent plan (that is, closing the loop). The results and plan for improvement are documented in an assessment report.

The components of the assessment report that is submitted annually are described as follows:

1. Results of the previous year's assessment plan (data and analysis).
2. A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.
3. Implemented and planned improvements (actual and proposed changes), such as to curriculum or academic processes. Such improvements may involve revamping services, modifying processes, or changing personnel based on these results. For example, during 2013-14, the faculty of the Sport and Exercise Science B.S. implemented a change to

academic process by assigning course shepherds to improve student oral presentations skills in a capstone course.

4. An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, at least eight outcomes (for undergraduate programs) or at least three outcomes (for graduate programs and administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by faculty to measure student learning and operational outcomes. For example, the report entitled "Implemented and Planned Changes: Evidence of Assessment Methods" for the College of Education and Human Performance shows the count and percent of multiple assessment methods used by the college faculty across all programs. The report is extracted from each program assessment plan and shows in aggregate the categories of measures that were in use by the faculty during 2013-14. Faculty members also specify the courses in the curriculum in which these outcomes will be assessed. For example, in Computer Engineering B.S.Cp.E. faculty members used embedded test questions in homework, quizzes, exams, and lab projects and noted the course in which each of these measures were assessed.

5. Results and plans are submitted to Divisional Review Committees (DRCs) for reviews that are designed to promote excellence in assessment of processes, operations, and student learning outcomes. DRC members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the DRC. The results and plans go through several review iterations prior to final approval by the DRC Chair.

The assessment of baccalaureate degree programs is guided by Florida Board of Governor regulations, namely the requirement for such programs to establish, assess, report on, and implement improvements around Academic Learning Compacts (ALCs), or program-level learning outcomes for disciplinary knowledge and skills, communication skills, and critical-thinking skills. [2.5.14] UCF faculty incorporated the ALC student learning outcomes into the IE Assessment process to ensure they are measured annually and results are analyzed and used for program improvement. The UCF general education program (GEP) has established outcomes and measures for each of its foundation areas (mathematics; science; social; cultural, and historical; and communications). Though not required to develop an Academic Learning Compact for the GEP, the institution identifies outcomes in the same areas required for ALCs for the GEP foundations.

Although Academic Learning Compacts are not required for graduate programs, these programs are also assessed in terms of student learning outcomes. The University Assessment Committee (UAC) in collaboration with Academic Affairs developed guidelines for the assessment of graduate certificate programs to articulate the purpose of certificate assessment and best practices. Graduate certificate program assessment is conducted in one of three ways:

1. Developing an independent assessment plan for the certificate program;
2. Infusing the certificate program with an existing degree program assessment plan; or
3. Grouping similar certificate programs into one combined plan, if they share a common core of courses. In the combined plan, the assessment coordinators assess at least one unique outcome for each certificate in the grouping.

Broad-Based Participation, Periodic Reviews and Quality Assurance

Broad-based participation is the foundation of the UCF assessment model and is characterized by active involvement of faculty and administrators who are organized into Divisional Review Committees that are aligned to the colleges. Each Divisional Review Committee has a chair who sits on the University Assessment Committee (UAC). The University Assessment Committee was established by the UCF President to support a process of continual self-evaluation and improvement. The primary purpose of the UAC is to oversee and assist academic and administrative units in conducting ongoing assessment to improve student-learning and operations. This quality assurance structure has been in place since 1996, when the University Assessment Committee was established.

Assessment coordinators from each program work collaboratively with their faculty members to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment plan. These are described below:

> **Phase I—Program Assessment Plan**: They enter a plan with outcomes and measures into the online report and review system (IE assessment web application).

> **Phase II—Assessment Results and Report**: They enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the Divisional Review Committee members. The online report and review system houses common structured templates for assessment coordinators, DRC chairs, and DRC members.

The Divisional Review Committees for academic programs are comprised of faculty members, department chairs, and administrators in each college. UCF has thirteen Divisional Review Committees that house academic programs. The Divisional Review Committee Chair and Member List details the 2014-15 Divisional Review Committees (DRC) members along with their college affiliations. Each DRC is charged with collaboratively working with its programs to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria. These criteria are defined in the IE developmental assessment rubrics, designed in 2009 and revised in 2013, as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced Divisional Review Committee rating scales that were in effect from 2001-2008.

The IE Assessment rubrics were developed by a working committee of the University Assessment Committee to deepen the assessment culture and use of evidence for improvement. Faculty and staff members tested the rubrics by applying them to assessment plans and results. Feedback was elicited with an online structured form to improve the content and language. The rubrics were then programmed into an existing IE Assessment web application as a replacement for the existing reviewer rating scales in the IE Assessment plans and results template. Workshops and training sessions were conducted to clarify expectations and to practice using the rubrics. The IE Assessment Rubrics were revised in 2013 to increase rigor and provide a detailed narrative for each rubric indicator (i.e., criteria).

Each program is reviewed by multiple members of the DRC-–often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide feedback to the assessment coordinators in the IE Assessment web application to help improve the quality of the reports and new assessment plans. Based on DRC feedback, assessment coordinators

improve their results and plans and resubmit to the Divisional Review Committee members. The results and plans go through this iterative review process, until the Divisional Review Committee Chair approves the results and plans.

Prior to the recording of this final review in the IE Assessment web application, several best practices are implemented to improve student learning and operations. For example, in the College of Engineering and Computer Science faculty, members make presentations of their assessment plans and results and receive feedback in public fora attended by administrators and faculty from the colleges and divisional review committee members. This procedure provides another layer of quality assurance.

The University Assessment Committee ensures the quality of the reviews conducted by the Divisional Review Committees through its oversight of the review process. Annually, each member of the University Assessment Committee presents a DRC report about the quality of the results and plans. It contains examples of how programs use assessment results to make improvements.

The following examples and attached documents provide evidence of the use of results to improve student learning in sample programs. Consistent with UCF Institutional Effectiveness Assessment Model, the evidence includes examples from the degree programs as well as the general education program which is assessed annually in the Institutional Effectiveness Assessment process. The methodology used to draw the sample is described in each subsection.

Evidence of Assessment Activities: Examples of Closing the Loop
Assessment of General Education Program: Examples of Use of Results
UCF's General Education Program (GEP) is organized in five foundational areas: Mathematics Foundation, Science Foundation, Social Foundation, Cultural and Historical Foundation, and Communication Foundation. Foundation faculty members have chosen to embed program assessment into individual GEP courses. Faculty members also map the outcomes in their assessment plans to three competency areas: discipline-specific knowledge, skills, and values; communication; and critical thinking.

Sampling Methodology for General Education Program
The General Education Program has five foundational areas that house the 43 GEP courses conducting assessment. To provide representation across foundational areas, summaries of resulting improvements in one course for each of the five foundations is given. Examples illustrate improvements to instructional strategy and assessment methods. Longitudinal evidence is provided over multiple years for each. A representative sample of 12% (n=5/43) of these course results reports was drawn to form the longitudinal examples given below.

> Communication Foundation (SPC 1608 Fundamentals of Oral Communication)
> Cultural and Historical Foundation (MUL 2010 Enjoyment of Music)
> Mathematical Foundations (MGF 1106 Finite Mathematics)
> Science Foundation (BSC 1005 Biological Principles)
> Social Foundations (POS 2041 American National Government)

Sampling Methodology for Undergraduate, Graduate, Off-Site and Distance Education and Certificate Programs
The following example documents provide evidence of the use of results to improve student learning in a sample of undergraduate and graduate programs to include off-site and distance

education and graduate certificate programs. Regardless of the campus location (regional campuses or the Orlando main campus) all programs are overseen by the main Orlando campus colleges. The methodology used to draw the representative sample was guided by several criteria:

- representation by Divisional Review Committee aligned to the colleges;
- degree level or type; and
- location and distance education.

As can be seen from the Representative Sample of Programs table, a representative sample was drawn from each of the Divisional Review Committees aligned to the 12 degree granting colleges that includes programs at each degree level or type as well as programs offered online and at regional campus locations. The sample percent by college ranged from 10% to 50%. A higher sample percent is seen in Divisional Review Committees with a smaller total number of programs.

There were a total of 219 undergraduate, graduate and certificate programs conducting Institutional Effectiveness Assessment in 2014-15. It should be noted that as per the UCF IE Assessment model, faculty members decided to have a combined Institutional Effectiveness Assessment plan for some degree programs such as degrees with a B.S. or B.A. and M.S. or M.A. option. An overall sample of 21% (n=46/219) of the programs was drawn to form the longitudinal examples given below. Longitudinal evidence of the use of results from IE Assessment plans are provided for several time periods in the examples that span five, four, three and two year assessment cycles. Taken together these examples demonstrate the use of IE assessment to improve student learning not only within a cycle year, but through progressive iteration across cycle years.

Each program example is drawn from the Institutional Effectiveness Assessment Reports that are submitted annually. The examples are organized using the following format:

- An outcome central to the mission;
- Measure(s) with performance targets;
- Improvement summary; and
- Longitudinal use of assessment findings across years.

Assessment of Undergraduate Programs: Examples of Use of Results

Undergraduate program examples are drawn from the colleges and include different degree types. Also, program examples are given that illustrate improvements to instructional strategy, curriculum, and assessment methods. Longitudinal evidence of use of assessment results to improve is provided for multiple years for each. For example, in the evidence given below, the Anthropology (BA) program faculty members used embedded test questions to assess students' ability to identify and employ concepts and theories that contribute to the core subfields of anthropology. Based on longitudinal evidence over three assessment cycles (2010-11, 2011-12 and 2012-13) the faculty implemented several improvements to curriculum and pedagogy such as revising course content to include relevant case studies and adding a laboratory component.

- College of Arts and Humanities-English (BA)
- College of Arts and Humanities-Music (BA)
- College of Business Administration-Marketing (BSBA)
- College of Education and Human Performance-Early Childhood Development and Education (BS)
- College of Education and Human Performance-Elementary Education (BS)

- College of Engineering and Computer Science-Electrical Engineering (BSEE)
- College of Health and Public Affairs-Criminal Justice (BSBA)
- College of Health and Public Affairs-Health Informatics and Information Management (BS)
- College of Medicine-Medical Laboratory Sciences (BS)
- Rosen College of Hospitality Management-Event Management (BS)
- College of Science-Anthropology (BA)
- College of Undergraduate Studies-Interdisciplinary Studies (BSBA)

Assessment of Graduate Programs: Examples of Use of Results

Graduate program examples are drawn from the colleges and degree level. Also, program examples are given that illustrate improvements to instructional strategy, curriculum, and assessment methods. Longitudinal evidence of use of assessment results to improve is provided for multiple years for each. For example, in the evidence given below, the faculty members in Public Administration (MPA) used a rubric for an assignment to assess students' "ability to lead and manage in public governance" by (1) developing expertise in local government and (2) developing an ability to lead within multiple networks of stakeholders. Based on the results from two assessment cycles (2011-12 and 2012-13), faculty members implemented several changes to curriculum such as collaborating on a common syllabi and assignments and developing a capstone course to reinforce core competencies.

- College of Arts and Humanities-History (MA)
- College of Arts and Humanities-Interactive Entertainment (MS)
- College of Business Administration-Sports Business Management (MSM)
- College of Education and Human Performance-Exceptional Student Education K-12 (MA)
- College of Education and Human Performance-School Psychology (EdS)
- College of Engineering and Computer Science-Digital Forensics (MS)
- College of Engineering and Computer Science-Mechanical Engineering (PhD)
- College of Graduate Studies-Modeling and Simulation (MS)
- College of Health and Public Affairs-Public Administration (MPA)
- College of Health and Public Affairs-Nonprofit Management (MNM)
- College of Medicine-Doctor of Medicine (MD)
- College of Optics and Photonics-Optics and Photonics (MS)
- Rosen College of Hospitality Management-Hospitality Management (PhD)
- College of Sciences-Communication (MA)
- College of Sciences-Industrial and Organizational Psychology (PhD)
- College of Sciences-Sociology (PhD)

Assessment of Off-Site and Distance Education: Examples of Use of Results

Regardless of the campus location (regional campuses or the Orlando campus) or instruction mode (face-to-face or Web), all programs are overseen by the main campus department chairs and deans. Programs use the same measures for all students for assessment purposes and, though most aggregate the data, some examples are given that show comparative studies based on instruction mode or location and assessment of web program delivery. For example, in the evidence given below, the faculty members in the Nursing (BSN) assessed students' ability to apply information fluency and use critical thinking as the basis for professional nursing practice. The analysis of two measures included assessment by campus location (i.e., regional campuses and the Orlando

campus). The results from four assessment cycles (2009-10, 2010-11, 2011-12 and 2012-13) led to changes such as the integration of electronic health records with decision-making tools incorporated into the software within the curriculum and implementation of e-portfolios.

- College of Nursing-Nursing (BSN) (Comparative study by campus locations)
- College of Nursing-Nursing (MSN) (Comparative study by instruction mode)
- College of Arts and Humanities-English (M.A.) (Web)
- College of Education and Human Performance-Gifted Education Certificate (Web)
- College of Education and Human Performance- Educational Leadership (MA) – Higher Ed./Community College Education - Community College Education Certificate (Web)
- College of Education and Human Performance-Technical Education and Industry Training (BS) (Web)
- College of Health and Public Affairs-Healthcare Informatics – (Professional Sciences Master's – M.S.) (Web)
- College of Health and Public Affairs-Health Sciences Administration - Executive Health Services (MS) (Web)
- College of Health and Public Affairs-Research Administration (Web)
- College of Sciences-Forensic Science (M.S.) (Biochemistry Track) (Web)

Assessment of Graduate Certificates: Examples of Use of Results

There were a total of 30 graduate certificates conducting Institutional Effectiveness Assessment in 2013-14. At UCF, undergraduate certificates are earned as part of the degree program and are not assessed separately. Examples of graduate certificates are drawn across colleges. In the evidence given below, for example, the faculty members from the Professional Writing Certificate program used a rubric applied to a portfolio and a survey to assess students' use of content arrangement strategies. Based on results from three assessment cycles (2011-12, 2012-13 and 2013-14), the faculty made changes to pedagogy such as requiring students to include a cover letter to explain their rationale for selecting the documents in their portfolio and providing more specific guidance for selection of works to include in the portfolio.

- College of Arts and Humanities-Professional Writing Certificate
- College of Arts and Humanities-English for Speakers of Other Languages (ESOL) Endorsement K-12 Certificate
- College of Education and Human Performance-Autism Spectrum Disorders Certificate
- College of Education and Human Performance-Instructional Design for Simulations Certificate
- College of Health and Public Affairs-Fundraising Certificate
- College of Health and Public Affairs-Nonprofit Management Certificate
- College of Graduate Studies-Modeling and Simulation of Technical Systems Certificate
- College of Nursing-Graduate Nurse Certificate

Assessment of Student Learning in Service Learning, Internships, and Cooperative Education: Examples of Use of Results

The Office of Experiential Learning in Undergraduate Studies and the UCF colleges instruct and promote applied learning courses and facilitate the development of quality experiential learning courses. The Office of Experiential Learning also collaborates with and trains faculty members campus-wide, and partners with employers and community partners locally, nationally, and

internationally to help them access talented students and assist in the educational process. Each year, over 20,000 students at UCF participate in experiential learning in co-op, internships, and service-learning courses. As a result of their participation in these activities, students gain practical experience and apply what they learn to real-world problems. This assists students' ability to meet the learning outcomes identified by the Association of American College and Universities as essential for graduate success. The assessment of these experiences is housed in the academic program institutional effectiveness assessment plans and in the Office of Experiential Learning assessment plan. The example included in this narrative represents about 20% of the students participating in co-op, internships, and service-learning courses. The following document provides evidence of the assessment of student learning in internships and cooperative education for three years from 2008-09 to 2013-14. The Office of Experiential Learning example focuses on the assessment of student skills as defined by the SCANS Report from the Department of Labor, the Florida Academic Learning Compact, and current literature. Based on about 4,000 students' self-ratings each year of 50 skills, the faculty members' augmented or improved student reflections assignment provided additional instructional focus and added integrity and ethical components to the curriculum.

All Academic Programs: Documentation of Use of Results and Quality Assurance Process

In addition to the examples of the use of results provided in the previous sections, the evidence shown in the Improvement Table provided below demonstrates that all academic programs at the University of Central Florida are using assessment results to improve student learning. Also, the Divisional Review Committee Ratings table given below establishes a robust periodic review quality assurance Institutional Effectiveness Assessment process.

Improvement Table

Institutional Effectiveness Assessment Reports detailing implemented and planned changes are evidence of faculty members' use of student learning outcome results to make improvements. The Evidence of Improvement Table shows a complete listing of implemented and planned changes by academic programs from 2006-07 to 2013-14.

Divisional Review Committee Ratings Table

Divisional Review Committee ratings from 2006-07 to 2014-15 for all academic program assessment plans and results are shown on the Divisional Review Committee Ratings Table.

Additional Mechanisms and Support for Educational Program Assessment and Improvement

Statistical and Survey Studies

To inform program assessment, UCF's office of Operational Excellence and Assessment Support (OEAS) conducts numerous survey studies. UCF survey studies are conducted from the time a student enters the university (Entering Student Survey), enrolls in classes (National Survey of Student Engagement) and completes a degree (Graduating Student Surveys, National Survey of Student Engagement, and First Destination Survey). OEAS professional staff members merge survey data with official institutional student data elements to produce customized analytical reports for decision support at the institutional, college, and program level. Institutional data elements that are merged with survey data include gender, ethnicity, major, and first time in college student vs. transfer student status. Analytical survey studies such as the study for English B.A. and the

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Hospitality Management B.S. provide useful data on the quality of services, programs, perceived learning, instruction as well as employment and postgraduate education outcomes to faculty members to support their improvement efforts.

To triangulate their data, assessment coordinators (faculty members) use direct and indirect measures. The Graduating Student Survey is an example of an indirect measure used in academic program IE Assessment plans. The Graduating Student Surveys include a main survey and the capability for faculty to collect degree program specific survey information from all of their graduates. The results for the program-specific surveys were provided to 44 undergraduate and 34 graduate programs via a dynamic self-serve web application in 2014. Also, analytical studies were conducted with these data sets, along with institutional student data, to discover variables that were associated with student satisfaction, engagement, and student success outcomes such as retention, progression to graduation, transfer shock, and probation status.

To provide ready access to reports displaying the analysis of results, OEAS staff members produce report applications using SAS business intelligence Web tools. Reports are housed in a password protected environment, OEAS Knowledgebase. Current initiatives include publishing 46 PDF analytical reports and over 2,000 analytical reports generated dynamically using SAS business intelligence Web tools. For example, a report showing the 2013-14 Graduating Senior Survey results for the survey category "Overall UCF Experience" for Communication Sciences and Disorders (B.S.) was compared to the results for all other programs in the College of Health and Public Affairs. This was displayed based on a user's choice of key parameters such as level of analysis, term, survey questions category, college and academic program. Statistical studies often leverage both the primary data collected by OEAS and student data elements from university data files to enrich the information source for users.

Employer Studies

Rosen College of Hospitality Management. Academic program faculty survey employers to determine if UCF students or graduates are performing well. For example, the Rosen College of Hospitality Management conducted a 2011 study of 441 employers. The study evaluated the skills most important for entry-level management employees in training positions and evaluated how well UCF interns and graduates performed these skills. The study found that all performed at levels expected for these positions, with communication and teamwork scoring the highest. The programs had prepared the students for the skills identified. However, improvement was needed in order to enable the students to perform at higher levels.

The Rosen College of Hospitality Management continued to monitor employer perceptions of student skills in the Dean's office IE Assessment Plan in 2012-13 and 2013-14. The data from the Employer Evaluation of Hospitality Management Student Performance in internship during the summer, fall, and spring terms were collected with a survey instrument. The survey included one (1) overall rating of performance and eleven (11) sub-categories as demonstrations of students work related knowledge and skills reflected in the process of fulfilling their internship requirements.

In 2012-13, 95.2% of the employers rated internship students overall performance as "very good" and "outstanding", with a mean of 4.45 (5 point Likert scale measure with 5 indicating "Outstanding" and 1 indicating "Unsatisfactory"; n=1833). In 2013-14, the overall rating of student performance, including only those ratings of "Outstanding" or "Very Good" resulted in a score of 96.4% with a mean of 4.59 (5 point Likert scale measure with 5 indicating "Outstanding" and 1 indicating "Unsatisfactory; n=776).

College of Business Administration. Similarly, in 2012-13 and 2013-14, the College of Business Administration (CBA) faculty conducted a survey of employers who evaluated CBA undergraduate co-op and intern student performance on their overall performance and performance in several domains to include communication, conceptual analytical ability, learning theory and practice, professional qualities, teamwork, technology, design and experiment skills, work culture, organizing and planning, and work habits. The 5-point Likert scale included outstanding, very good, average marginal and unsatisfactory. In 2012-13, the overall mean score was 4.48 (n=311). The highest mean score was in the work culture domain for the item related to respects diversity (mean score=4.70; n=310). The lowest mean score was in the conceptual analytical ability domain for the item identifies and suggests new ideas (mean score=4.22; n=294). During 2013-14, the employer ratings for CBA students were again very good, with the majority of positive ratings (4 + 5 on the survey) above 80%, with an overall mean rating of 4.38 (n=349), and a range of 3.91 to 4.58 (on a 5-pt scale). When difference in ratings between 2013-14 and 2012-13 (4 +5 Change) were examined, it was found that the 2013-14 ratings were lower than those from 2012-13 on 36 items, with a more positive rating on one item and no change on another. However, there were 43 total items, but five did not have corresponding data last year. The CBA decided to investigate why students obtained so many lower ratings in 2013-14 to try to arrive at solutions.

Advisory Boards

Advisory boards have played a major role in influencing curriculum revisions and development, as well as in keeping programs informed of emerging and unmet needs in the professions. Forty-eight academic programs and colleges worked with advisory boards. For example: In 2008, the Civil, Construction, and Environmental Engineering Department's Industry Advisory Board conducted a comprehensive comparison of UCF versus the top 25 programs in the nation and made four recommendations. In 2009, the faculty members undertook a curriculum reform exercise to implement three of the four recommendations. The board was actively involved throughout the process. The reforms were instituted in 2011.

Another example: In 2010-11, the Public Administration Advisory Board recommended that an administrative writing course be integrated in the curriculum. The College of Health and Public Affairs created and taught the course (PAD 3733) over a three year period and used direct and indirect measures in their IE Assessment Plan to evaluate student learning. In September 2014 as part of the 2013-14 results report, the Public Administration BA/BS Advisory Board reviewed the course syllabus for PAD 3733, an outline of the course curriculum including student writing assignments required as part of the course, and, unanimously concurred (15/15) that as developed and taught, PAD 3733 accomplished the Board's goal of teaching professional writing skills to students in the Public Administration program.

Conclusion

The University of Central Florida is fully committed to Institutional Effectiveness Assessment. The evidence demonstrates that UCF has allocated considerable resources to this task, including the investment of substantial administrator, faculty, and staff time as well as a dedicated recurring budget for a support office. UCF is fully committed to sustaining this investment in the quality of the university. The academic programs have documented their continuous improvement for over a decade of assessment cycles. This assessment process helps UCF meet its mission and improve the quality of the institution. Taken together, the evidence provided documents UCF's compliance with 3.3.1.1.

3.3.1.2 Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida has a strong focus on quality and operational excellence that springs from its mission, vision, values, and challenge statement. In the current Strategic Plan Key Elements, the mission states that: "The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity…" The vision further declares: "UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all." The emphasis on excellence and improvement is echoed in the values of "integrity, scholarship, community, creativity and excellence" and in the university's challenge statement: "UCF will cultivate an engaging attitude of awareness, innovation, courage, and agile responsiveness in its members to promote discovery and address emerging needs within the university and the Central Florida city-state. The entire university community is empowered to identify, seek, develop, and capitalize on opportunities that arise in the future and meet the vision of the university." To substantiate UCF's success at achieving its mission and goals, staff members and administrators identify expected operational outcomes for all administrative support services. Staff members and administrators assess how well they achieve these outcomes and document their use of results to improve services and operations.

This narrative for 3.3.1.2 provides evidence of this process for administrative support services and its impact on continuous improvement in the following sections:

- The UCF Institutional Effectiveness Assessment Model for Administrative Support Services
- Institutional Effectiveness Assessment Process for Administrative Support Services
- Evidence of Assessment Activities: Examples of Closing the Loop
- Additional Mechanisms and Support for Administrative Support Services Assessment and Improvement
- Conclusion

The UCF Institutional Effectiveness Assessment Model for Administrative Support Services

Consistent with its core mission and strategic plan, the University of Central Florida implements its own Institutional Effectiveness (IE) Assessment Policies and Procedures. Administrators and staff in each of UCF's administrative units have defined expected outcomes, assessed the extent to which these outcomes are achieved, and modified and improved their administrative units based on

assessment results since 1994. By 1996, each academic program and administrative unit had developed an assessment plan (mission, objectives and outcomes, and measures) and completed one cycle of reporting results and use of results. A three-year review cycle was instituted initially, followed by an annual review in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support Office to support the university's assessment activities.

The **UCF Institutional Effectiveness Assessment process** is overseen by **Divisional Review Committees** that are aligned to colleges and divisions. As can be seen from the Institutional Effectiveness Assessment organizational chart the UCF IE Assessment model defines two broad categories: academic programs and administrative units. Administrative units include administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus. All of the 373 academic programs and administrative units are required to participate in the UCF IE Assessment process.

Divisional Review Committees (DRC)

A total of 21 Divisional Review Committees oversee the Institutional Effectiveness Assessment process at UCF. Five of these Divisional Review Committees (DRC) contain units whose mission and functions are consistent with administrative support services. For example, the largest DRC, Administration and Finance, includes 13 units whose mission "provides high-quality services and a safe and effective campus environment to support the university's mission of education, research, and community service." In the Academic Affairs II DRC, four units are part of the Information Technologies and Resources division whose mission "provides vision and leadership for advancing UCF's mission through technology, developing innovative technology initiatives and enterprise IT systems, providing access to information-rich resources, enhancing distributed teaching and learning, and planning and allocating space to advance all modes of education and research." A total of 49 units are included in the Divisional Review Committees related to administrative support services.

Institutional Effectiveness Assessment Process for Administrative Support Services

The UCF IE Assessment model (described in detail in narrative 3.3.1) engages broad-based participation and encompasses several key staff member and administrative roles. The assessment process is detailed below.

Assessment coordinators (staff members and administrators) for each unit work with their colleagues to:

- develop a plan with outcomes consistent with the mission using SMART guidelines;
- select and implement measures using MATURE guidelines; and
- analyze results and plan for improvements based on the results that are then assessed in the subsequent plan (that is, closing the loop). The results and plan for improvement are documented in an assessment report.

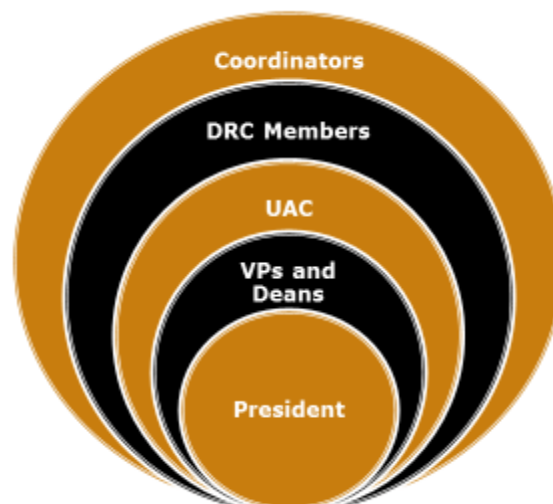The components of the assessment report that is submitted annually are described as follows:

1. Results of the previous year's assessment plan (data and analysis).
2. A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.

3. Implemented and planned improvements (actual and proposed changes), such as to revamp services or modify processes and make personnel related changes, based on these results. For example, during 2013-14 the staff members of University Marketing implemented a change in their marketing strategy and materials to increase the number of potential student and parent visits to campus and the admission application rates.

4. An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, at least three outcomes (for administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by staff members and administrators to measure operational outcomes. For example, the report entitled "Implemented and Planned Changes: Evidence of Assessment Methods" shows the count and percent of multiple assessment methods used by the staff members of the Human Resources Department. This report is extracted from the Human Resources Department 2013-14 assessment results.

5. Results and plans are submitted to Divisional Review Committees (DRCs) for reviews that are designed to promote excellence in assessment of process and operational outcomes. DRC members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the DRC. The results and plans go through several review iterations prior to final approval by the DRC Chair.

Broad-Based Participation, Periodic Reviews and Quality Assurance

At the foundation of the UCF assessment model is broad-based participation. As can be seen in Figure 1, the UCF assessment model encompasses several key roles: assessment coordinators; Divisional Review Committee (DRC) members; the University Assessment Committee (UAC) members; provost, deans and vice presidents; and the president.

Figure 1. IE Assessment Leadership

The UCF assessment model for Administrative Support Services is characterized by active involvement and contributions of staff members, directors, and vice presidents in each division who are organized into Divisional Review Committees (DRC) that are aligned to the divisions. Each

Divisional Review Committee has a chair who sits on the University Assessment Committee. The University Assessment Committee (UAC) was established by the UCF President to support a process of continual self-evaluation and improvement. The primary purpose of the UAC is to oversee and assist academic and administrative units in conducting ongoing assessment to improve student-learning and operations. The 2014-15 DRC chairs and members provide leadership to the quality assurance process at UCF.

Assessment coordinators for each unit work with all staff members to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment plan and are described below:

> **Phase I—Assessment Plan**: They enter a plan with outcomes and measures into the online report and review system (IE assessment web application).

> **Phase II—Assessment Results and Report**: They enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the Divisional Review Committee members. The online report and review system houses common structured templates for assessment coordinators, DRC chairs, and DRC members.

Each Divisional Review Committee (DRC) is charged with working collaboratively with its units to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria. These criteria are defined in the IE developmental assessment rubrics, designed in 2009 and revised in 2013, as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced Divisional Review Committee rating scales that were in effect from 2001-2008.

Each unit is reviewed by multiple members of the DRC-–often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide feedback to the assessment coordinators in the IE Assessment web application to help improve the quality of the reports and new assessment plans. Based on DRC feedback, assessment coordinators improve their results and plans and resubmit to the Divisional Review Committee members. The results and plans go through this iterative review process until the Divisional Review Committee Chair approves the results and plans.

The University Assessment Committee ensures the quality of the reviews conducted by the Divisional Review Committees through its oversight of the review process. Annually, each member of the University Assessment Committee presents a DRC report about the quality of the results and plans. It contains examples of how units use assessment results to make improvements.

Several IE Assessment Rubric reports are used by the Divisional Review Committee chair and members to strengthen the assessment culture and the use of evidence for improvement. Rubric reports are designed to show trends over time for use by assessment coordinators, DRC chairs, and members. DRC chairs and members use the rubric reports to support efforts of programs and units whose IE Assessment work is rated at an early developmental stage to increase the use of results for improvement. To track the impact of evidence-based changes, IE Assessment Rubric Plans and Results Reports show how administrative units are meeting the expected standards benchmarked against the university.

IE Assessment Rubric reports are used by Divisional Review Committee (DRC) chairs and members to mentor staff members and to focus discussion on the rubric indicators. The reports have assisted the DRCs to increase the quality of assessment plans and results. **IE Assessment Rubric Plans and Results Reports** that show how administrative units are meeting the expected standards are housed in a password protected IE assessment web application.

IE Assessment trend reports, based in the assessment rubrics, summarizing the overall status of using the process to improve services and operations are provided **annually** by the chair of the University Assessment Committee to the president, provost, deans, and vice presidents. For example, the Information Technologies and Resources trend report, provided to the Vice President of Information Technologies and Resources, shows five years of rubric ratings for the administrative units that are part of this division. IE Assessment Rubric ratings are shown separately in the report for the plan review and the results review using tabular and graphic representation.

The University Assessment Committee also presents **an annual IE Assessment report** to the president, provost, deans, vice president, and campus community that highlights submission rates, types of measurement approaches used in assessment, changes made as a result of conducting assessments, and the impact of the changes over time. Assessment success stories are celebrated through poster presentations and highlighted examples, based on IE Assessment Rubric ratings, such as the story from Institutional Knowledge Management that features the use of results to improve reporting services for decision support.

The University Assessment Committee's annual reports are publically available at the Institutional Effectiveness Assessment Web Application home page. The online platform is password protected for each role. Accessible from anywhere and at any time, it allows users to conveniently enter, review, and submit information.

Evidence of Assessment Activities: Examples of Closing the Loop
Sampling Methodology for Administrative Support Services
The following example documents provide evidence of the use of results to improve services and operations in a sample of administrative support services units. Regardless of the campus location (regional campuses or the Orlando campus) all administrative support services are overseen by the main campus divisions. To obtain a **representative sample,** longitudinal examples were drawn from each Divisional Review Committee aligned to the divisions with primary administrative support service functions. As shown in the Representative Sample of Administrative Support Service Units table, the sample percent by Divisional Review Committees ranged from 6% to 43%.

There were a total of 49 administrative support services units with primary administrative support service functions. An overall sample of 22% (n=11/49) of the Institutional Effectiveness Assessment Reports was drawn to form the longitudinal examples given below. Longitudinal evidence of the use of results from IE Assessment is provided for several time periods in the examples that span five, four, three, and two years of assessment cycles. Taken together, these examples demonstrate the use of IE assessment results to improve services and operations not only within a cycle year, but through progressive iteration across cycle years.

Each unit example is drawn from the Institutional Effectiveness Assessment Reports that are submitted annually. The examples are organized using the following format:

- An outcome central to the mission;

- Measure(s) with performance targets;
- Improvement summary; and
- Longitudinal use of assessment findings across years.

Academic Affairs I: Example of Use of Assessment Results
- Information Technologies and Resources

Academic Affairs II: Examples of Use of Assessment Results
- Office of International Studies
- Computer Services and Telecommunications
- Center for Distributed Learning

Administration and Finance: Examples of Use of Assessment Results
- Human Resources
- Emergency Management
- Resource Management

Communications and Marketing: Example of Use of Assessment Results
- University Marketing

President's Division: Examples of Use of Assessment Results
- Diversity and Inclusion
- General Counsel
- Ombuds Office

All Administrative Units: Documentation of Use of Results and Quality Assurance Process

In addition to the examples of the use of results provided in the previous sections, the evidence shown in the Improvement Table, provided below, demonstrates that all administrative units (i.e., administrative support services, academic and student support services, research centers and institutes, and units) at the University of Central Florida are using assessment results to improve services and operations. Also, the Divisional Review Committee Ratings table given below establishes a robust periodic review and provides quality assurance for the Institutional Effectiveness Assessment process.

Improvement Table

Institutional Effectiveness Assessment Reports detailing implemented and planned changes provide evidence of assessment coordinators' (staff and administrators') use of operational outcome results to make improvements in services and operations. The Evidence of Improvement Table shows a complete listing of implemented and planned changes by **all administrative units** (i.e., **administrative support services**, academic and student support services, research centers and institutes, and units with community/public service focus) from 2006-07 to 2013-14.

- Evidence of Improvement Table

Divisional Review Committee Ratings Table

Divisional Review Committee ratings from 2006-07 to 2014-15 for **all administrative units'** assessment plans and results are shown on the Divisional Review Committee Ratings Table.

- Divisional Review Committee Ratings Table

Additional Mechanisms and Support for Administrative Support Services Assessment and Improvement

To inform decision making, numerous survey studies are conducted by the UCF office of Operational Excellence and Assessment Support (OEAS). These studies include surveys at the institutional and college level. UCF survey studies are conducted from the time a student enters the university (Entering Student Survey), enrolls in classes (National Survey of Student Engagement), and completes a degree (Graduating Student Surveys, National Survey of Student Engagement, and First Destination Survey). OEAS professional staff members merge survey data with official institutional student data elements to produce customized analytical reports for decision support. Institutional data elements that are merged with survey data include gender, ethnicity, major, and first time in college student vs. transfer student status. Analytical survey studies such as the Graduating Senior Survey include questions that are related to the quality of services to support the improvement efforts of staff members responsible for administrative support services. For example, this analytical report shows results for all graduating seniors (university level) on questions about the quality of services for safety measures on campus, parking availability, maintenance of computer labs, and the UCF website. To provide ready access to reports displaying the analysis of results, OEAS staff members produce report applications using SAS business intelligence Web tools. Reports are housed in a password protected environment, the OEAS Knowledgebase.

Conclusion

The University of Central Florida is fully committed to Institutional Effectiveness Assessment. The evidence demonstrates that UCF has allocated considerable resources to this task. Resources include substantial time invested by faculty, staff members, and administrators as well as a dedicated recurring budget for a support office. UCF is fully committed to sustaining this investment in the quality of the university. The units responsible for administrative support services have documented their continuous improvement for over a decade of assessment cycles. This assessment process helps UCF meet its mission and improve the quality of the institution. Taken together, the evidence provided documents UCF's compliance with 3.3.1.2.

3.3.1.3 Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The University of Central Florida has a long tradition of a commitment to continuous improvement of academic and student support services that is embedded in its core mission and goals. In the current Strategic Plan Key Elements, the mission states that: "The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth…" UCF values of integrity, scholarship, community, creativity and excellence "comprise the foundational principles that guide the conduct, performance, and decisions of the university, its students, and its employees."

This narrative for 3.3.1.3 provides evidence of this process for academic and student support services and its impact on continuous improvement in the following sections:

- The UCF Institutional Effectiveness Assessment Model for Academic and Student Support Services
  - Divisional Review Committees
- Institutional Effectiveness Assessment Process for Academic and Student Support Services
  - Broad-Based Participation, Periodic Reviews and Quality Assurance
- Evidence of Assessment Activities: Examples of Closing the Loop
  - Sampling Methodology for Academic and Student Support Services
  - Academic Support Services: Examples of use of assessment results
  - Student Support Services Examples of use of assessment results
  - All Academic and Student Support Service Units: Documentation of Use of Results and Quality Assurance Process
    - Improvement Table
    - Divisional Review Committee Ratings Table
- Additional Mechanisms and Support for Academic and Student Support Services Assessment and Improvement
- Conclusion

The UCF Institutional Effectiveness Assessment Model for Academic and Student Support Services

UCF administrators and staff in student support units have defined expected outcomes, assessed the extent to which these outcomes are achieved, and modified and improved their administrative units based on assessment results since 1994. By 1996, each academic program and administrative unit had developed an assessment plan (mission, objectives and outcomes, and measures) and completed one cycle of reporting results and use of results. A three-year review cycle was instituted initially, followed by an annual review in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support Office to support the university's assessment activities.

The UCF Institutional Effectiveness Assessment process is overseen by Divisional Review Committees that are aligned to colleges and divisions. As can be seen from the Institutional Effectiveness Assessment organizational chart the UCF IE Assessment model defines two broad categories: academic programs and administrative units. Administrative units include administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus. All of the 373 academic programs and administrative units are required to participate in the UCF IE Assessment process.

Divisional Review Committees (DRC)

A total of 21 Divisional Review Committees oversee the Institutional Effectiveness Assessment process at UCF. Eight of these Divisional Review Committees (DRC) contain units whose mission and functions are consistent with academic and student support service. The mission of Student Development and Enrollment Services states, "The Division of Student Development and Enrollment Services (SDES) engages students in the total collegiate experience at the University of Central Florida (UCF); from matriculation, to successful progression, graduation, and employment in a global workforce. This is accomplished by providing opportunities for enriched student development, leadership growth, experience based learning, values education and civic engagement which lead to overall student success…" This division also makes an explicit link between student learning outcomes and the UCF Creed: "As a division within Academic Affairs, SDES affirms that 'the student who comes to UCF should not be the same student who leaves UCF.' We embrace the tenets of the UCF Creed - Integrity, Scholarship, Community, Creativity, and Excellence as a framework for developing student learning outcomes to facilitate transformational learning." A total of 63 units with 34 providing primarily academic support services and 29 providing primarily student support services are included in the Divisional Review Committees related to academic and student support services.

Institutional Effectiveness Assessment Process for Academic and Student Support Services

The UCF IE Assessment model (described in detail in narrative 3.3.1) engages broad-based participation and encompasses several key staff member and administrative roles. The **assessment process** is detailed below.

Assessment coordinators (staff members and administrators) for each unit work with their colleagues to:

- develop a plan with outcomes consistent with the mission using SMART guidelines;
- select and implement measures using MATURE guidelines; and

- analyze results and plan for improvements based on the results that are then assessed in the subsequent plan (that is, closing the loop). The results and plan for improvement are documented in an **assessment report**.
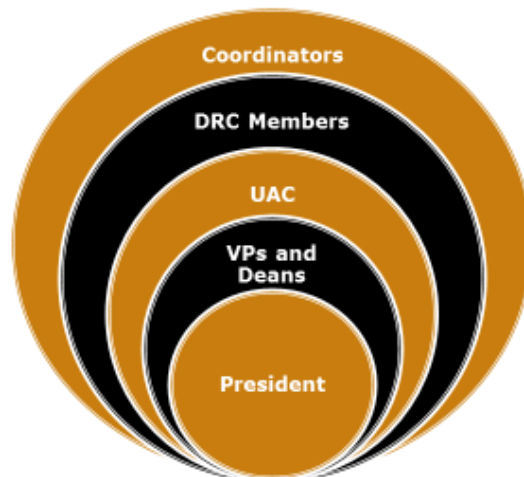
The components of the assessment report that is submitted annually are described as follows:

1. Results of the previous year's assessment plan (data and analysis).
2. A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.
3. Implemented and planned improvements (actual and proposed changes), such as to curriculum, academic processes or to revamp services or modify processes, based on these results. For example, during 2013-14 the staff members of Recreation and Wellness implemented a change to strengthen the staff member communication strategy related to audits, practices and review of drills. This report is extracted from the Recreation and Wellness 2013-14 assessment results.
4. An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, at least three outcomes (for administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by staff members and administrators to measure student learning and operational outcomes. For example, the report entitled "Implemented and Planned Changes: Evidence of Assessment Methods" shows the count and percent of multiple assessment methods used by the staff members of Student Health Services. This report is extracted from the Student Health Services 2013-14 assessment results.
5. Results and plans are submitted to Divisional Review Committees (DRCs) for reviews that are designed to promote excellence in assessment of process and student learning and operational outcomes. DRC members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the DRC. The results and plans go through several review iterations prior to final approval by the DRC Chair.

Broad-Based Participation, Periodic Reviews and Quality Assurance

At the foundation of the UCF assessment model is broad-based participation. As can be seen in Figure 1, the UCF assessment model encompasses several key roles: assessment coordinators; Divisional Review Committee (DRC) members; the University Assessment Committee (UAC) members; provost, deans and vice presidents; and the president.

Figure 1. IE Assessment Leadership

The UCF assessment model for Academic and Student Support Services is characterized by the active involvement and contributions of staff members, directors, vice presidents, and deans in each division and college who are organized into Divisional Review Committees (DRC) that are aligned to the divisions and colleges. Each Divisional Review Committee has a chair who sits on the University Assessment Committee. The University Assessment Committee (UAC) was established by the UCF President to support a process of continual self-evaluation and improvement. The primary purpose of the UAC is to oversee and assist academic and administrative units in conducting ongoing assessment to improve student-learning and operations. The 2014-15 DRC chairs and members provide leadership to the quality assurance process at UCF.

Assessment coordinators for each program or unit work with all faculty and staff members to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment plan and are described below:

> **Phase I—Assessment Plan**: They enter a plan with outcomes and measures into the online report and review system (IE assessment web application).

> **Phase II—Assessment Results and Report**: They enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the Divisional Review Committee members. The online report and review system houses common structured templates for assessment coordinators, DRC chairs, and DRC members.

Each Divisional Review Committee (DRC) is charged with working collaboratively with its programs or units to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria. These criteria are defined in the IE developmental assessment rubrics, designed in 2009 and revised in 2013, as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced Divisional Review Committee rating scales that were in effect from 2001-2008.

Each unit is reviewed by multiple members of the DRC-–often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide

feedback to the assessment coordinators in the IE Assessment web application to help improve the quality of the reports and new assessment plans. Based on DRC feedback, assessment coordinators improve their results and plans and resubmit to the Divisional Review Committee members. The results and plans go through this iterative review process until the Divisional Review Committee Chair approves the results and plans.

The University Assessment Committee ensures the quality of the reviews conducted by the Divisional Review Committees through its oversight of the review process. Annually, each member of the University Assessment Committee presents a DRC report about the quality of the results and plans. It contains examples of how programs use assessment results to make improvements.

Several IE assessment rubric reports are used by the Divisional Review Committee chair and members to strengthen the assessment culture and the use of evidence for improvement. Rubric reports were designed to show trends over time for use by assessment coordinators, DRC chairs, and members. DRC chairs and members use the rubric reports to support efforts of programs and units whose IE Assessment work is rated at an early developmental stage to increase the use of results for improvement. To track the impact of evidence-based changes, IE Assessment Rubric Plans and Results Reports show how administrative units are meeting the expected standards benchmarked against the university.

IE assessment rubric reports are used by Divisional Review Committee (DRC) chairs and members to mentor staff members and to focus discussion on the rubric indicators. The reports have assisted the DRCs to increase the quality of assessment plans and results. IE Assessment Rubric Plans and Results Reports that show how administrative units are meeting the expected standards are housed in a password protected IE assessment web application.

IE assessment trend reports are based on the assessment rubrics. These summarize the overall status of using the process to improve student learning, services, and operations. They are provided annually by the chair of the University Assessment Committee to the provost, deans, and vice presidents. For example, the Student Development and Enrollment Services trend report, provided to the Vice President of Student Development and Enrollment Services, shows five years of rubric ratings for the administrative units that are part of this division. IE Assessment Rubric ratings are shown separately in the report for the plan review and the results review using tabular and graphic representation.

The University Assessment Committee also presents an annual IE Assessment report to the president and campus community that highlights submission rates, types of measurement approaches used in assessment, changes made as a result of conducting assessments, and the impact of the changes over time. Assessment success stories are celebrated through poster presentations and highlighted examples, based on IE Assessment Rubric ratings, such as the story from Student Leadership Development. This story features the use of student pre-post test results to improve student leadership skills development in the area of citizenship through revision to teaching strategies. A similar story from the Recreation and Wellness Center used post test results of emergency response simulations to improve the training and development strategies used with student workers applying the Emergency Response Model.

The University Assessment Committee's annual reports are publically available at the Institutional Effectiveness Assessment Web Application home page. The online platform is password protected for each role. Accessible from anywhere and at any time, it allows users to conveniently enter, review, and submit information.

Evidence of Assessment Activities: Examples of Closing the Loop

Sampling Methodology for Academic and Student Support Services

The following example documents provide evidence of the use of results to improve student learning and operations in a sample of academic and student support services units. Regardless of the campus location (regional campuses or the Orlando campus) all academic and student support services are overseen by the main campus divisions and colleges.

The methodology used to draw the representative sample was guided by:

- Representation from Divisional Review Committees that contain units focused on academic and student support services.
- Examples drawn from Divisional Review Committees that contain the largest number of units focused on academic or student support services.

There were a total of 64 academic and student support services units with Institutional Effectiveness Assessment Reports. An overall sample of 30% (n=19/63) of these Institutional Effectiveness Assessment Reports was drawn to form the longitudinal examples given below. As can be seen from the Representative Sample of Academic and Student Support Service Units table, the sample percent by Divisional Review Committees ranged from 25% to 44%.

Longitudinal evidence of the use of results from IE Assessment is provided for several time periods in the examples that span five, four, three, and two years of assessment cycles. Taken together, these examples demonstrate the use of IE assessment results to improve academic and student support services and student learning not only within a cycle year, but through progressive iteration across cycle years.

Each unit example is drawn from the Institutional Effectiveness Assessment Reports that are submitted annually. The examples are organized using the following format:

- An outcome central to the mission;
- Measure(s) with performance targets;
- Improvement summary; and
- Longitudinal use of assessment findings across years.

Academic Support Services: Examples of Use of Assessment Results

Examples given below are drawn from Divisional Review Committees that contain units with a focus on academic support services. Unit examples are given that illustrate improvements to academic processes and curriculum as well as operations such as to revamp services or modify processes, make technology related improvements, make personnel related changes, implement additional training, or add new service(s) or program(s). Longitudinal evidence of continuous improvement is provided for each example. For example, in the evidence given below, the Academic Services for Student Athletes (ASSA) staff members assessed student academic progress for all incoming first time in college student-athletes who were mandated to take one or more sections of the college placement test (CPT) and enrolled in the student-athlete sections of Strategies for Success (SLS) 1501 (Summer Bridge) during the summer "B" semester. Academic progress was defined as improvement in student scores by 25% in one or more sections after the CPT retake. Based on longitudinal evidence over two assessment cycles (2012-13 and 2013-14), the staff members implemented several improvements such as adding detailed sections into the Strategies for Student Success curriculum that pertain to test preparation and understanding the importance of academic achievement early in students' college careers.

- Academic Affairs I - Burnett Honors College, Dean's Office
- Academic Affairs I - College of Business Administration, Dean's Office
- Academic Affairs I - College of Engineering and Computer Science, Dean's Office
- Academic Affairs I - College of Health and Public Affairs, Dean's Office
- Academic Affairs I - College of Medicine, Dean's Office
- Student Development and Enrollment Services - Academic Services for Student Athletes
- Student Development and Enrollment Services - Career Services
- Student Development and Enrollment Services - First Year Advising and Exploration
- Student Development and Enrollment Services - Sophomore and Second Year Center
- Student Development and Enrollment Services - Student Academic Resource Center
- Student Development and Enrollment Services - Transfer and Transition Services
- Student Development and Enrollment Services - University Testing Center

Student Support Services: Examples of Use of Assessment Results

Examples given below are drawn from Divisional Review Committees that contain units with a focus on student support services. Also, unit examples are given that illustrate improvements to operations such as revamping services or modifying processes, making technology related improvements, making personnel related changes, implementing additional training, or adding new service(s) or program(s). For example, in the evidence given below, Alcohol and Other Drugs Prevention Program staff members assessed the effectiveness of student learning and implementation of relaxation techniques. Based on longitudinal evidence over two assessment cycles (2011-12 and 2012-13), the staff members implemented several improvements such as determining the ideal number of sessions for students.

- Academic Affairs II - International Services Center
- Academic Affairs II - UCF Libraries
- Administration and Finance - Parking and Transportation Services
- Student Development and Enrollment Services - Office of Student Financial Assistance
- Student Development and Enrollment Services - Student Health Services
- Student Development and Enrollment Services - Alcohol and Other Drugs Prevention Program
- Student Development and Enrollment Services - Student Union

All Academic and Student Support Service Units: Documentation of Use of Results and Quality Assurance Process

In addition to the examples of the use of results provided in the previous sections, the evidence shown in the Improvement Table provided below demonstrates that all administrative units (i.e., administrative support services, academic and student support services, research centers and institutes, and units) at the University of Central Florida are using assessment results to improve student learning and operations. Also, the Divisional Review Committee Ratings table given below establishes a robust periodic review for quality assurance of the Institutional Effectiveness Assessment process.

Improvement Table

Institutional Effectiveness Assessment Reports detailing implemented and planned changes are evidence of assessment coordinators' (staff and administrators') use of learning and operational outcome results to make improvements. The Evidence of Improvement Table shows a complete

listing of implemented and planned changes by all administrative units (i.e., administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus) from 2006-07 to 2013-14.

Divisional Review Committee Ratings Table

Divisional Review Committee ratings from 2006-07 to 2014-15 for all administrative units (i.e., administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus) assessment plans and results are shown on the Divisional Review Committee Ratings Table.

Additional Mechanisms and Support for Academic and Student Support Services Assessment and Improvement

To inform decision support, numerous survey studies are conducted by the UCF's office of Operational Excellence and Assessment Support Office (OEAS). These survey studies include surveys at the institutional and college level. UCF survey studies are conducted from the time a student enters the university (Entering Student Survey), enrolls in classes (National Survey of Student Engagement), and completes a degree (Graduating Student Surveys, National Survey of Student Engagement, and First Destination Survey). OEAS professional staff members merge survey data with official institutional student data elements to produce customized analytical reports for decision support. Institutional data elements that are merged with survey data include gender, ethnicity, major, and first time in college student vs. transfer student status. Analytical survey studies such as the Graduating Senior Survey include questions that are related to the quality of services to support the improvement efforts of staff members responsible for administrative support services. For example, this analytical report shows results for all graduating seniors (university level) in 2013-14 on questions about the quality of academic support and student services. The report includes quality ratings for academic support services such as the library (see outcome 2 in yellow), tutoring, advising, and student leadership programs as well as student services such as Student Health and the Registrar's Office. To provide ready access to reports displaying the analysis of results, OEAS staff members produce report applications using SAS business intelligence Web tools. Reports are housed in a password protected environment, the OEAS Knowledgebase.

Conclusion

The University of Central Florida is fully committed to Institutional Effectiveness Assessment. The evidence demonstrates that UCF has allocated considerable resources which include substantial time invested by faculty, staff members, and administrators as well as a dedicated recurring budget for a support office. UCF is fully committed to sustaining this investment in the quality of the university. The units responsible for academic and student support services have documented their continuous improvement for over a decade of assessment cycles. This assessment process helps UCF meet its mission and improve the quality of the institution. Taken together, the evidence provided documents UCF's compliance with 3.3.1.3.

3.3.1.4 Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida's mission and identity are marked by "impactful research." One of UCF's five goals is to "Achieve international prominence in key programs of graduate study and research." Three of the university's strategic directions related to research and its application are: Health Sciences and Multi-disciplinary Biosciences; STEM and Emerging Technologies; and Innovation, Creativity and Commercialization.

In support of the UCF mission to attain international prominence in key research programs, the Office of the Vice President for Research and Commercialization provides leadership for the research activities of the University. Its mission is to "to cultivate and support world-class research, commercialization and economic growth." The vice president for research and commercialization coordinates the activities, organizations, and personnel related to research including research centers and institutes that report directly to this university leader. The vision of the Office of Research and Commercialization declares:

> "The Office of Research and Commercialization sets the standard for excellence in service to our stakeholders by supporting research, commercialization and economic growth. Through diversity, strategic partnerships and integrity, we foster a culture where employees thrive in pursuit of their personal and professional goals, leading to organizational success. We are an essential resource for attracting and retaining premiere talent and funding through operational excellence, innovative technology and cohesive teamwork."

For the past nine years, UCF researchers have produced more than $100 million annually in contracts and grants. UCF was ranked among the top 25 universities in the world for the number of patents awarded in 2012 and three professors were recently recognized by the National Academy of Inventors for their "their prolific spirit of innovation, which has benefitted economic development, quality of life and the well-being of society."

At UCF, research activities are carried out by faculty members in colleges as well as in institutes and centers that are overseen and reviewed by the Office of Research and Commercialization. Research and scholarly activity is an important consideration for faculty members seeking tenure and/or promotion. Criteria are broadly articulated in promotion and tenure guidelines. IE Assessment outcomes related to faculty research and scholarly activity are evaluated annually through the IE Assessment process in the deans' and vice president for research's IE Assessment plans and results reports. UCF has made a long-term commitment to continuous improvement in research through systematic institutional effectiveness assessment.

This narrative for 3.3.1.4 provides evidence of this process for assessing research within the mission of UCF and its impact on continuous improvement in the following sections:

- The UCF Institutional Effectiveness Assessment Model for Research Centers, Institutes and Units
    - o Divisional Review Committee
- Institutional Effectiveness Assessment Process for Research Centers, Institutes and Units
    - o Broad-Based Participation, Periodic Reviews and Quality Assurance
- Evidence of Assessment Activities: Examples of Closing the Loop
    - o Sampling Methodology for Research Centers, Institutes and Units
    - o Academic Affairs I: Examples of use of assessment results
    - o College of Education and Human Performance: Examples of use of assessment results
    - o College of Engineering and Computer Science: Examples of use of assessment results
    - o College of Medicine: Examples of use of assessment results
    - o College Optics and Photonics: Examples of use of assessment results
    - o College of Sciences: Examples of use of assessment results
    - o Office of Research and Commercialization: Examples of use of assessment results
    - o All Research Centers, Institutes and Units: Documentation of Use of Results and Quality Assurance Process
        - ▪ Improvement Table
        - ▪ Divisional Review Committee Ratings Table
- Conclusion

The UCF Institutional Effectiveness Assessment Model for Research Centers, Institutes and Units

Consistent with its core mission and strategic plan, the University of Central Florida implements its own Institutional Effectiveness (IE) Assessment Policies and Procedures. UCF staff members have defined expected outcomes, assessed the extent to which these outcomes are achieved, and modified and improved their administrative units based on assessment results since 1994. By 1996, each academic program and administrative unit had developed an assessment plan (mission, objectives and outcomes, and measures) and completed one cycle of reporting results and use of results. A three-year review cycle was instituted initially, followed by an annual review in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support Office to support the university's assessment activities.

The UCF Institutional Effectiveness Assessment process is overseen by Divisional Review Committees that are aligned to colleges and divisions. As can be seen from the Institutional Effectiveness Assessment organizational chart, the UCF IE Assessment model defines two broad categories: academic programs and administrative units. Administrative units include administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus. All of the 373 academic programs and administrative units are required to participate in the UCF IE Assessment process.

Divisional Review Committees (DRC)

A total of 21 Divisional Review Committees oversee the Institutional Effectiveness Assessment process at UCF. Nine of these Divisional Review Committees (DRC) contain units whose mission and functions are consistent with a research focus. For example, the Office of Research and

Commercialization DRC oversees seven units that include research centers and institutes as well as administrative units such as the Contracts and Grants and the Office of Technology Transfer. Academic Affairs I DRC provides oversight for the assessment plans of 12 degree granting College Deans' offices and the Office of the Vice President for Research. The mission of the College of Engineering and Computer Science, for example, "…is to provide our students high-quality, broad-based education and experience-based learning in engineering and computer science; to create knowledge through pioneering scholarship and impactful research; to enrich our students' development and leadership skills; and to address pressing local, state, national, and international issues in support of the global community. The stakeholders are students, faculty, staff, alumni, and employers." A total of 32 IE Assessment Plans are included in the Divisional Review Committees to assess the research centers, institutes, and units whose mission and functions are consistent with a research focus.

Institutional Effectiveness Assessment Process for Research Centers, Institutes and Units

The UCF IE Assessment model (described in detail in narrative 3.3.1) engages broad-based participation and encompasses several key staff member and administrative roles. The assessment process is detailed below.

Assessment coordinators (faculty members, staff members, and administrators) for each unit work with their colleagues to:

- develop a plan with outcomes consistent with the mission using SMART guidelines;
- select and implement measures using MATURE guidelines; and
- analyze results and plan for improvements based on the results that are then assessed in the subsequent plan (that is, closing the loop). The results and plan for improvement are documented in an assessment report.

The components of the assessment report that is submitted annually are described as follows:

1. Results of the previous year's assessment plan (data and analysis).
2. A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.
3. Implemented and planned improvements (actual and proposed changes), such as to revamp services or modify processes and make personnel related changes, based on these results. For example, during 2013-14 the faculty members of the Environmental Systems Engineering Institute made a technology related improvement to update advanced analytical drinking water quality analysis equipment.
4. An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, at least three outcomes (for administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by staff members and administrators to measure operational outcomes. For example, the report entitled "Implemented and Planned Changes: Evidence of Assessment Methods" shows the count and percent of multiple assessment methods used by the assessment coordinators (faculty and administrators) of the College of Health and Public Affairs, Dean's Office. This report is extracted from the College of Health and Public Affairs, Dean's Office 2013-14 assessment results.

5. Results and plans are submitted to Divisional Review Committees (DRCs) for reviews that are designed to promote excellence in assessment of process and operational outcomes. DRC members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the DRC. The results and plans go through several review iterations prior to final approval by the DRC Chair.

Broad-Based Participation, Periodic Reviews and Quality Assurance

At the foundation of the UCF assessment model is broad-based participation. As can be seen in Figure 1, the UCF assessment model encompasses several key roles: assessment coordinators; Divisional Review Committee (DRC) members; the University Assessment Committee (UAC) members; provost, deans, and vice presidents; and the president.

Figure 1. IE Assessment Leadership

The UCF assessment model for research is characterized by active involvement and contributions of faculty members, staff members, directors, deans, and vice presidents in each college or division who are organized into Divisional Review Committees (DRC) that are aligned to the colleges and divisions. Each Divisional Review Committee has a chair who sits on the University Assessment Committee. The University Assessment Committee (UAC) was established by the UCF President to support a process of continual self-evaluation and improvement. The primary purpose of the UAC is to oversee and assist academic and administrative units in conducting ongoing assessment to improve student-learning and operations. The 2014-15 DRC chairs and members provide leadership to the quality assurance process at UCF.

Assessment coordinators for each research center, institute, and unit work with all faculty and staff members to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment plan. These are described below:

> **Phase I—Assessment Plan**: They enter a plan with outcomes and measures into the online report and review system (IE assessment web application).

Phase II—Assessment Results and Report: They enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the Divisional Review Committee members. The online report and review system houses common structured templates for assessment coordinators, DRC chairs, and DRC members.

Each Divisional Review Committee (DRC) is charged with working collaboratively with its research centers, institutes, and units to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria. These criteria are defined in the IE developmental assessment rubrics, designed in 2009 as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced Divisional Review Committee rating scales that were in effect from 2001-2008.

Each unit is reviewed by multiple members of the DRC-–often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide feedback to the assessment coordinators in the IE Assessment web application to help improve the quality of the reports and new assessment plans. Based on DRC feedback, assessment coordinators improve their results and plans and resubmit to the Divisional Review Committee members. The results and plans go through this iterative review process, until the Divisional Review Committee Chair approves the results and plans.

The University Assessment Committee ensures the quality of the reviews conducted by the Divisional Review Committees through its oversight of the review process. Annually, each member of the University Assessment Committee presents a DRC report about the quality of the results and plans. It contains examples of how programs use assessment results to make improvements.

Several IE Assessment Rubric reports are used by the Divisional Review Committee chair and members to strengthen the assessment culture and the use of evidence for improvement. Rubric reports were designed to show trends over time for use by assessment coordinators, DRC chairs, and members. DRC chairs and members use the rubric reports to support efforts of programs and units whose IE Assessment work is rated at an early developmental stage to increase the use of results for improvement. To track the impact of evidence-based changes, IE Assessment Rubric Plans and Results Reports show how research centers, institutes, and units are meeting the expected standards benchmarked against the university.

IE Assessment Rubric reports are used by Divisional Review Committee (DRC) chairs and members to mentor staff members and to focus discussion on the rubric indicators. The reports have assisted the DRCs to increase the quality of assessment plans and results. IE Assessment Rubric Plans and Results Reports that show how units are meeting the expected standards are housed in a password protected IE assessment web application.

IE Assessment trend reports, based in the assessment rubrics, summarize the overall status of using the process to improve services and operations. These are provided annually by the chair of the University Assessment Committee to the provost, deans, and vice presidents. For example, the Office of Research and Commercialization trend report, provided to the Vice President for Research and Commercialization, shows five years of rubric ratings for the research centers, institutes, and units that are under the auspices of this office. IE Assessment Rubric ratings are shown separately in the report for the plan review and the results review using tabular and graphic representation.

The University Assessment Committee also presents an annual IE Assessment report to the president and campus community that highlights submission rates, types of measurement

approaches used in assessment, changes made as a result of conducting assessments, and the impact of the changes over time. Assessment success stories are celebrated through poster presentations and highlighted examples, based on IE Assessment Rubric ratings, such as the story from Rosen College of Hospitality Management, Dean's Office that features the use of results to improve the number of peer reviewed publications of faculty and graduate students in top quality journals included in the Social Science Citation Index.

The University Assessment Committee's annual reports are publically available at the Institutional Effectiveness Assessment Web Application home page. The online platform is password protected for each role. Accessible from anywhere and at any time, it allows users to conveniently enter, review and submit information.

Evidence of Assessment Activities: Examples of Closing the Loop
Sampling Methodology for Research Centers, Institutes and Units
The following example documents provide evidence of the use of results to improve learning outcomes and operations in a sample of research centers, institutes, and units with a research focus. Regardless of the campus location (regional campuses or the Orlando main campus) all units that focus on research are overseen by the main Orlando campus divisions and colleges.

The methodology used to draw the representative sample was guided by several criteria:

- Representation of research and scholarly activities in:
  - Research institutes and centers in the college Divisional Review Committees (DRC).
  - Research institutes, centers and units that are under the auspices of the Office of Research and Commercialization DRC.
  - Units in Academic Affairs I DRC that house the deans and vice president for research IE Assessment reports.
- Examples were drawn from Divisional Review Committees that contain the largest number of units with a research focus.

As can be seen from the Representative Sample of Research Centers, Institutes and Units table, the sample percent by Divisional Review Committees ranged from 25% to 100%. A higher sample percent is seen in Divisional Review Committees with a smaller total number of units.

An overall sample of 40% (n=17/43) of the Institutional Effectiveness Assessment Reports was drawn to form the longitudinal examples given below. Longitudinal evidence of the use of results from IE Assessment is provided for several time periods in the examples that span four, three, and two years of assessment cycles. Taken together, these examples demonstrate the use of IE assessment results to improve research and operations not only within an assessment cycle year, but through progressive iteration across cycle years.

Each unit example is drawn from the Institutional Effectiveness Assessment Reports that are submitted annually. The examples are organized using the following format:

- An outcome central to the mission;
- Measure(s) with performance targets;
- Improvement summary; and
- Longitudinal use of assessment findings across years.

Examples given below are drawn from Divisional Review Committees that contain units with a focus on research. Also, unit examples are given that illustrate improvements to operations such as revamping services or modifying processes, making technology related improvements, making personnel related changes, implementing additional training, or adding new service(s) or program(s). Longitudinal evidence of use of assessment results to improve is provided for multiple years for each. For example, in the evidence given below, the College of Health and Public Affairs Dean's office Institutional Effectiveness Assessment report, assessment coordinators (administrators) assessed faculty members' ability to foster innovative research activities. Based on longitudinal evidence over two assessment cycles (2011-12, 2012-13) several improvements were implemented such as offering opportunities to help faculty write grants through workshops and lunch-and-learns and focusing future hires on tenure-earning or tenured research active faculty.

Academic Affairs I: Examples of Use of Assessment Results
- College of Arts and Humanities, Dean's Office
- College of Education and Human Performance, Dean's Office
- College of Engineering and Computer Science, Dean's Office
- College of Health and Public Affairs, Dean's Office

College of Education and Human Performance: Examples of Use of Assessment Results
- Institute of Exercise Physiology and Wellness
- University of Central Florida Marriage and Family Research Institute

College of Engineering and Computer Science: Examples of Use of Assessment Results
- CECS Consolidated Research Centers -Environmental Systems Engineering Institute
- Center for Advanced Transportation Systems Simulation
- Stormwater Management Academy

College of Medicine: Example of Use of Assessment Results
- Biomolecular Science Center

College of Optics and Photonics: Examples of Use of Assessment results
- Center for Research and Education in Optics and Lasers
- Florida Photonics Center of Excellence

College of Sciences: Examples of Use of Assessment Results
- Institute for Social and Behavioral Sciences
- National Center for Forensic Science

Office of Research and Commercialization: Examples of Use of Assessment Results
- Florida Solar Energy Center
- Nanoscience Technology Center
- Research Administration - Office of Technology Transfer

All Research Centers, Institutes and Units: Documentation of Use of Results and Quality Assurance Process

In addition to the examples of the use of results provided in the previous sections, the evidence shown in the Improvement Table provided below demonstrates that all administrative units (i.e., administrative support services, academic and student support services, research centers and institutes, and units) at the University of Central Florida are using assessment results to improve

student learning and operations. Also, the Divisional Review Committee Ratings table given below establishes a robust periodic review quality assurance Institutional Effectiveness Assessment process.

Improvement Table

Institutional Effectiveness Assessment Reports detailing implemented and planned changes are evidence of assessment coordinators' (staff and administrators) use of learning and operational outcome results to make improvements. The Evidence of Improvement Table shows a complete listing of implemented and planned changes by all administrative units from 2006-07 to 2013-14.

Divisional Review Committee Ratings Table

Divisional Review Committee ratings from 2006-07 to 2014-15 for **all administrative units** assessment plans and results are shown on the Divisional Review Committee Ratings Table.

Conclusion

The University of Central Florida is fully committed to Institutional Effectiveness Assessment. The evidence demonstrates that UCF has allocated considerable resources which include a substantial investment of time by faculty and staff members and administrators as well as a dedicated recurring budget for a support office. UCF is fully committed to sustaining this investment in the quality of the university. The units responsible for research have documented their continuous improvement for over a decade of assessment cycles. This assessment process helps UCF meet its mission and improve the quality of the institution. Taken together, the evidence provided documents UCF's compliance with 3.3.1.4.

3.3.1.5 Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Community and public service is fundamental to the mission of The University of Central Florida. The mission states:

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

As stated in its vision, UCF aspires to "become a new kind of university that provides leadership and service to the Central Florida city-state." Further, the UCF Strategy Map directs the university to "Engage in strategies, practices and partnerships that positively affect the local, national, and global community and position UCF as an exemplary 21st century university…"

In 2015, the Carnegie Foundation awarded UCF the distinction of the Carnegie Community Engagement Classification. This achievement recognized UCF's extensive engagement with local, national, and global communities. UCF is among the 361 institutions awarded this elective classification and is one of 25 "very high research" public institutions to earn this honor. UCF was first awarded this elective classification in 2006. According to the New England Resource Center for Higher Education, which administers the Carnegie process, the classification recognizes "the partnership of university knowledge and resources with those of public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." UCF students, faculty and staff are engaged in initiatives that benefit many groups and sectors such as K–12 education, public health, economic development, and internationalization.

UCF defines two categories of community engagement:

1. Curricular Engagement, which includes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution;
2. Outreach and Partnerships, the first of which focuses on the application and provision of institutional resources for community use and benefit, and the latter of which focuses on collaborative interactions with community and related scholarship for the mutually

beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development). For UCF, community engagement is equivalent to community/public service. UCF has made a long-term commitment to continuous improvement in community/public service through systematic institutional effectiveness assessment.

This narrative for 3.3.1.5 provides evidence of this process for assessing community/public service within the mission of UCF and its impact on continuous improvement in the following sections:

- The UCF Institutional Effectiveness Assessment Model for Community/Public Service
    - Divisional Review Committees
- Institutional Effectiveness Assessment Process for Community/Public Service
    - Broad-Based Participation, Periodic Reviews and Quality Assurance
- Evidence of Assessment Activities: Examples of Closing the Loop
    - Sampling Methodology for Community/Public Service
    - Academic Affairs I: Examples of use of assessment results
    - Academic Affairs II: Examples of use of assessment results
    - College of Education and Human Performance: Examples of use of assessment results
    - College of Engineering and Computer Science: Examples of use of assessment results
    - College of Health and Public Affairs: Examples of use of assessment results
    - College of Sciences: Examples of use of assessment results
    - Communications and Marketing: Example of use of assessment results
    - Community Relations and University Relations: Examples of use of assessment results
    - Office of Research and Commercialization: Examples of use of assessment results
    - Undergraduate Studies: Examples of use of assessment results
    - All Administrative Units: Documentation of Use of Results and Quality Assurance Process
        - Improvement Table
        - Divisional Review Committee Ratings Table
- Conclusion

The UCF Institutional Effectiveness Assessment Model for Community/Public Service

Consistent with its core mission and strategic plan, the University of Central Florida implements its own Institutional Effectiveness (IE) Assessment Policies and Procedures. UCF staff members have defined expected outcomes, assessed the extent to which these outcomes are achieved, and modified and improved their academic and student support services units based on assessment results since 1994. By 1996, each academic program and administrative unit had developed an assessment plan (mission, objectives and outcomes, and measures) and completed one cycle of reporting results and use of results. A three-year review cycle was instituted initially, followed by an annual review in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support Office to support the university's assessment activities.

The UCF Institutional Effectiveness Assessment process is overseen by Divisional Review Committees that are aligned to colleges and divisions. As shown in the Institutional Effectiveness Assessment organizational chart the UCF IE Assessment model defines two broad categories:

academic programs and administrative units. Administrative units include administrative support services, academic and student support services, research centers and institutes, and units with community/public service focus. All of the 373 academic programs and administrative units are required to participate in the UCF IE Assessment process.

Divisional Review Committees (DRC)

A total of 21 Divisional Review Committees oversee the Institutional Effectiveness Assessment process at UCF. Eighteen of these Divisional Review Committees (DRC) contain units whose mission and functions are consistent with community/public service. For example, the mission of the Division of Community Relations states, "The mission of the Division of Community Relations is to cultivate, maintain and enhance the link between UCF and the various publics it serves and to create and implement community-based programs to increase knowledge and understanding of the university within key external communities. Individually and as a unit, the division is active in all aspects of the community, communicating about UCF's mission, culture, and objectives to various constituencies and planning and implementing a wide range of activities and events." There are a total of 116 units and programs with a community/public service focus.

Institutional Effectiveness Assessment Process for Community/Public Service

The UCF IE Assessment model (described in detail in narrative 3.3.1) engages broad-based participation and encompasses several key staff member and administrative roles. The assessment process is detailed below.

Assessment coordinators (staff members and administrators) for each unit work with their colleagues to:

- develop a plan with outcomes consistent with the mission using SMART guidelines;
- select and implement measures using MATURE guidelines; and
- analyze results and plan for improvements based on the results that are then assessed in the subsequent plan (that is, closing the loop). The results and plan for improvement are documented in an assessment report.

The components of the assessment report that is submitted annually are described as follows:

1. Results of the previous year's assessment plan (data and analysis).
2. A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.
3. Implemented and planned improvements (actual and proposed changes), such as to curriculum, academic processes or to revamp services or modify processes, based on these results. For example, during 2013-14 the faculty members of Social Work, B.S.W. implemented a change to modify the frequency or schedule of course offerings for a course where the students complete a community project. This report is extracted from the Social Work, B.S.W 2013-14 assessment results.
4. An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, at least three outcomes (for administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by staff members and administrators to

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measure operational outcomes. For example, the report entitled "Implemented and Planned Changes: Evidence of Assessment Methods" shows the count and percent of multiple assessment methods used by the faculty members of Research Administration, M.S. This report is extracted from the Research and Administration, M.S. 2013-14 assessment results.

5. Results and plans are submitted to Divisional Review Committees (DRCs) for reviews that are designed to promote excellence in assessment of process, student learning and operational outcomes. DRC members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the DRC. The results and plans go through several review iterations prior to final approval by the DRC Chair.

Broad-Based Participation, Periodic Reviews and Quality Assurance

At the foundation of the UCF assessment model is broad-based participation. As can be seen in Figure 1, the UCF assessment model encompasses several key roles: assessment coordinators; Divisional Review Committee (DRC) members; the University Assessment Committee (UAC) members; the provost, deans, and vice presidents; and the president.

Figure 1. IE Assessment Leadership
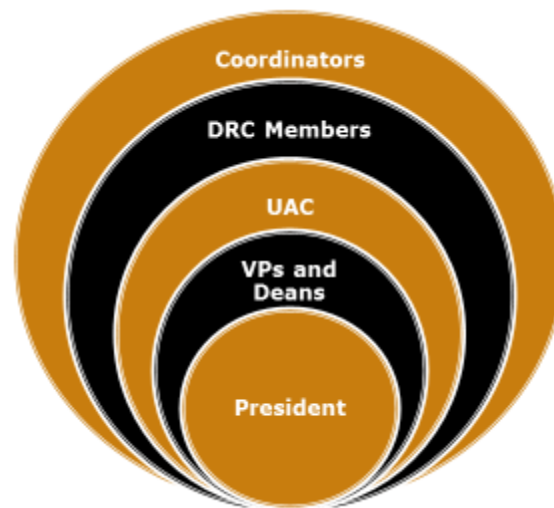
The UCF assessment model for Community/Public Service is characterized by the active involvement and contributions of faculty members, staff members, directors, vice presidents, and deans in each division and college who are organized into Divisional Review Committees (DRC) that are aligned to the divisions and colleges. Each Divisional Review Committee has a chair who sits on the University Assessment Committee. The University Assessment Committee (UAC) was established by the UCF President to support a process of continual self-evaluation and improvement. The primary purpose of the UAC is to oversee and assist academic and administrative units in conducting ongoing assessment to improve student-learning and operations. The 2014-15 DRC chairs and members provide leadership to the quality assurance process at UCF.

Assessment coordinators for each program or unit work with all faculty and staff members to develop the outcomes, select and implement measures, analyze results, and plan for improvements

based on the results. There are two phases to this collaborative process that represent the two parts of an assessment plan and are described below:

Phase I—Assessment Plan: They enter a plan with outcomes and measures into the online report and review system (IE assessment web application).

Phase II—Assessment Results and Report: They enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the Divisional Review Committee members. The online report and review system houses common structured templates for assessment coordinators, DRC chairs, and DRC members.

Each Divisional Review Committee (DRC) is charged with working collaboratively with its programs or units to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria. These criteria are defined in the IE developmental assessment rubrics, designed in 2009 and revised in 2013, as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced Divisional Review Committee rating scales that were in effect from 2001-2008.

Each unit or program is reviewed by multiple members of the DRC-–often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide feedback to the assessment coordinators in the IE Assessment web application to help improve the quality of the reports and new assessment plans. Based on DRC feedback, assessment coordinators improve their results and plans and resubmit to the Divisional Review Committee members. The results and plans go through this iterative review process until the Divisional Review Committee Chair approves the results and plans.

The University Assessment Committee ensures the quality of the reviews conducted by the Divisional Review Committees through its oversight of the review process. Annually, each member of the University Assessment Committee presents a DRC report about the quality of the results and plans. It contains examples of how programs use assessment results to make improvements.

Several IE Assessment Rubric reports are used by the Divisional Review Committee chair and members to strengthen the assessment culture and the use of evidence for improvement. Rubric reports were designed to show trends over time for use by assessment coordinators, DRC chairs, and members. DRC chairs and members use the rubric reports to support efforts of programs and units whose IE Assessment work is rated at an early developmental stage to increase the use of results for improvement. To track the impact of evidence-based changes, IE Assessment Rubric Plans and Results Reports show how programs and units are meeting the expected standards benchmarked against the university.

IE Assessment Rubric reports are used by Divisional Review Committee (DRC) chairs and members to mentor staff members and to focus discussion on the rubric indicators. The reports have assisted the DRCs to increase the quality of assessment plans and results. IE Assessment Rubric Plans and Results Reports that show how programs and administrative units are meeting the expected standards are housed in a password protected IE assessment web application.

IE Assessment trend reports, based in the assessment rubrics, summarize the overall status of using the process to improve services and operations. These are provided annually by the chair of the University Assessment Committee to the provost, deans, and vice presidents. For example, the Community Relations trend report, provided to the Vice President for the Division of Community

Relations, shows five years of rubric ratings for the administrative units that are part of this division. IE Assessment Rubric ratings are shown separately in the report for the plan review and the results review using tabular and graphic representation.

The University Assessment Committee also presents an annual IE Assessment report to the president and campus community that highlights submission rates, types of measurement approaches used in assessment, changes made as a result of conducting assessments, and the impact of the changes over time. Assessment success stories are celebrated through poster presentations and highlighted examples, based on IE Assessment Rubric ratings, such as the story from University Marketing that shows the impact of a change to the marketing material and media plan on the number of prospective student visits to campus.

The University Assessment Committee's annual reports are publically available at the Institutional Effectiveness Assessment Web Application home page. The online platform is password protected for each role. Accessible from anywhere and at any time, it allows users to conveniently enter, review and submit information.

Evidence of Assessment Activities: Examples of Closing the Loop
Sampling Methodology for Community/Public Service
The following example documents provide evidence of the use of results to improve learning outcomes and operations in a sample of programs and units with a community/public service focus. Regardless of the campus location (regional campuses or the Orlando main campus) all programs and units that focus on community/public service are overseen by the main campus divisions and colleges.

The methodology used to draw the representative sample was guided by the following criteria:

- representation by majority of Divisional Review Committees that focus on community/public service
- representation of the two categories of community engagement defined by UCF: curricular engagement and outreach/partnerships.

As shown in the Representative Sample of Programs and Units with Community/Public Service Focus, the sample percent by Divisional Review Committees ranged from 13% to 100%. A higher sample percent is seen in Divisional Review Committees with a smaller total number of units. An overall sample of 19% (n=22/116) of the Institutional Effectiveness Assessment Reports was drawn to form the longitudinal examples given below. Longitudinal evidence of the use of results from IE Assessment is provided for several time periods in the examples that span five, four, three, and two years of assessment cycles. Taken together, these examples demonstrate the use of IE assessment results to improve student learning and operations related to community/public service. These occurred not only within an assessment cycle year, but through progressive iteration across cycle years.

Each unit example is drawn from the Institutional Effectiveness Assessment Reports that are submitted annually. The examples are organized using the following format:

- An outcome central to the mission;
- Measure(s) with performance targets;
- Improvement summary; and
- Longitudinal use of assessment findings across years.

Examples given below are drawn from Divisional Review Committees that contain programs and units with a focus on Community/Public Service. Also, program and unit examples are given to illustrate improvements to curriculum or academic processes and operations such as revamping services or modifying processes, making technology related improvements, making personnel related changes, or implementing additional trainings or adding new service(s) or program(s). Longitudinal evidence of use of assessment results to improve is provided for multiple years for each example. For example, in the Metropolitan Center for Regional Studies, staff members assessed strategies to expand and raise awareness of UCF through the center and the WUCF Metro Center television program. This was done by showcasing the Metropolitan Center both as a resource to the community and as a partner in discussing and solving Central Florida issues. Based on longitudinal evidence over two assessment cycles (2012-13, 2013-14), the implemented strategies led to diversification of partnerships to the non-public sector and a grant award of $50,000 to complete a Florida case study report on Building Healthy Places Initiative.

Academic Affairs I: Examples of Use of Assessment results
- Burnett Honors College, Dean's Office
- College of Education and Human Performance, Dean's Office
- College of Medicine, Dean's Office

Academic Affairs II: Examples of Use of Assessment Results
- Office of International Studies

College of Education and Human Performance: Examples of Use of Assessment Results
- Educational Leadership (MA) – Higher Education/Community College Education
- Sports and Exercise Science (BS)
- University of Central Florida Marriage and Family Research Institute

College of Engineering and Computer Science: Examples of Use of Assessment Results
- Industrial Engineering (BSIE)

College of Health and Public Affairs: examples of use of assessment results
- Research Administration (MS)
- Social Work (BSW)

College of Sciences: Examples of Use of Assessment Results
- Clinical Psychology (MA)
- COS Consolidated Research Centers and Institutes [Lou Frey Institute of Politics and Government]
- Journalism (BA)

Communications and Marketing: Example of Use of Assessment Results
- WUCF TV

Community Relations and University Relations: Examples of Use of Assessment Results
- Community Relations
- Defense Transition Services
- Economic Development
- Global Perspectives
- Metropolitan Center for Regional Studies

Office of Research and Commercialization: Examples of Use of Assessment Results
- AMPAC (Advanced Materials Processing and Analysis Center)
- Small Business Development Center

Undergraduate Studies: Examples of Use of Assessment Results
- Office of Experiential Learning

All Programs and Units with Community/Public Service Focus: Documentation of Use of Results and Quality Assurance Process

In addition to the examples of the use of results provided in the previous sections, the evidence shown in the Improvement Tables provided below demonstrate that all programs and administrative units (i.e., administrative support services, academic and student support services, research centers and institutes, and units with Community/Public Service focus) at the University of Central Florida are using assessment results to improve student learning and operations. Also, the Divisional Review Committee Ratings table given below establishes a robust periodic review quality assurance Institutional Effectiveness Assessment process.

Improvement Table. Institutional Effectiveness Assessment Reports detailing implemented and planned changes are evidence of assessment coordinators' (faculty, staff and administrators') use of learning and operational outcome results to make improvements. The Evidence of Improvement Tables show a complete listing of implemented and planned changes by all administrative units and academic programs (undergraduate and graduate educational programs (with selected tracks), certificates, and the general education program) from 2006-07 to 2013-14.

- Administrative Units - Evidence of Improvement Table
- Academic Programs - Evidence of Improvement Table

Divisional Review Committee Ratings Table. Divisional Review Committee ratings from 2006-07 to 2014-15 for all administrative units and academic programs (undergraduate and graduate educational programs (with selected tracks), certificates, and the general education program) assessment plans and results are shown on the Divisional Review Committee Rating Tables.

- Administrative Units - Divisional Review Committee Ratings Table
- Academic Programs - Divisional Review Committee Ratings Table

Conclusion

The University of Central Florida is fully committed to Institutional Effectiveness Assessment. The evidence demonstrates that UCF has allocated considerable resources that include a substantial investment of time by faculty, staff members, and administrators as well as a dedicated recurring budget for a support office. UCF is fully committed to sustaining this investment in the quality of the university. The units and programs responsible for community/public services have documented their continuous improvement for over a decade of assessment cycles. This assessment process helps UCF meet its mission and improve the quality of the institution. Taken together, the evidence provided documents UCF's compliance with 3.3.1.5.

3.3.2 Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Note: This requirement is not addressed by the institution in its Compliance Certification.)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is in compliance with this standard.

3.4.1 Educational Programs: All: Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida offers 91 distinct bachelor's degree programs, 83 distinct master's degree programs, three specialist degree programs, and 30 doctoral degree programs. Each of these programs has gone through a thorough approval process involving faculty and the administration, and each program is actively engaged in program and learning outcome assessment. The following narrative provides evidence of compliance by describing the program approval process, providing examples of recent program approvals, and providing evidence that all of UCF's programs establish and assess program and learning outcomes.

Program Approval Process

New programs are developed, examined, and evaluated by faculty committees at the department, college, and university levels to ensure that the proposed program of study includes a logical and sound sequence of courses that is at a level consistent with national expectations in that field of study. Approval by various levels of administration assures the resources and appropriateness of programs.

The first step in creating a new program is to seek approval to plan through the pre-proposal process. Programs that are successfully reviewed through that process and approved for planning are added to the university's annual workplan, at which time faculty committees begin the work of completing full program proposals. As required by Florida Board of Governors Regulation 8.011, in each new program proposal, the submitter describes the course of study, admission standards, and graduation requirements for the proposed program, lists the expected learning outcomes, and specifies the number of credit hours required for the degree (UCF Graduate Council Curriculum Committee Forms, UCF Undergraduate Policy and Curriculum Committee Forms). The review committees use this information to evaluate the appropriateness of the courses, educational experiences, and learning outcomes of proposed programs. Proposals also provide documentation of resources available or required for a program as well as program demand and need.

Faculty representatives appointed to curriculum and program committees at the university level conduct the final faculty review of curriculum and program matters.

At the undergraduate level, the Undergraduate Council's Undergraduate Policy and Curriculum Committee, a subcommittee of the Faculty Senate, reviews all proposed new programs. A recent example of a review is included as a reference (Writing and Rhetoric B.A.). Membership on this committee consists of the chair and 15 faculty members (all of whom are full-time and tenured or tenure-earning faculty with multi-year appointments or are professional librarians) including at least one representative from each academic college. *Ex officio* members include the vice provost and dean of the College of Undergraduate Studies or her or his designee and the assistant or associate dean from each college whose responsibilities include oversight of undergraduate curricular issues. These criteria ensure that members of this committee are qualified to exercise

responsibility for curriculum and program development and review at the undergraduate level. The vice provost and dean of the College of Undergraduate Studies forwards approved program proposals to the provost for approval. Program proposals that are approved by the provost are then forwarded to the UCF Board of Trustees. Approval authority for bachelor's degree programs is vested in the Board of Trustees. An example of a recent degree program, the B.A. in Writing and Rhetoric, that has been approved by the Board of Trustees is included as a reference.

At the graduate level, the Graduate Council's Program Review and Awards Committee, a subcommittee of the Faculty Senate, conducts reviews of all proposed new programs. Recent examples of reviews are included for reference. They are the Hospitality Management Ph.D. and the P.S.M. in Nanotechnology. Membership on this committee consists of one graduate faculty member from each academic college, at least four of whom are members of the Faculty Senate, and the vice provost and dean of the College of Graduate Studies, who serves as an *ex officio* member, or his or her designee. These criteria ensure that the members of these committees are qualified to exercise responsibility for curriculum and program development and review. The vice provost and dean of the College of Graduate Studies forwards approved proposals to the provost for approval. Program proposals that have been approved by the provost are then forwarded to the UCF Board of Trustees. Approval authority for bachelor's and master's degree programs are vested in the Board of Trustees; whereas, specialist, doctoral, and professional programs involving licensure must receive final approval from the Board of Governors. Doctoral and specialist proposals approved through UCF's internal processes are therefore forwarded for approval by the university's Board of Trustees to the Florida Board of Governors. Examples of graduate degree programs recently approved by the Board of Governors are included as a reference. They are the Criminal Justice Ph.D., the Hospitality Management Ph.D., and the Security Studies Ph.D.

After a program is officially approved, it is entered into the degree program inventory. The Office of Institutional Knowledge Management maintains a list of all approved degree programs through its Web-enabled Academic Program Inventory.

All implemented academic programs participate in institutional effectiveness assessment that includes cyclical seven-year academic program review, as documented in Core Requirement 2.5. At the undergraduate level, any proposal to modify the program comes from the program faculty and follows the procedure outlined in the "Policies and Procedures" document located on the Undergraduate Policy and Curriculum Committee Web page (bottom of page). At the graduate level, any modifications to the program come from the program faculty and follow the procedure outlined in the Graduate Policies for Curricular Changes document located on the Graduate Council Curriculum Committee Forms Web page. All changes are developed, examined, and evaluated by faculty committees at the department, college, and university levels.

Conclusion

The University of Central Florida has a robust model for assuring that each educational program for which academic credit is awarded is approved by the faculty and the administration, beginning with program approval and including ongoing review and assessment. UCF is in compliance with this standard.

3.4.2 Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Continuing education, outreach, and community service are integral parts of the mission of the University of Central Florida, which states:

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

Each of these activities is designed to further the mission of the university by responding to the "economic, cultural, environmental, and societal needs" of the communities served by UCF. Community outreach includes, among many other areas, the university research centers that are developed to provide "pioneering scholarship and impactful research." Public services include many areas of community support. These community services "address pressing local, state, national, and international issues in support of the global community."

The following narrative provides additional documentation of UCF's continuing education, outreach, and service programs' consistency with the university's mission.

Continuing Education

LIFE (Learning Institute for Elders) at UCF

The Learning Institute for Elders (LIFE) at UCF, a 501(c)3 nonprofit organization, is an educational partnership for university. This program is designed for people aged 50 and over in the Central Florida area who want to participate in programs that support lifelong learning. LIFE provides educational programs for group study on topics selected by and for the membership. The LIFE curriculum is developed and managed by the LIFE at UCF curriculum committee, which consists of LIFE community members. Faculty members from every college have shared their knowledge and intellectual passions with program participants. LIFE members have served as research participants for faculty and graduate students from departments across the university. LIFE members have given back to UCF by awarding more than $500,000 through annual grant and awards programs. Additionally, the LIFE members pledged $20,000 for the new Psychology Building, and individual members have contributed over $15,000 to the Psychology Building Auditorium "Take Your Seat" campaign. Members have also provided one-half of a College of Medicine scholarship worth $20,000 per year for four years. LIFE has become an integral part of UCF's intellectual connection to the local community.

Senior Citizen Course Auditing

Another area of support for lifelong learning and continuing education are the opportunities offered by the university to senior citizens is the opportunity to pursue continuing education through its Senior Citizen Course Auditing program. Qualified persons enroll tuition-free as "audit" students on a space-available basis.

Division of Continuing Education

UCF also supports community involvement and continuing education through the Division of Continuing Education, an auxiliary unit of the Division of Regional Campuses that promotes the development of continuing education at UCF in partnership with the academic, business, and professional communities. Continuing Education provides local, state, national, and international clients with distinctive, high-quality, and cost-effective educational programs and services. Continuing Education also provides local residents with opportunities to learn new skills, receive industry-recognized certifications, access advanced professional degrees, participate in professional conferences and seminars, and enrich their knowledge on a variety of topics. All of these programs play an important role in fulfilling the university's mission, which emphasizes UCF's role in the Central Florida city-state and its commitment to providing highly relevant programming and community service. UCF's continuing education programs are designed and developed with these priorities in mind. Upcoming courses and seminars include, among many others, exam prep for SAT, ACT, GRE, GMAT, CMA and others; Professional Human Resources Exam Prep; Core Math Concepts Review Course; training in the Microsoft Office suite; and financial and retirement strategies.

The division supports economic development and community engagement through participation in programs tied to Career Source Central Florida, the university's regional state-sponsored workforce development partner, as well as by developing and delivering numerous customized training programs to meet emerging industry demands and workforce needs and to offer professional development and continuing education within the community.

The Continuing Education division conducts and facilitates the delivery of numerous noncredit courses and certificate and professional certification programs. Additionally, the division organizes and supports professional and academic workshops and conferences. As a major provider of training in areas of business and workforce development, business and information technology, health services, project management, human resource management, professional certifications, leadership development, supervision and management development areas, and certified financial planners, augmented by full conference- and meeting-planning services, the Division of Continuing Education makes an important contribution to economic and workforce development in the region. These services are delivered through the division's units, which house numerous programs within their portfolios, including Business and Workforce, Computer Training, Health Services Programs, Project Management, Human Resource Management, Leadership Edge Series, Supervision and Management, Financial Planning, and Conference and Meeting Planning Services.

Outreach and Service

In addition to continuing education opportunities, the university provides a wide variety of outreach and community engagement efforts, and performs many services in the community. Some of these programs are offered through formal units such as the Rosen College of Hospitality Management, which offers continuing education and executive development for professionals and international students, including professional development programs in destination marketing and management, hotel and lodging management, and theme parks and attractions management. As this

example illustrates, many of the outreach and service opportunities also include continuing education for professionals in the field, which may include UCF alumni.

Another example is the UCF Executive Development Center housed in the College of Business Administration, which provides executive and professional master's degree programs as well as specialized executive education programs and workshops for individuals and organizations in the local, state, national, and international business communities. Workshops include Effective Negotiation, Business Development and Sales Strategies, Social Media in Action, as well as custom programs and an International Residency program. The center provides both continuing education to business professionals and outreach and service to the greater community.

The mission of the John Scott Dailey Florida Institute of Government is to provide training and technical assistance to local governments, state agencies, and nonprofit organizations. Services provided by the institute include training programs, technical assistance, organizational development, and FACE (Florida Association of Code Enforcement) certification courses. The institute is housed in the College of Health and Public Affairs, and its mission directly supports that of the university to provide "highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community."

Additionally, community engagement occurs through the research centers and institutes at the university. A list of them may be found on the Office of Research and Commercialization website. Assessment information on a sample of the research centers and institutes may be found in Comprehensive Standard 3.3.1.4.

In 2008 and again in 2015 at the first opportunity for reclassification, the Carnegie Foundation awarded UCF the distinction of the Community Engagement Classification. This achievement recognizes UCF's engagement with the local, national, and global communities. According to the New England Resource Center for Higher Education, which administers the classification process, the classification recognizes "the partnership of university knowledge and resources with those of public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." UCF students, faculty and staff members are engaged in initiatives that benefit many groups and sectors in the community that are directly related to the university's mission. A representative sample of these community engagement opportunities is included for review.

Examples of university-level service include the LEAD Scholars Academy, which is an academic and co-curricular leadership program that includes a community service component, and Volunteer UCF, which is dedicated to promoting civic engagement and education on various social issues to the UCF student body. A critical part of Volunteer UCF's mission is providing opportunities for community outreach. Some of its volunteer programs include Knights Give Back and the Alternative Break Program. Another example is the UCF Greek system, which expresses concern about the community and participates in various service projects.

College- and department-level services include the Office of International Studies, Sports and Exercise Science, Industrial Engineering, WUCF-TV, and many others. Assessment of these and other services are discussed in Comprehensive Standard 3.3.1.5.

The UCF College of Medicine also engages in substantial service. Through its strong partnerships and community outreach efforts, the College of Medicine and UCF Health (the university's local

clinic system) have situated themselves as important health and educational contributors in the Central Florida community. Examples are below:

- The Annual Caribbean Health Summit gives patients a chance to learn about their health and about options if they have limited access to a physician. Students are able to talk one-on-one with patients about their specific healthcare needs.
- Camp Boggy Creek provides seriously ill children with a fun-filled camp experience. Students volunteer to help families and patients when they visit the camp.
- Give Kids the World Village is a 70-acre resort complete with villas designed for children with special needs. Students volunteer as greeters, servers, activity assistants and other duties.
- Knights Clinic serves the working poor population of Orange County in cooperation with Grace Medical Home (a community free clinic) twice a month. Patients make appointments and are provided lab, pharmacy and education services, and referrals. There are specialty care nights as well.
- Students volunteer monthly at Nemours Children's Hospital where they interact with patients and plan arts and crafts projects.
- Students help at the Orlando VA Stand Down Event, which supports veterans who are homeless or in need.
- Adopt A Senior is a program that pairs UCF medical students with senior citizens in Osceola County who are currently receiving services from the Osceola Council on Aging. Most of these clients are confined to their homes with little access to transportation and are at risk for in-home accidents due to age and deteriorating health. Thus, the student visits are twofold: students offer much needed personal contact and also provide an additional safeguard to monitor seniors at risk for falls or medical emergencies. Monthly visits are spent discussing any pertinent health concerns, taking blood pressure, listening to heart and lung sounds, and checking neurological status.
- Students volunteer regularly at the St. Thomas Aquinas Medical Center, which provides free care to qualified residents of Osceola County.
- UCF medical students volunteer annually at the Zora Festival giving presentations to area middle and high school students on being a doctor and talking to festival attendees on health care.

Assessment

Continuing education, outreach, service programs and activities at UCF undergo regular evaluation and assessment to ensure that they align with the university's mission. The supervisor of each curricular and co-curricular unit is responsible for program evaluation. The evaluation and assessment techniques depend on the size of the program, target audience, and available resources. For example, the division of Continuing Education participates in UCF's Institutional Effectiveness and Assessment Process to ensure continued alignment with the university's mission. The 2013-2014 assessment includes measures (3.2 and 3.3) focused on increasing the number of noncredit programs offered through continuing education and increasing by 10 the number of new professional workforce training sessions/courses delivered through continuing education. Results of the 2013-2014 assessment plan (pp. 11-12) are included for review. Sample assessment results related to public service are included in *Comprehensive Standard 3.3.1.5.*

Additionally, client and student evaluations are conducted at the conclusion of all continuing education courses and programs and were a focused measure within the 2013-2014 Institutional

Effectiveness Assessment. With more than 1,000 surveys received, evaluating multiple factors of program delivery, content, instructor performance, quality of service, and satisfaction with overall student experience, on a five-point Likert scale (with 5 = Excellent and 4 = Above average), the average rating across all measures was greater than 4.5.

Conclusion

Continuing education, outreach, and service programs and activities at the University of Central Florida align with the university's mission. UCF is in compliance with this standard.

3.4.3 Educational Programs: All: Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida, a public multi-campus metropolitan research university, publishes admissions policies consistent with its mission to support the Central Florida metropolitan region, expanding populations, and international partners. Staff members from UCF's Office of Undergraduate Admissions and Office of Graduate Admissions recruit locally, nationally, and abroad to identify and enroll talented, diverse, and academically qualified undergraduate and graduate students. The university has established admissions policies for these applicants that are noted in their respective catalogs. The admissions policies, which are consistent across all campuses, branches, centers, and sites of the university, provide information regarding responsibilities unique to the applicant, as well as required credentials and official documents necessary for an adequate and thorough application review. There are no differences in admissions policies and procedures based on mode of course delivery. The Undergraduate Catalog and Graduate Catalog are available online to prospective and enrolled students and to the wider community.

Undergraduate Admissions

The university's admissions policies are consistent with the Florida Board of Governors Regulation 6.001(4), which states that "In the admission of students, each university must take into consideration the applicant's academic ability, and may also consider other factors such as creativity, talent, and character." The selection process consists of a holistic review of several factors, including grades, quality of academic programs, standardized test scores, writing samples, school and personal recommendations, and personal achievements and honors. Preference is given to those applicants who demonstrate the greatest promise for academic success. The university reaffirms its Equal Educational Opportunity commitments and seeks to increase diversity among the student body in order to foster a vibrant academic atmosphere that provides the best experience for all students; the university does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, parental status, genetic information, sexual orientation, gender identity, gender expression, or veteran status. A student applying for admission who does not meet established requirements may bring to the university other important attributes or special talents and may be admitted if, upon appeal and in the judgment of the Admission and Standards Committee, the student can be expected to do successful academic work. All undergraduate applicants must submit their applications through the Office of Undergraduate Admissions and meet the following Board of Governors minimum eligibility index standards to be considered for undergraduate admission to a Florida state university: Regulation 6.002 for First-Time-in-College (FTIC) students; Regulation 6.004 for transfer students; Regulation 6.009 for international students. Meeting the minimum requirements, however, does not guarantee admission.

FTIC Applicants

To be eligible for admission, FTIC applicants must earn a standard diploma from a regionally accredited high school (or the equivalent) with specific high school academic units, a competitive cumulative high school GPA in those academic areas, and satisfactory SAT or ACT test scores. In addition, any student whose native language is not English may be required to submit a Test of English as a Foreign Language (TOEFL) or an International English Language Testing System (IELTS) score. Homeschooled students and those graduating from a non-accredited high school may be asked to submit additional documentation. Applicants who present a General Equivalency Diploma will also be considered for admission; in such cases, official GED results, a partial high school transcript, and ACT and/or SAT results must be submitted.

Grades in Advanced Placement, AICE, dual enrollment, honors, and International Baccalaureate courses are given additional weight in the GPA computation. The following specific high school course units are required for admission as a first-year student (an academic unit is a non-remedial, year-long course):

- Four units of English (at least three with substantial writing requirements)
- Four units of mathematics (Algebra I and above)
- Three units of natural science (at least two with laboratory)
- Three units of social studies
- Two sequential units of the same world language
- Two elective units, preferably from English, mathematics, natural science, social studies, or world language areas

As stated in Florida Board of Governors Regulation 6.002, an SAT Reasoning Test or ACT Plus Writing is required of all FTIC applicants. Students with a high school GPA of 2.5-2.99 on a 4.00 scale as calculated by the university must obtain the following minimum scores in all three sections of either the SAT Reasoning Test or ACT with Writing as outlined below:

- SAT Critical Reading = 460 or ACT Reading = 19
- SAT Mathematics = 460 or ACT Mathematics = 19
- SAT Writing = 440 or ACT English/Writing = 18

Students who have been enrolled in dual enrollment courses will be required to have maintained a 'C' average (2.0 GPA) for all completed dual enrollment course work.

Transfer Applicants

Transfer applicants with fewer than 60 credit hours of acceptable credit must minimally meet FTIC entrance requirements, have at least a 2.0 GPA on a 4.0 scale for all college-level academic courses attempted, and be in good standing (minimum 2.0 GPA) and eligible to return as a degree-seeking student to the last institution attended.

Transfer applicants with more than 60 semester hours of college course work by the time they intend to enroll at UCF, without an Associate in Arts degree from a Florida public community or state college or university, must:

- Have a minimum 2.0 cumulative GPA at the last school attended and overall;
- Have completed two college-level English composition courses with a grade of 'C' or better;
- Have completed two college-level mathematics courses with a grade of 'C' or better;

- Demonstrate competency in a world language or American Sign Language equivalent to at least the second high school level (e.g., Spanish II) or the second elementary course at the college level (e.g., SPN 1121).

Transfer students with an A.A. degree from a Florida College System institution are guaranteed admission to an upper-division program in a state university consistent with Section 1007.23 of the Florida Statues. Admission to the student's preferred public postsecondary institution or program, however, is not guaranteed. Should any guaranteed admission be denied, students have the right to appeal through the Office of Undergraduate Admissions and the Admissions and Standards Committee.

International Applicants

International applicants who have F-1 or J-1 visas may be offered admission and attend the university after submission of all appropriate and official admissions documentation. These students must also complete and submit the required financial and immigration documentation by the appropriate deadlines. International students whose first language is not English may be required to submit TOEFL or IELTS results. International students must also meet the same academic standards and requirements as all domestic applicants.

Foreign diplomas must meet the requirements specified by Section 229.814 of the Florida Statutes. UCF will accept evaluations of academic credit from these agencies: Josef Silny and Associates and World Education Services. Students who attended an international secondary school that uses a grading and evaluation system that is different from the U.S. system will need a document-by-document evaluation and a GPA computation of the secondary school record in English.

Applicants to UCF from Universidad San Ignacio de Loyola's (USIL) Center for Global Education in Lima, Peru, under the partnership agreement between UCF and USIL must meet all requirements for international applicants and for transfer applicants. However, applicants from USIL who have earned at least 60 college-level credits at an English-speaking institution are not required to submit TOEFL or IELTS results.

Special Undergraduate Admissions Initiatives

DirectConnect to UCF. Transfer students participating in the DirectConnect to UCF program and graduating with an A.A. degree or articulated A.S. degree from one of the five DirectConnect to UCF partners—Valencia College, Seminole State College, Eastern Florida State College, Lake-Sumter State College, and Daytona State College—are guaranteed admission to UCF.

Top 10 Knights. UCF's Top 10 Knights program is a new initiative launched to recognize student academic achievement in high school and to provide Florida students and families with more certainty regarding the UCF admission process. Florida high school seniors who apply to UCF, rank in the top 10 percent of their high school graduating class, meet a minimum SAT or ACT score, and meet other general admissions requirements are guaranteed admission to UCF.

Other Forms of Admission

Other policies governing non-degree-seeking, second-degree-seeking, and transient admission are available in the Undergraduate Catalog.

Dual Enrollment/Early Admit. High school students who have demonstrated exceptional academic ability may be permitted to enroll as university students while completing their high school programs. There are three types of dual enrollment programs:

- **Early Admission** is for students who have completed their junior year in high school and would like to enroll at the university as full-time students for their senior year of high school to complete their high school graduation requirements. Students must submit an application for admission by the published application deadline. In addition, the following information is required:
  - official copy of high school transcript(s);
  - official copy of SAT Reasoning Test or ACT Plus Writing;
  - written letter of recommendation from high school counselor or school district permission form;
  - written permission from parents or legal guardian.
- **Dual Enrollment On-Campus** is for students who desire to dual enroll on a part-time basis, taking one or two courses on campus, while completing their high school course work.
- **Dual Enrollment Off-Campus** is for students whose high schools sponsor on-site courses at specific high schools. Students earn both high school and college credit for successful completion of course work. Each respective high school selects students who are eligible to participate in these programs.

Transient Student Applicants. A student in good standing with a minimum 2.0 GPA at the last regionally accredited institution attended who desires to enroll for one term at UCF may be considered for admission as a transient student. Such enrollment terminates at the end of one term and does not presuppose degree-seeking admission to the university. A transient student must submit an official transcript from the last institution attended.

Non-Degree-Seeking Applicants. A student who wishes to attend UCF but not work toward a degree, and who has not already earned a bachelor's degree, must apply to the Office of Undergraduate Admissions as a non-degree-seeking student. Non-degree-seeking applicants must follow the same procedure and must meet the same admissions requirements as transfer applicants.

International students entering UCF's Global Achievement Academy and some other intensive English language and cultural acclimation programs are admitted as non-degree-seeking students and by accumulating credits, can later become eligible to apply as transfer students. Additional admissions requirements for Global Achievement Academy applicants include a high school (or equivalent) 3.0 GPA and minimum TOEFL and IELTS scores.

Characteristics of Admitted Undergraduate Students

The UCF Fall 2015 freshman class profile—including average SAT and ACT scores, average high school GPA, number of national merit scholars, and ethic minority enrollment—demonstrates that the university's admissions policies and decisions are consistent with those of a metropolitan research university with a strong commitment to diversity and access.

Graduate Admissions

Students who wish to apply for admission to a graduate program must submit their applications and all supporting documents to the College of Graduate Studies.

Minimum university requirements for admission to all graduate programs include a bachelor's degree from a regionally accredited U.S. institution or its equivalent from a foreign institution, and a GPA of 3.0 or higher (on a 4.0 scale) in all work attempted while registered as an undergraduate student, or a previous graduate degree or professional degree or equivalent from a regionally accredited U.S. institution, or its equivalent from a foreign institution.

Admission is limited; therefore, an applicant meeting the minimum university or program requirements is not guaranteed admission. Final admission to graduate degree-seeking, non-degree-seeking, and certificate programs is granted by the College of Graduate Studies and is recorded in a number of different admissions classifications depending on applicants' qualifications and the documentation submitted. Admissions classifications may include a combination of *regular graduate student* status, *conditional graduate student* status, *provisional graduate student* status, and *restricted graduate student* status. The definitions of these classifications are provided in the Graduate Catalog.

Students admitted in *provisional graduate student* status are those who may not meet the minimum requirements for graduate admission but may show academic promise and fit in a given graduate program. Up to 20 percent of the students in a given graduate program may be admitted as exceptions to the minimum requirements for graduate admissions. Likewise, applicants who are not recommended for admission by a graduate program, but who meet the minimum university requirements for admission, may appeal that decision.

Doctoral Program Applicants

Applicants interested in doctoral programs must submit a competitive score on the General Test of the Graduate Record Examination (or a competitive score on the Graduate Management Admission Test, as required) or an equivalent score on an equivalent measure approved by the graduate program and the university. Applicants interested in doctoral programs must also submit three letters of recommendation, a résumé or curriculum vitae, and a written essay.

International Applicants

International students must also demonstrate their proficiency in the English language by submitting a TOEFL or IELTS score. Unless otherwise specified by the program, minimum test scores are 220 on the computer-based TOEFL, 80 on the Internet-based TOEFL (or equivalent score on the paper-based test), and 6.5 on the IELTS. Only students from countries in which English is the only official language, students who have earned a degree from a regionally accredited U.S. college or university, and students who have earned a degree from a country in which English is the only official language of instruction are exempt from submitting one of these tests.

International students applying to master's programs that do not require a GRE (or GMAT) score must also submit a course-by-course evaluation of their official transcripts from a credential evaluation service recommended by UCF. This course-by-course evaluation must show a GPA that is equivalent to a 3.0 from an earned degree that is equivalent to a U.S. bachelor's degree.

Graduate College and Program Collaboration

Individual graduate programs may specify additional requirements. Program-specific requirements are listed in the Graduate Programs section of the Graduate Catalog. The College of Graduate Studies works in collaboration with each graduate program and its committees to review applications and render admissions recommendations. Admissions committees at the program level consist of faculty members with different specializations within the department. Admissions committees consider factors such as their applicants' academic qualifications, research and work experiences, professional goals and skills, match with program objectives and professional qualifications, the number of openings available in the program, and the resources available to support their students.

College of Medicine

The goal of the UCF College of Medicine is to admit students who have experienced a quality undergraduate educational program that has emphasized a broad general education and included social sciences, arts, humanities, mathematics, and languages, in addition to a comprehensive curriculum of sciences. Applicants must have completed at least a bachelor's degree prior to matriculation into the M.D. degree program. To be considered for an interview and subsequent admission, an applicant should have also completed specific course work, either as part of a bachelor's degree program or in addition to it. These requirements must be taken in residence (not online) at an institution properly accredited by a major regional accrediting organization in the United States. The College of Medicine Admissions Office manages the process for admission to the M.D. program.

The requirements for application to the UCF M.D. degree program are included in a Viewbook that is published annually by the College of Medicine Admissions Office. The same information is available online and is also addressed in the annual Association of American Medical Colleges' Medical School Admissions Requirements publication available to premed advisers, medical schools, and for private purchase from the AAMC website. Information regarding the application process and requirements for the UCF M.D. program is published on the UCF College of Medicine website.

Universidad San Ignacio de Loyola (USIL)

The UCF-USIL partnership includes a dual-degree component wherein participating students in Lima, Peru, will pursue the UCF Bachelor of Science in Industrial Engineering (B.S.I.E.) degree, as well as a baccalaureate degree in engineering from USIL. Students must meet both UCF and USIL admissions requirements to participate in this program, including UCF English language proficiency requirements.

Publication of Admission Policies

Undergraduate admissions policies and requirements are publicized on the Office of Undergraduate Admissions website and in the UCF Undergraduate Catalog. DirectConnect to UCF admissions policies and processes are published on the UCF Regional Campuses DirectConnect to UCF website, and the DirectConnect to UCF websites of the partner institutions.

In addition, the Florida Counseling for Future Education Handbook, published annually online by the Florida Department of Education to provide current information to high school counselors, contains information regarding the admissions process and requirements, expectations, and financial assistance for the State University System of Florida, as well as other postsecondary institutions. Aimed at students, families, and counselors, the FloridaShines' online counseling and advising system also provides admissions requirements for UCF and other state institutions.

Examples of brochures and recruitment materials related to undergraduate admissions include: Burnett Honors College Viewbook (2013), Rosen College Viewbook (2014), B.A.S. Information Technology and Software Development Brochure (2014), Biomedical Sciences Brochure for UCF Valencia Osceola (2015), Imagine UCF (2015 International Viewbook), and Inspiring Excellence (2015 UCF Viewbook).

Graduate admissions polices and requirements are publicized on the Graduate Admissions website and in the UCF Graduate Catalog. Examples of recruitment materials for graduate programs of study include those for the Modeling and Simulation Ph.D., the Modeling and Simulation M.S., the College

of Medicine, the Executive M.B.A., the Full-Time Professional M.B.A., and the Professional Master of Science in Management.

Additional information on publication of policies may be found in Federal Requirement 4.3.

Conclusion

The University of Central Florida's admissions policies are aligned with state statutes, the university mission, and national standards. These policies are consistently implemented, they are widely available on the Web through undergraduate and graduate admissions websites and catalogs, and they have aptly identified students who can successfully complete a degree program. In these ways, UCF is compliant with this standard.

3.4.4 Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.") (Note: Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees.")

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida (UCF) has published policies for evaluating, awarding, and accepting credit for transfer, experiential learning, Advanced Placement, and professional certificates, and other acceleration mechanisms. These policies are consistent with the mission of the university and ensure that coursework and learning outcomes are at the collegiate level and are comparable to UCF's degree programs. The university assumes responsibility for the academic quality of any coursework or credit recorded on a UCF transcript.

Undergraduate policies for the transfer of coursework are listed in the undergraduate catalog and polices for graduate students are listed under "Transfer of Credit" in the Master's Program Policies, Specialist Program Policies, Graduate Certificate Programs, and Doctoral Program Policies of the graduate catalog. These catalogs, which serve as official documents, are readily available and accessible to students and the UCF community. The following policies are outlined in the university's catalogs.

Credit by Transfer

UCF policies regarding evaluating, awarding, and accepting transfer credits are governed by Florida Statute 1007.24(7) which says

> Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this

subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

This statute is the foundation for many aspects of UCF's policy on awarding transfer credits. The Statewide Course Number System (SCNS) facilitates transfer credit for coursework between participating institutions. Participants in the numbering system include all public postsecondary institutions in Florida and twenty-eight nonpublic institutions. Courses are identified in the UCF catalogs with prefixes and numbers that are assigned by the SCNS. Students, faculty, staff, and the public can use the online SCNS system to obtain course descriptions and specific information about course transfer among participating institutions. This information is described in the SCNS Handbook and in the undergraduate (page 440) and graduate catalogs.

Undergraduate Transfer Credit

UCF Regulation 2.004 addresses Admission of Undergraduate Transfer Students.

As a part of the admissions process, the Office of Undergraduate Admissions is responsible for receiving and entering into the degree audit report system undergraduate transfer credit. This office identifies the total transferable credits at the undergraduate level.

The final decision on the acceptability of transferred coursework and credits to satisfy UCF requirements or those of specific degree programs is made by the college, department or school in which the students enrolls. Transfer students meet with an academic advisor to ascertain the acceptability of their transferred courses. Included for review is an Internal Advising Transcript. When the colleges/departments examine transfer credits a central element in the process is the learning outcomes on the course's syllabus, if available. The learning outcomes must be comparable to those of the equivalent course at UCF. This determination is made by appropriately credentialed and qualified faculty members. The Office of Academic Services may participate in evaluating transcripts for transfer coursework when dealing with general education courses, Gordon Rule, and foreign language requirements.

UCF's Transfer and Transition Services office offers services such as academic and transition advising, programming for students and advisors, coordination of articulation agreements, and supporting publications. This office also helps students with transfer course equivalencies and provides resources on its website that explain how credits transfer to UCF. Transfer Credit policies and procedures are also explained in the Undergraduate Catalog.

A Transfer Summary Report including all college-level credits earned and documented in an official transcript is compiled soon after the student is offered admission. Some credits listed on the Transfer Summary Report may not be applicable toward graduation course requirements. The Transfer Summary Report will be the basis for constructing a degree audit, which applies earned credits to the intended degree program. The degree audit provides the student with an assessment of which degree requirements have been met and what remains to be satisfied. As previously mentioned, students can work with their advisors and/or Transfer and Transition Services to discuss transfer course equivalencies.

General Education transfer credits from a Florida College System (FCS) institution or State University System (SUS) institution may satisfy the general education program requirements of UCF by completing the general education program prescribed by that FCS or SUS institution. A Summary of Transfer Credit showing general education transfer credit is attached for review.

Although all college-level course work transferred from a regionally accredited institution is shown on the Transfer Summary Report and on the UCF transcript, applicability of a course toward a degree requirement is determined by the college, school, or department of the major as explained in the Undergraduate Catalog.

Second Baccalaureate Degree or Double Majors

Students earning two baccalaureate degrees simultaneously must earn at least 150 credits. For students completing a 120-credit baccalaureate degree, earning a second baccalaureate degree requires a minimum of 30 credits in residence at UCF beyond those required for the first degree (Undergraduate Catalog). For students whose first degree is greater than 120 hours, the combined degree must meet or exceed the 150 credits. A transcript example of a student earning a dual degree is attached for review and shows how the coursework and credits are transcripted.

Articulated Associate of Science to Bachelor of Science Degree Programs

The university has articulated four specialized degree programs for students who have graduated from a Florida College System institution with an Associate of Science in the following programs: Criminal Justice, Hospitality Management, Nursing, and Applied Science. Students who wish to transfer to UCF under the provisions of the articulated A.S. programs must meet specific criteria that are included in the Undergraduate Catalog and published on the Florida Department of Education articulation website. These tracks establish a path for students with A.S. degrees to enter and complete B.S. degrees. All of the articulated A.S. to B.S. programs require at least 120 credit hours to reach the baccalaureate degree. Standard transfer of credit policies apply and transferred credit is listed on the UCF transcript as such. An example of a transcript for a student in an articulated A.S. to B.S. program is included for review.

Credit by Examination, Advanced Placement & Acceleration Mechanisms

Florida Statutes 1007.22 and 1007.27 and UCF Regulation 2.006, Acceleration Mechanisms, mandate that a number of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. These include establishing guidelines by which UCF accepts undergraduate credit by examination.

Students who have participated in Advanced Placement, International Baccalaureate, or Cambridge Advanced International Certificate of Education credit in high school may receive credit on the basis of exam scores received in each of the subject areas. A list of those subjects and how credit is awarded can be found in the Undergraduate Catalog. Credit is also awarded for College Level Examination Program exams, DANTES examinations, and Excelsior College Examinations. A list of subjects and the conditions under which credit is awarded is given in the Undergraduate Catalog. UCF determines appropriate credit for these exams in accordance with guidelines published by the Florida Department of Education Articulation Coordinating Committee. Official scores of these examinations must be submitted to UCF from the respective granting or issuing institution.

As required by the Florida Department of Education Articulation Coordinating Committee, transfer students from a Florida College System institution or state university may satisfy the General Education Program requirements of UCF by completing the general education program prescribed by that institution. Transfer applicants with incomplete general education programs will have their credits evaluated on a course-by-course basis.

Completion of military service school courses may be evaluated on the basis of the recommendations of the American Council of Education when official credentials have been properly presented to UCF. While credit may be granted when courses are equivalent to those

offered at the university, recommendations by the council are not binding on the university. Even though military records may have been evaluated by another regionally accredited institution, students are encouraged to have official credentials sent to UCF for evaluation. Credit is not awarded for basic training. The University of Central Florida recognizes this acceleration mechanism and provides an example of a case where military service credits are listed on a UCF transcript (UCF catalog description, joint services transcript, UCF student transcript showing military service credits).

Accelerated Baccalaureate to Master's Degree

The university offers 10 accelerated undergraduate to graduate degree programs for exceptional, highly motivated students. The accelerated programs provide opportunities for qualified students to take a limited number of advanced-level graduate courses as part of their course work for their undergraduate degree by beginning to take graduate course work during their senior year (and, in some cases, their junior year). All of these programs require at least 120 credit hours to earn the baccalaureate degree. Accelerated baccalaureate to master's degree students must meet criteria for both the bachelor's and master's degrees but generally may apply no more than 12 shared graduate credit hours toward both degrees. Transcript for a two students who participated in the accelerated bachelor's to master's program are included for review [BSAE/MSAE, BSIE/MSIE].

Graduate Transfer Credit

UCF accepts transfer credits only for courses at the 5000 level or higher with a grade of 'B−' or higher from accredited institutions. Official transcripts of previous graduate coursework and degrees earned are collected during the admissions process. The Office of Graduate Admissions oversees the receipt and acceptance of these transcripts. Faculty members in the graduate programs are responsible for reviewing the official transcripts and determining if transfer of credit or waived credit is applicable for them. Students are encouraged to talk with their graduate program directors about their transfer credits and have all approvals processed by the end of the second term of enrollment for the master's and specialist's programs and by the end of the third major term of enrollment for doctoral programs.

In all cases, qualified faculty members in the program to which a student is admitted review students' requests for transfer hours and make recommendations to the College of Graduate Studies regarding acceptance of transfer hours. Approved transfer courses are added to the student's plan of study as well as to the student's UCF transcript.

Approval of transfer credits is determined on a case-by-case basis by the graduate committee of the program area, generally at the time the student is admitted to the program. The transfer hours must consist of graduate courses taken at the 5000, 6000, and 7000 level and with no courses with grades of less than a 'B−.' Transfer credits will not calculate toward any UCF GPA. The above two policies cannot be petitioned in any case. Furthermore, no more than 50 percent of the total required hours to complete a degree program can be transferred internally from one UCF post-baccalaureate career into another UCF graduate program.

Doctoral students admitted into a Ph.D. program who have earned a master's degree from an accredited institution, with program approval, may be able to transfer up to 30 hours (course-by-course substitutions) or request a 30-hour waiver. In cases where a student's master's degree is in an area that is different from the doctoral program into which he or she is admitted, programs may choose to conduct a course-by-course review and transfer in only selected courses. A doctoral transcript with transferred master's level credit is provided for review.

The Policy Subcommittee of the Graduate Council establishes policy regarding the acceptance of credit into graduate programs. Changes in these policies may be recommended by any of the graduate programs, the vice provost and dean of the College of Graduate Studies, as well as members of the Policy Committee. Approved policies are forwarded to the Faculty Senate for approval.

Below are the transfer credit policies for master's and doctoral programs. Transfer course work for programs may come from any of the following sources, with the limitations noted. Students may submit a petition with the documentation of program support for exceptions to the policies.

- **Work taken as a Senior Scholar (as an undergraduate student) at UCF** Graduate programs are permitted to accept up to nine hours of graduate course work (5000 level or higher) taken at UCF while enrolled as an undergraduate. The use of these hours in a graduate plan of study is at the discretion of the graduate program director and graduate college coordinator. More than nine hours may be accepted if part of a formally approved accelerated program.
- **Work taken as a graduate student at other accredited institution(s)** No more than nine graduate credit hours of external credits may be transferred into a master's program from an accredited institution. For certain doctoral programs, up to 30 hours of external credits may be transferred from an earned master's degree at the discretion of the program. External transfer credits from an unearned degree toward a doctoral program at UCF are also limited to nine graduate credit hours. Transfer credits from other institutions will be accepted only if the institutions are fully accredited by a regional accrediting association [AACRAO's Transfer Credit Practices].
- **Work taken while in graduate status at UCF** No more than nine graduate hours of internal credit may be transferred or shared between two master's programs. If a student begins one graduate program at UCF but is discontinued or dismissed and is admitted into a new program at UCF, that student is able to transfer up to 50 percent of the total hours required for the degree upon approval from the program. For certain doctoral programs, up to 30 hours of internal credits may be transferred from an earned master's degree at the discretion of the program. Students enrolled in a certificate program at UCF may transfer all courses taken toward the earned certificate and apply it to one other graduate program. Certificates are not subject to the 50 percent transfer limit for internal course work.
- **Work taken as a Traveling Scholar** Students who wish to pursue course work at another institution while enrolled as a UCF student must apply and be accepted as a Traveling Scholar. A student is allowed to take only six graduate credit hours as a Traveling Scholar. Credits earned as a Traveling Scholar are not considered transfer work and are not subject to the nine-hour transfer limit. Students enrolled in Traveling Scholar courses must receive a 'B–' or higher in order to use the course, and grades earned will not calculate into any UCF GPA [Traveling Scholar Policy Guide].

The College of Medicine does not accept transfer credits.

International Transfer Credit

As described in the Undergraduate Catalog and in the degree sections (see above) in the graduate catalog, and in accordance with Florida State University System Board of Governor's Regulation 6.009(1)(b), an official evaluation from one of the institutions or agencies listed below must be submitted to UCF. Transcripts must be evaluated through either Josef Silny and Associates (JS&A) or World Education Services (WES). JS&A has been selected as an international education

consultant because it is a member of the National Association of Credential Evaluation Services, Inc., and JS&A's evaluations are accepted and recognized by 42 state departments of education and hundreds of colleges and universities. WES has been selected for its credential evaluation services because this organization has more than forty years of experience and its evaluations have been delivered to more than one million people worldwide, which are widely recognized by more than 2,500 educational, business and governmental institutions throughout the U.S. and Canada. Once the evaluation has been completed by WES or JS&A, transcripts of international students follow the same process as all other transfer students. Included is a transcript showing transfer credit for an international student, who also happens to be participating in a dual degree arrangement between UCF and Hainan University is included for review. The university participates in several international dual degree programs described more fully in Comprehensive Standard 3.4.7 and Comprehensive Standard 3.13.2. In all cases involving international transfer credit, standard transfer of credit policies apply, including the maximum number of allowable credits.

UCF Transcripts

Examples of and undergraduate transcript and graduate transcript are included for review.

UCF policies ensure that transfer credits are awarded only for courses that are appropriate to the university's mission as a public multi-campus, metropolitan research university that stands for opportunity. UCF lists all work attempted at UCF or another institution on student's transcripts. Although all credits are included on the academic record, some credits may not be deemed as acceptable towards graduation. This would depend on the student's major, level of courses taken at other institutions, and requirements for the degree at UCF.

Conclusion

The University of Central Florida employs sound transfer of credit policies and the information is broadly available. UCF's practices are consistent with its mission and ensure that coursework and learning outcomes are at the collegiate level and comparable to the university's own degree programs.

3.4.5 Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida publishes academic policies that adhere to principles of good educational practice, and they are disseminated to students, faculty, and other interested parties.

Academic Policies: Development and Approval

The UCF faculty plays an integral role in the development and approval of academic policies and practices. The UCF Faculty Senate, through its committees, and through faculty participation and service campus committees, assures that academic policies are developed by and/or approved by the faculty.

Standing committees of the UCF Faculty Senate include the Graduate Council and the Undergraduate Council. Each council is divided into subcommittees that have oversight of academic policies. At the graduate level, the subcommittees include the Graduate Policy Committee, the Graduate Appeals Committee, the Graduate Curriculum Committee, and the Graduate Program Review and Awards Committee. The Undergraduate Council is composed of the Undergraduate Policy and Curriculum Committee and the Undergraduate Course Review Committee. The Faculty Senate also has joint committees that deal with specific issues related to academic policies and practices, including the academic calendar, admissions and standards, university libraries, undergraduate common program oversight, and information technology resources. These committees include staff and student members to allow participation by various constituencies in the UCF community. The UCF Faculty Senate advises the provost; the Office of Academic Affairs develops, revises, or approves academic policies.

Colleges, centers, and other university units (e.g., Registrar's Office) may develop unit-specific policies. Each new proposal is forwarded to the appropriate council for research, recommendations, adoption, revision, or rejection. Proposals for new university-wide policies, including academic policies, are reviewed and approved by the University Policies and Procedures Committee, which has a diverse membership and is designed to represent all stakeholders in the university. An example of the development of a policy by the UCF Faculty Senate and approval by the Policies and Procedures Committee is Policy 4-400.2, covering final exams.

Dissemination of Academic Policies

Policies are published on various websites (Registrar's Office, Faculty Center for Teaching and Learning, Student Development and Enrollment Services), in the Faculty Handbook, the Guide to Teaching at UCF, advising handbooks, and, most importantly, in the undergraduate catalog and the graduate catalog.

Information is also disseminated to students and parents at the required orientation for new students. This information is made available in a variety of formats, including in online modules for students to complete, introductions to the catalogs, advising materials, degree audits, and the new student orientation handbook. Orientation sessions and materials introduce new and transfer students to the university culture, values, rules, and policies through appropriate orientation sessions.

The university also publishes the Golden Rule student handbook, which outlines student rights and responsibilities, the student code of conduct, judicial rights and penalties, the university mission, and available resources. (Please refer to Comprehensive Standard 3.9.1 for a more detailed description of the student handbook.) Prior to the beginning of classes, new students are sent an email notice that contains the URL for the student handbook with instructions on how to access and view the document. The notice explains the purpose and contents of the handbook and encourages students to bookmark the page in their Web browser for future reference. The university also distributes the handbook at the beginning of the fall and spring semesters to all currently enrolled students, the faculty, and the staff through email notices with instructions on how to access and view the handbook. See, for example, the sample email 2014-2015 Golden Rule Student Handbook Update. The Golden Rule student handbook informs readers that rules of conduct should be read broadly, that rules and regulations may be revised during the year, and that any changes or additions will be disseminated through subsequent email notices.

The University Policies and Procedures Committee publishes policies and procedures and provides notifications to the university community regarding changes to policies and procedures. Academic Affairs offices also regularly email reminders of pertinent policies.

Orientation sessions and materials also introduce new faculty members to the university culture, values, rules, and policies through appropriate orientation sessions, including an academic orientation for new faculty members hosted by the Karen L. Smith Faculty Center for Teaching and Learning. The materials presented during orientation sessions are also made available online.

The Center for Distributed Learning serves as the central point of facilitation and support for online learning at UCF, providing leadership in distance learning policies, strategies, practices, and assessment, as illustrated in its mission statement. The center publishes a comprehensive set of Distributed Learning Guidelines, which include a link to the SACSCOC policy statement related to distance learning. The center further supports and encourages compliance with the Southern Regional Education Board's Principles of Good Practice related to the electronic campus. UCF policies are disseminated to online students via Webcourses@UCF.

Review and Revision

Review of existing academic policies, procedures, and publications (e.g., Student Handbook and Faculty Handbook) are conducted regularly. These reviews take the form of standing or *ad hoc* committees consisting of students, faculty and staff members (as identified above), who are charged with reviewing the materials and making recommendations.

To ensure that the materials the institution uses are accurate and available to our constituencies, UCF assigns responsibility for review and dissemination of these materials to the entities responsible for developing and implementing the policies. For example, the Faculty Handbook is reviewed and updated each year by the Office of the Provost, the office responsible for implementing all academic policies applicable to faculty members. Likewise, materials regarding

guidelines and policies relating to graduate education are updated each year by the College of Graduate Studies, which is responsible for developing and implementing the policies.

Conclusion

The University of Central Florida publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, the faculty, and other interested parties through publications that accurately represent the programs and services of the institution. UCF is in compliance with this Comprehensive Standard.

3.4.6 Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida employs sound and acceptable practices for determining the amount and level of credit awarded for academic courses, regardless of format or mode of delivery. The following narrative demonstrates compliance by describing the state and university requirements for determining the amount and level of credit, as well as the university's faculty-driven process and policies for new course approvals.

Awarding Credit

UCF operates on a semester system and the campus calendar committee establishes a yearly calendar to ensure that each semester timeline meets the standards established by the State Board of Education. UCF uses the semester credit hour as the foundation for awarding academic credit. The university's practices for determining the amount and level of credit to be awarded are based on Rule 6A-10.033(1)(a) of the State Board of Education Administrative Rules. UCF's definition of a credit hour complies with Federal Requirement 4.9:

> A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than
>
>> (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
>>
>> (2) At least an equivalent amount of work as required in paragraph (1) of this definition for academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

UCF provides this information in both the undergraduate catalog and the graduate catalog.

Course Numbering/Level

Course levels for the university's academic courses are described in the Undergraduate Catalog (for 1000-, 2000-, 3000-, and 4000-level courses) and the Graduate Catalog (for 5000-, 6000-, 7000-, and 8000-level courses). The designated levels of courses are established in accordance with Florida's Statewide Course Numbering System, which is used by all public postsecondary institutions in the state. Common course numbering and sequencing are accomplished by discipline-specific statewide faculty committees. When new courses are developed, UCF faculty members and administrators use a process described below to determine the amount of credit,

title, content, and type (e.g., traditional, media-enhanced, or Web-based) of a proposed course and recommend to the state the level of the course.

Through this standardized approach for all public universities in Florida, each course is assigned a course number by a faculty discipline expert in accordance with the level of the proposed content. Course content, course numbers, and credit awarded are the same for off-campus courses (including online, distance learning, internships, and clinical practica) as for courses offered on campus.

Proposals for New Courses or Change in Existing Courses

Proposals for regular courses, new special-topics courses, and for modifications to existing courses, regardless of the format or mode of delivery, or the location at which the course will be offered, originate as a Course Action Request (see below) within the academic unit that wishes to offer a new course or alter an existing course. New courses are sometimes offered first under a limited-offering special-topics course number. The procedures for proposing and approving a new undergraduate course are described in the UCF Faculty Senate Constitution and on the Office of Undergraduate Studies website. Similar information regarding graduate courses is found in the "Program and Course Management" section of the College of Graduate Studies' and in the instructions for Graduate Council curricular changes.

Course Action Requests

Course Action Request Forms are submitted online to the Graduate Council Curriculum Committee or the Undergraduate Course Review Committee, as appropriate. Each Course Action Request must be accompanied by a complete course syllabus providing basic course information regarding the level at which the course will be offered, course content, amount of credit given for the course, number of contact hours required by the course, and prerequisite and co-requisite course requirements. This information must be submitted for each course, regardless of type or modality of the course. The information is entered into a course database and tracked for approval at all levels of review.

Approval Process

Proposals for a new course or for course changes originate with the faculty in a department on the basis of a perceived curriculum need. The proposals must then be approved by the unit's curriculum committee and by the department chair or unit director before the proposal is submitted for the next level of review. Proposals regarding undergraduate courses then go to the appropriate college or school committee for review, then to the dean, and then to the Faculty Senate's university-level Undergraduate Course Review Committee, which is a subcommittee of the Undergraduate Council. Meeting minutes of the Undergraduate Course Review Committee are posted online. Included for review are the minutes from the December 2, 2014, meeting with an "Approved Items" document showing approval of several new courses as well as revisions to existing courses.

Proposals to change or add graduate courses go to the college or school for approval by its Graduate Committee and dean. Approved proposals are then sent to the Faculty Senate's Graduate Curriculum Subcommittee of the Graduate Council. Meeting minutes of the Graduate Curriculum Subcommittee are posted online. The undergraduate and graduate curriculum committees meet at least monthly, but more often when necessary to provide timely review of proposals. The minutes from the March 16, 2015, meeting are referenced as an example of program changes.

At each level of review, the faculty committees and administrators attend to issues regarding the appropriateness of the course to the curriculum offered by the unit that is proposing the course, the content of the course, the level of the course as described in the Course Action Request and outlined in the syllabus, and possible duplication of existing courses. The amount of credit awarded for a course is derived from the State Board of Education's definition of a credit hour of instruction. Committee members judge the appropriateness of the proposed level of the course by its content and its apparent level of difficulty, and ensure that the content is more difficult at each successively higher course level. In addition, the committees ensure that each new course does not duplicate existing courses or excessively overlap the content area of other disciplines. All aspects of a proposed course are evaluated regardless of the modality of the course. Instances of apparent duplication or overlap must be resolved by representatives of the disciplines involved. A proposal that is disapproved at any level may be rejected outright or returned to the originating unit with instructions regarding the need for proposal modifications, additional information, or conflict resolutions.

Approved new course proposals are forwarded to the state for review and assignment of a course prefix and number as part of Florida's Statewide Course Numbering System, so as to ensure statewide course equivalences and to facilitate the transfer of courses among participating state institutions [Undergraduate Course Approval; Graduate Course Approval (conventional); Graduate Course Approval (electronic)].

Course content, course numbers and sequence, and credit awarded for off-campus and online courses are the same for courses offered for all on-campus locations. Additionally, the same development and approval process is followed for courses that will be offered in traditional formats and alternative modes of delivery, and for courses to be offered on the Orlando campus and other locations. Additional oversight is given at the department level and through the Center for Distributed Learning, which uses the Southern Regional Education Board Principles of Good Practice to ensure that alternative-mode classes or sections provide the instructional equivalence of traditional classes.

International Affairs and Global Strategies (IAGS) collects and reviews proposals, agreements, and documents for all UCF study abroad programs. For all types of programs, course review and course scheduling forms are collected by IAGS at various stages in program development. These forms are completed by the responsible party in the academic department and signed by the chair or designee. For exchange programs, the course review form dictates UCF course equivalencies with course work taken abroad and assigns UCF credit hours based on a review of the syllabus and an assessment of credit conversion. For short-term programs, the course scheduling form, completed by the academic department, dictates which UCF course(s) will be associated with a study abroad program and how many credit hours it will be assigned based on planned contact hours. Departments are guided by Florida Department of Education requirements, which state that students will receive one UCF credit hour for 15 50-minute periods of instruction. Contact hours must contain activities in which the students are engaged with the learning objectives of the course.

Conclusion

UCF employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. All curricular proposals are approved through departments, schools, colleges, the undergraduate or graduate council, the faculty senate and the Office of Academic Affairs ensuring that appropriate credit is awarded for each course and that credit hour requirements are met for all programs of study. UCF is in compliance with Comprehensive Standard 3.4.6.

3.4.7 Educational Programs: All: Consortial relationships/ contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy "Collaborative Academic Arrangements.")

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The University of Central Florida defines contractual agreements and consortial relationships in its Substantive Change Reporting Procedures. The university also has established practices to ensure quality, that these relationships meet SACSCOC standards, and that they are reviewed on an appropriate timeline to evaluate continued alignment with university mission.

UCF Definition of Contractual Agreements
Contractual agreements are defined in UCF's Substantive Change Reporting Procedures that include an appendix with UCF Definitions and Guiding Principles for Evaluating Changes as Substantive:

> A contractual agreement typically is one in which an institution enters an agreement for receipt of courses/programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution or service provider.

UCF has not contracted with another entity to deliver UCF courses or programs. Thus, the university is not required to report any associated activity to SACSCOC.

UCF Definition of Consortial Relationship
A consortial relationship is also defined in UCF's Definitions and Guiding Principles for Evaluating Changes as Substantive:

> A consortial relationship typically is one in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed upon standards of academic quality. Dual and joint degree programs as defined by the SACSCOC policy on Agreements Involving Joint and Dual Academic Awards are considered consortia; their definitions are reproduced below:
>
>> An agreement by two or more institutions to grant **dual academic awards** is one whereby students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature.
>>
>> An agreement by two or more institutions to grant a **joint academic award** is one whereby students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions.

Many partnerships use the term consortia to describe the relationship between participating parties; however, not all such relationships meet the spirit of the SACSCOC definition. Key to determining whether or not a particular partnership fits the SACSCOC definition for purposes of substantive change reporting is whether or not the partnership involves a formal agreement that includes the sharing of courses or programs (beyond an articulation agreement) and/or a commitment to offer participating students a dual or joint academic award. Dependency upon one or more partners in order to offer students the courses or programs covered by the agreement is another key element in identifying a consortial relationship that should normally be reported to SACSCOC.

Based upon the definitions above, UCF has entered into no consortial relationships involving joint academic awards. However, UCF has entered into consortial relationships involving dual academic awards with several partner institutions listed at the end of this document.

Quality Controls and Responsible Parties

In accordance with UCF 2-107.2 Signature Authority Policy, only the president or provost or approved designee may execute contracts (or consortia as defined above), including contract renewals. These parties maintain primary responsibility for determining the agreement's fit to university mission. In accordance with UCF Policy 2-102.2 Contract Review, "the General Counsel's Office or designee must review every contract [or consortial agreement] to ensure that the terms are appropriate" and align with the institution's interests. Additionally, UCF Policy 4-505 Reporting of Substantive Change and the corresponding UCF Substantive Change Reporting Procedures, require that all contractual and consortial agreements, including dual and joint degree programs, be brought to the attention of the UCF SACSCOC liaison during the planning process. In addition to assuring timely notification of substantive changes, the UCF SACSCOC liaison or designee can be involved in assuring appropriate quality controls are in place to support compliance with SASCCOC Principles. Depending upon the nature of the agreement, additional pre-approvals may also be required (e.g., sponsoring college dean, graduate dean for agreements involving graduate programs and undergraduate dean for agreements involving undergraduate programs and/or the internationalization officer if an international agreement). Any proposed curricular additions, deletions, or modifications associated with a consortial (or contractual) agreement must undergo regular faculty curriculum review and approval as well.

In each of the university's dual degree agreements (listed below), standard institutionalized quality control mechanisms apply. In order to participate in the program, students must meet all UCF admission requirements and all UCF graduation requirements in order to receive a UCF degree. Standard UCF transfer of credit policies apply, including the maximum number of allowable credits and required reviews by qualified UCF faculty members if the courses requested for transfer are not part of Common Course Numbering. Transfer credits from partner institutions are identified appropriately on the student's UCF transcript. UCF degree programs in which participating dual degree students enroll, are subject to normal UCF quality oversight procedures. These procedures include academic program review, institutional effectiveness assessment, faculty qualifications review, student perception of instruction evaluations, and graduating senior surveys.

Agreement Review

Dual degree program agreements are typically established for three to five years but can be longer. Normally, the review cycle coincides with the cycle for agreement renewal; however agreements generally allow for the possibility that the agreement may be modified by mutual agreement prior

to its expiration. All such agreements include a provision for early termination by either party with advanced warning as defined in the respective agreement.

Dual Degree Agreements Established (or continued) Since UCF's 2006 Reaffirmation

Universidad San Ignacio De Loyola (USIL) – Lima, Peru

- USIL dual degree agreement signed February 6, 2014 (3 years)
- USIL substantive change prospectus including dual degree agreement, transmitted to SACSCOC June 23, 2014
- USIL SACSCOC site approval and acknowledgment of the dual degree, transmitted to UCF September 19, 2014

Renewal review scheduled for Spring 2017

Overview: UCF offers its B.S. in Industrial Engineering on USIL's campus in Lima, Peru, specifically at USIL's Center for Global Education (formerly the Center for American Education). Brevard College offers its A.A. degree on campus as well, which allows for the seamless transition of USIL students into UCF's bachelor's degree program due to the Florida Statewide articulation agreement that includes Brevard College and UCF. Participating students also have the ability to pursue a bachelor's degree in engineering from USIL.

Capital University of Economics and Business (CUEB) - Beijing, China

- CUEB dual degree agreement signed May 20, 2013 (3 years)
- CUEB dual degree notification, transmitted to SACSCOC January 21, 2014
- CUEB SACSCOC acknowledgement of dual degree, transmitted to UCF January 31, 2014

Renewal review scheduled for Spring 2016

Overview: Participating students from CUEB pursue the UCF Master of Science in Statistical Computing degree and in particular, its data mining track. Students also pursue a Master of Applied Statistics or other master of science degree at CUEB.

Sino-American CHEPD Undergraduate/Graduate Transfer Program (formerly the Sino-American 1+2+1 Dual Degree Program)

- CHEPD umbrella agreement between the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU) signed: May 28, 2008
- CHEPD Addendum Agreement between UCF and Hainan University signed December 2, 2011
- CHEPD dual degree agreement notification, transmitted to SACSCOC December 21, 2011
- CHEPD SACSCOC approval response to December 21, 2011 notification, transmitted to UCF May 30, 2012
- Hanain agreement renewed following review April 3, 2015
- CHEPD renewal agreement between AASCU and CCIEE, signed May 23, 2013
- CHEPD notification of updated umbrella agreement between AASCU and CCIEE and addenda regarding new dual degree partnerships with Chinese institutions, transmitted to SACSCOC August 27, 2015.

New addenda for the following new partners signed as indicated:

- Agreement Addendum on Undergraduate Transfer Program, Graduate Transfer Program, Youth Exchange Students Program, signed February 9, 2013
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Anhui Normal University and University of Central Florida, signed April 3, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Inner Mongolia University of Technology and University of Central Florida, Signed June 4, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Jinan University and University of Central Florida, signed April 3, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Nanjing Normal University and University of Central Florida, signed May 21, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Southwest Jiaotong University and University of Central Florida, Signed May 5, 2015

SACSCOC Response Received: pending
Review scheduled for Fall 2018 (3 years)

Overview: In December 2011, the University of Central Florida (UCF) notified the commission that it had joined the Sino-American 1+2+1 Dual Degree Program. The China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU) jointly initiated the Sino-American 1+2+1 Dual Degree Program in March 2001. Membership in the program includes over 80 Chinese universities selected by CCIEE and approximately 20 public universities selected by AASCU. Qualified students receive diplomas from both Chinese and U.S. partner institution's after completing each university's degree requirements.

UCF's initial 2011 notification included a copy of the umbrella Sino-American 1+2+1 Dual Degree Program agreement as well as a copy of an addendum to that agreement that established UCF's first associated dual degree partnership with Hainan University. On August 27, 2015, UCF transmitted an update to SACSCOC that included a copy of the renewed umbrella agreement as well as copies of six recently initiated addenda that establish

University of Bordeaux (UB) – Talence, France
The original agreement was signed in 2005, prior to the SACSCOC policy on Agreements involving Joint and Dual Academic Awards and prior to UCF's 2006 SACSCOC reaffirmation of accreditation.

- UB renewal agreement, signed March 22, 2012 (3 years)
- UB notification of agreement renewal, transmitted to SACSCOC November 21, 2013
- UB SACSCOC response to renewal agreement, transmitted to UCF January 22, 2014

Renewal review currently underway

Overview: This agreement always intended to first and foremost establish a mechanism for joint (doctoral) research supervision across institutions; however, it also allows for the possibility that participating students can choose to pursue doctoral degrees at both institutions and use their dissertation research to meet degree requirements at both partners. Since it was initially established prior to the SASCCOC policy on agreements Involving Joint and Dual Academic Awards,

it had not been identified as a dual degree agreement at the time it was renewed in 2012. Upon becoming aware of the partnership and the dual degree element, UCF contacted SACSCOC to update their files with this information. The renewal review is currently underway.

Instituto Superior de Ciências do Trabalho e da Empresa, (ISCTE)
- ISCTE Agreement signed April 3, 2009 (3 years)
- ISCTE notification of changes, transmitted to SACSCOC June 12, 2009
- ISCTE SACSCOC response to June 12, 2009 notification of changes, transmitted to UCF October 12, 2009
- ISCTE response to SACSCOC October 12, 2009 request, transmitted to SACSCOC October 29, 2009
- ISCTE SACSCOC response to October 29, 2009 notification, transmitted to UCF March 3, 2010
- ISCTE renewal agreement, signed following review on May 23, 2013

Initially called a "Twinning Agreement," this dual degree program was established prior to the SACSCOC policy on agreements Involving Joint and Dual Academic Awards. Participating students pursue UCF's M.S. in Hospitality and Tourism Management degree and may also credit apply credits earned at UCF toward a master's degree in business administration from ISCTE following completion of the UCF portion of the program.

Master in Laser Materials Interactions (MILMI) project
Partners: Bordeaux University (formerly Universite Bordeaux 1) and Fridrich-Schiller-Universitat Jena (FSUJ)

- MILMI Cooperation Agreement signed December 23, 2009 (8 years)
- MILMI dual degree agreement notification, transmitted to SACSCOC May 20, 2010
- MILMI SACSCOC response to May 20, 2010 notification, transmitted to UCF August 26, 2010

Renewal review scheduled for Fall 2017

Overview: This dual degree program received support from a U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE) Atlantis grant. UCF-originating students pursue the M.S. in Optics - International Track, which requires that a certain number of credits be completed at a partner institution abroad. Students can then also apply those credits toward a degree at the host institution. Students originating at UB and FSUJ have the same opportunity to apply credits to master's degrees from UCF and their home institution.

Conclusion
UCF ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles of Accreditation, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. The university complies with Comprehensive Standard 3.4.7.

3.4.8 Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida may award or grant credit equivalences for noncredit course work at the undergraduate level for military service school courses, in accordance with the recommendations of the American Council of Education.

Awarding of Credit

Awarding of credit equivalencies for noncredit courses at UCF takes place only in situations related to military service school courses and only when official credentials (Joint Service Transript, a transcript for military personnel) have been received by the university. This policy is explained in the "Transfer Credit" section of the Undergraduate Catalog:

> Completed military service school courses may be evaluated on the basis of the recommendations of the American Council of Education (ACE) when official credentials have been properly presented. While credit may be granted when courses are equivalent to those offered by the University, recommendations by the ACE are not binding upon the University. Even though military records may have been evaluated by another regionally-accredited institution, it is important to have official credentials sent to UCF for evaluation. Credit is not awarded for basic training.

There are no other instances where UCF awards academic credit for course work taken on a noncredit basis. This is also articulated in Comprehensive Standard 3.4.4.

Included for reference is an example of a Joint Services Transcript evaluated according to the policy above and using recommendations from the American Council on Education. The student's UCF transcript showing the credits earned is also included.

Conclusion

The University of Central Florida is in compliance with Comprehensive Standard 3.4.8.

3.4.9 Educational Programs: All: Academic support services

The institution provides appropriate academic support services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In alignment with the University of Central Florida's goal to "offer the best undergraduate education available in Florida" and its mission to provide "high-quality, broad-based education" and "enriched student development," the university provides extensive academic advising and support services for all students via face-to-face and online modes of delivery. Advising and support are coordinated to span the student experience across the university, college, and program levels. A number of advising and support services are appropriately tailored to specific student populations (e.g., transfer students) and needs (e.g., career preparation). The university also supports faculty members through instructional support and professional development. The university's instructional technology infrastructure facilitates effective and extensive online course and program offerings. As the following narrative demonstrates, the university utilizes a wide variety of mechanisms for disseminating information about academic support services to faculty and students and employs a number of mechanisms for ensuring that academic support programs and services are adequate and appropriate to meet the needs of its students and faculty.

Undergraduate Academic Advising

UCF provides academic advising to students throughout their academic careers. This includes advising at the university, college, and program levels.

University-Level Advising

Transitional and general academic advising are provided to freshmen by the Office of First-Year Advising and Exploration (FYAE), to undeclared sophomore-level students by the Sophomore and Second Year Center (SSYC), and to transfer students by the Office of Transfer and Transition Services (TTS). Overseen by the Division of Student Development and Enrollment Services (SDES), each of these university-level advising offices includes professional advisers and Web resources; advises students about major/career exploration, university and degree requirements, and academic policies and procedures; and helps students identify appropriate cocurricular learning experiences and additional academic support. In the 2014-2015 academic year, the three above-mentioned advising units recorded 38,106 student contacts, with FYAE recording 10,736 contacts, SSYC recording 8,667 contacts, and TTS recording 25,074 contacts.

FYAE also offers walk-in and email advising, a robust major exploration program, academic probation advising, and special advising for students needing to complete prep courses (College Achievement Program) and for high school dual enrollment and early admission students. SSYC also offers a range of programs and resources to help undeclared sophomores identify an appropriate major, and it sponsors the student-led Sophomore Ambassador Council dedicated to gathering information on improving the sophomore experience on campus. TTS also offers peer mentoring and academic support workshops for newly transferred students and sponsors the Transfer Knights student organization.

Part of the College of Undergraduate Studies, the Office of Academic Services assists undergraduate students with test and transfer credit for General Education Program, Gordon Rule, and foreign language requirements; with applying for the Associate in Arts degree; and with late add/drop, withdrawal, and grade forgiveness processes. Support is available in person and by phone. During the 2014-2015 academic year, Academic Services recorded 5,199 in-person student contacts.

College-Level Advising

Like university-level advising, the advising offices of the academic colleges provide transitional and general academic advising, starting at new student orientation. Sophomore and transfer students who have declared majors are referred to the advising offices of their respective colleges and schools for advising. These offices are listed below:

- Burnett Honors College
- College of Arts and Humanities Student Advising
- College of Business Administration Office of Professional Development
- College of Education and Human Performance Undergraduate Affairs and Partnerships
- College of Engineering and Computer Science Academic Affairs Office
- College of Health and Public Affairs Undergraduate Student Services
- Burnett School of Biomedical Sciences Undergraduate Advising
- College of Nursing Office of Undergraduate Student Services
- College of Sciences Advising Office
- Office of Interdisciplinary Studies Undergraduate Advising
- Rosen College of Hospitality Management Academic Advising

Academic college advising offices advise students in person and by phone regarding university and college academic policies and procedures, university and degree requirements (including graduation), course registration, academic warning and probation, and career exploration and preparation. They also assist departments and faculty with program-level advising. A centralized site for advising and support services assistance is located on the Rosen College of Hospitality Management campus.

Program-Level Advising

Students in each degree program also receive regular program-level advising by faculty (and, in some cases, professional advisers) about degree requirements and learning pathways, course registration, career preparation, program-level academic support, and additional relevant learning opportunities. Some degree programs designate a faculty undergraduate adviser(s), some employ a distributed faculty advising model, and some do both. In addition, some degree programs within a school combine advising resources, as in the case of the Nicholson School of Communication Advising Office in the College of Sciences.

Additional information about advising for regional campus students is included below, in "Regional Campuses Academic Advising and Support."

Academic Advising and Support for Specific Populations

First Year Advising and Exploration (FYAE) Special Programs

FYAE partners with other units on campus to provide specialized academic advising and support programming for nearly 48 percent of the First Time in College (FTIC) cohort through 13 distinct programs. Some of these specialized student groups—including first-generation and multicultural students, veterans, and conditionally admitted students—also receive support from other offices on

campus. Additionally, FYAE works with Housing and Residence Life to provide academic support to several Living Learning Communities.

International Affairs and Global Strategies

International Affairs and Global Strategies provides assistance and information to the international community of students and scholars. The office is a source of information, advocacy, and support to provide assistance in adjusting to a new academic environment and culture, and to provide immigration and other advising to prospective, new and currently enrolled international students and scholars at the University of Central Florida. The division is responsible for compliance with federal regulations and upholding the integrity of the program so that international populations can maintain their status and be retained at the university. The new Global Achievement Academy provides some international students with credit-bearing modules, English language instruction, and unique American cultural experiences, and the English Language Institute is designed to prepare non-native English speakers to enter universities and colleges in the United States. This division also provides support for faculty and students involved with study abroad and exchange programs.

Academic Services for Student Athletes

A unit of SDES, Academic Services for Student Athletes offers this student population a study space with academic advising, major and career exploration, course registration and schedule planning, and one-on-one mentoring and tutoring. In the 2014-2015 academic year, this office recorded 1,524 student contacts.

COMPASS

A National Science Foundation (NSF) funded program, COMPASS aims to increase the number of UCF students pursuing a STEM (Science, Technology, Engineering and Mathematics) discipline. To accomplish this, COMPASS offers academic and career advising and planning, linking students to opportunities for career exploration and experiential learning in STEM during the first two years of their college career. In the 2014-2015 academic year, 272 students participated in the COMPASS program.

PRIME STEM Project

Funded by a federal TRiO Student Support Services Grant (SSS), the PRIME STEM Project addresses the academic and social needs of eligible students enrolled at UCF who are first-generation in college, have a documented disability, or demonstrate financial need and who are pursuing STEM related majors. Student participants are provided academic advising, tutoring and mentoring, and opportunities to participate in cultural events. The PRIME STEM Project included 242 students and 1,505 office visits.

Office of Pre-Health and Pre-Law Advising

A unit of the College of Undergraduate Studies, the Office of Pre-Health and Pre-Law Advising provides guidance and support to students interested in pursuing careers in the health and legal professions, which require academic study in professional school settings beyond the baccalaureate degree. The office assists "pre-professional" students in any undergraduate major by offering advising about academic programs and courses, relevant internships and professional "shadowing" opportunities, identifying professional schools, and test and application preparation.

Undergraduate Studies Special Programs

In addition to the Office of Pre-Health and Pre-Law Advising, the College of Undergraduate Studies oversees the following academic programs for special populations, each of which includes academic

advising for students in the program. Two of the programs below—McNair and RAMP—are part of Undergraduate Studies' Academic Advancement Programs, which prepare low-income and first generation college students to pursue advanced degrees. Academic Advancement Programs also offers graduate school preparation workshops and a Graduate School Prep Academy.

UCF McNair Program. The McNair Scholars Program is designed to prepare students from low-income, first-generation and traditionally underrepresented groups for doctoral studies. McNair Scholars participate in courses, seminars and workshops on topics related to graduate school preparation; complete a paid research project under the guidance of a faculty mentor; and have the opportunity to present their research at local, regional and national conferences.

UCF Research and Mentoring Program (RAMP). RAMP is designed to provide students from underrepresented groups and first generation/low income students, who may be interested in pursuing graduate education, with research mentoring and advising with a faculty mentor. In addition, the students participate in a variety of workshops designed to increase their awareness of and knowledge about graduate school education.

EXCEL. The EXCEL program is designed to increase students' success in the first two years of their college careers in a STEM (Science, Technology, Engineering and Math) discipline. To accomplish this, the program offers participants a learning community with academic advising, tutoring and mentoring (including an assigned graduate student mentor), cohort scheduling, paid research experiences, and an optional living community. In 2014, 246 freshman from UCF STEM units participated in the program.

Graduate Student Academic Advising and Support

The College of Graduate Studies, college graduate offices, and graduate programs collaborate closely to provide graduate students with academic advising and support regarding program requirements and pathways of study, university policies and procedures, and preparing for success.

College of Graduate Studies Advising and Support

To complement academic program and college orientations, the College of Graduate Studies offers Graduate Orientation for incoming students every fall semester and hosts orientation information on the Web with videos and other support materials. Graduate students can take advantage of the Pathways to Success workshop series to support their professional development, the annual Graduate Research Forum where students present their work in poster format, Thesis and Dissertation Services, and on-request advisement throughout their graduate careers. Other important online student resources include the Graduate Catalog, Graduate Student Handbook, Graduate Teaching site, Graduate Research site (which includes compliance information), and Funding site. The Graduate Student Center is available to all graduate students and includes collaboration and study areas, conference and classroom spaces equipped with the latest presentation and collaboration technologies that allow students to work together from various locations, and computer labs with a wide array of research and data analysis software.

College- and Program-Level Graduate Academic Advising and Support

Each academic college employs personnel who assist the college's graduate programs and their faculty with administering the program and following Graduate Studies policies. Most academic advising—particularly around program requirements, assistantships, registration, and professional development—is done on the program level by a program director/coordinator and other faculty. The College of Graduate Studies maintains on its website each program's specific Graduate

Handbook developed by faculty in that program. For more information on training provided to graduate advisers, see Federal Requirement 4.6.

Additional Student Academic Support Services

Student Accessibility Services

Student Accessibility Services works directly with registered students taking courses in all modalities to provide accommodations for classroom and extracurricular activities. These accommodations include extended and distraction-free testing, note taking, assistive technology, alternative text formats, captioning, and interpreting. The office also provides face-to-face workshops and online resources for faculty and staff. In the 2014-2015 academic year, Student Accessibility Services directly assisted 1,794 students, sent 9,725 accessibility accommodation letters, and handled and processed 7,740 accommodation tests.

Career Services and Experiential Learning

Career Services and Experiential Learning is a joint venture between Student Development and Enrollment Services and Undergraduate Studies that offers comprehensive career services and applied learning experiences for UCF students.

Career Services offers a comprehensive range of services, resources, and programming to help UCF students of any major reach their academic and career goals. Designed to help students with all phases of career development, these services include (but are not limited to) career exploration and planning, job search strategies and materials, and employment assistance (e.g., career fairs, on-campus recruiting, and job postings). In the 2014-2015 academic year, Career Services staff conducted 6,345 student appointments, outreach programming connected with 16,321 students, the Lockheed Martin College Work Experience Program (CWEP) included 450 students, and the Externship Program connected 473 students with more than 135 employer partners.

The Office of Experiential Learning oversees service-learning courses, internships, and co-op programs, providing students attending UCF in all modalities with hands-on, real-world learning opportunities and offering faculty and programs assistance with course and program requirement design. In the 2014-2015 academic year, this office recorded 8,618 student co-op and internship experiences and 174,485 hours of service by students enrolled in service-learning courses.

Knights Academic Resources Services (KARS)

Established in 2014, Knights Academic Resource Services (KARS) provides all UCF students with a "one-stop shop" website for accessing up-to-date information about academic services and offices at UCF, including (but not limited to) the All Knight Study and SGA Computer Labs, the Math Lab, the Student Academic Resource Center, the Technology Commons, Student Accessibility Services, the University Writing Center, and Undergraduate Research. This website has received approximately 2,000 visitors since its launch in October 2014.

Student Academic Resource Center (SARC)

The Student Academic Resource Center (SARC) provides high-quality academic support programs and services to help UCF students develop college-level study skills and achieve academic excellence. SARC offers students study sessions, individual learning skills consultations, peer-led group tutoring, workshops and seminars (including for first-year transition), and supplemental Instruction (SI). In the 2014-2015 academic year, SARC recorded 45,221 (duplicated) attendees in its STEM SI courses, and 29,081 students served through its learning skills development and other outreach programming. Additionally, SARC Online is available on demand to offer a variety of tools,

resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support for convenience or other reasons.

Veterans Academic Resource Center (VARC)

The Veterans Academic Resource Center (VARC) supports student veterans as they transition from military to student life. Serving veteran students and eligible dependents who are using VA educational benefits to further their education, VARC provides workshops and other programming about college success strategies and partners with other units to refer students to tutoring, career guidance, counseling, and other services. The office also provides information concerning entitlements, filing claims to the Department of Veterans Affairs (DVA), certifying enrollment at the university, and deferring tuition and fee payments. In the 2014-2015 academic year, VARC recorded 3,682 student visits and connected 232 students to peer tutoring.

Office of Undergraduate Research (OUR)

Located in the College (formerly Office) of Undergraduate Studies, the Office of Undergraduate Research (OUR) provides students with opportunities to work closely with faculty while having hands-on learning experiences that cannot be gained in traditional classroom settings.

In order to support students who are interested in getting involved in undergraduate research, OUR annually hosts the Summer Research Academy and provides Getting Started workshops. OUR also supports students engaged in research at UCF. During the Spring and Fall semesters, OUR hosts a workshop series in collaboration with The Burnett Honors College, Research and Mentoring Program, and McNair Scholars Program; these workshops prepare students to present their research in written and oral presentation formats. OUR supplies two forums for undergraduates to present their research: the Showcase of Undergraduate Research Excellence (SURE) and the *UCF Undergraduate Research Journal*. Additionally, OUR offers travel awards for students who want to present their research away from campus and grants for which undergraduates may apply to fund independent research projects. In the 2014-2015 academic year, SURE had 1850 attendees and 436 students presenting 290 posters;160 students were supported by the Summer Research Academy; 86 students presented research at conferences through OUR travel awards; 472 students attended OUR workshops; and 421 students met with peer mentors during drop-in advising.

University Writing Center (UWC)

The University Writing Center (UWC) offers individual and small-group consultations to UCF students, faculty, staff, and community members, for any writing that they do. The UWC offers scheduled and walk-in appointments as well as virtual advising sessions. It also serves as a hub for online and print writing resources. In the 2014-2015 academic year, the UWC provided over 14,000 writing consultations across modalities and sites for students, faculty and staff.

Counseling and Psychological Services

Counseling and Psychological Services provides comprehensive psychological services to university-enrolled students through initial assessments, individual counseling, group counseling, couples/conjoint counseling, crisis counseling, and outreach and prevention services. In the 2014-2015 academic year, Counseling and Psychological Services conducted 16,236 appointments with 3,395 students.

Regional Campuses Academic Advising and Support

UCF students enrolled at Regional Campuses receive advising from academic college advising offices and faculty program advisors. Additionally, they have access to an advising and student

support office at each regional campus; these student support sites employ full-time professional staff in advising and student services. Students who attend a regional site can receive academic advising, orientation, disability, career, and veterans' services in person or through a variety of virtual methods. University Writing Center assistance is available in person at UCF Cocoa and UCF Daytona Beach and to all Regional Campuses students through the use of video-chat technology. Regional students can also receive tutoring assistance and participate in learning and study skills workshops through the Student Academic Resource Center in person on the Orlando campus or through the use of video-chat technology. Regional Campuses offers DirectConnect transferring students an enhanced advising pathway that continues through their first year at UCF and that links curricular, cocurricular/involvement, and career preparation advising in face-to-face and online spaces.

UCF ensures that regional students and faculty have knowledge of and access to academic support programs by informing them through email, social media, the websites of the different campuses, UCF advising teams at the different campuses, and student resource guides for the different campuses (one example is the resource guide for the Sanford/Lake Mary campus).

College of Medicine Academic Advising and Support

Located on the Lake Nona campus, the College of Medicine provides several offices that offer academic advising and support to students. The Office of Student Affairs is responsible for the admission, promotion, student life and welfare, financial assistance and conduct of students in the college. The Associate Dean for Students organizes and coordinates orientations, workshops and other activities to provide student information that is helpful in making decisions about career and professional development. This office is also responsible for advising students about research opportunities and internship and externship possibilities consistent with their career goals, and for orienting students to the demands of medical education (time management, stress reduction and preparation for clinical education, among others).

Located with Student Affairs, the Office of Student Academic Support Services (SASS) offers a variety of services and resources to help students learn as efficiently and effectively as possible. Among other services, this office provides resources related to study skills, test taking strategies, and writing, and it also provides individual academic support consultations and peer academic coaching.

Universidad San Ignacio de Loyola—Center for American Education

Students in the UCF B.S. in Industrial Engineering (BSIE) degree program offered at Universidad San Ignacio de Loyola's (USIL) Center for American Education (CAE) receive student support services offered by both UCF and USIL.

The College of Engineering and Computer Science's (CECS) Academic Affairs Office (AAO) facilitates the UCF admissions and degree certification and graduation processes for BSIE program students based at USIL. The AAO office collaborates with USIL to facilitate student advising and registration in UCF courses. Each of these processes is the same as or equivalent to the processes on other UCF campuses.

UCF and USIL collaborate in performing student orientations and academic advising following the CECS AAO's regular advising and academic progress tracking protocols. Additional advising and mentoring are available from UCF's dual degree program coordinator who visits USIL during each semester that UCF courses are offered at this location. An academic advisor from CECS also makes

one visit each year to USIL to meet with BSIE program students and CAE staff. CECS AAO personnel train CAE staff members who assist in advising BSIE program students to ensure their familiarity with the UCF program curriculum and CECS advising practices.

Students at USIL enrolled in the BSIE degree program are UCF students and therefore have access to all academic support services available to other UCF students enrolled in distance learning courses. In addition, BSIE program students at USIL have access to UCF student support services available remotely, such as online writing consultations by the University Writing Center. The International Services Center provides support for international scholars and students (e.g., USIL-based BSIE program students approved to study abroad at UCF's Orlando campus for a term); support includes assistance in obtaining immigration documents and adapting to a new academic environment and culture.

Since the students enrolled in the UCF BSIE degree program are also dually enrolled at USIL, they have access to USIL's full suite of student support services. At USIL, the Assessment and Development Center offers activities and programs that contribute to students' adaptation to the demands of the university and to their academic performance, including psycho-pedagogical services and academic tutoring. USIL also offers its students financial assistance including scholarships, intramural and extramural sports, cultural activities, career services, social responsibility programming, and housing services for students from outside the Lima area.

Technology Support for Students and Faculty

The Division of Information Technologies and Resources provides extensive technological support to students, faculty, and staff through four units: the Center for Distributed Learning (see below), Computer Services and Telecommunications, the Office of Instructional Resources, and the University Libraries. For additional information on technology support and learning resources, see Comprehensive Standards 3.4.12 and 3.8.1.

Center for Distributed Learning

The Center for Distributed Learning (CDL) provides support to students and faculty for the delivery of online learning in all courses. CDL provides online learning support to students and faculty as well as a professional development course. CDL student support services span from pre-enrollment research of online course offerings, technology requirements, and preparation to post-enrollment instruction on how to make the most effective use of the learning management system (locally branded Webcourses@UCF).

The online program guide offers a variety of data to students considering taking online courses at UCF or enrolling in a fully online program. Each online program link (undergraduate, graduate, and certificate) includes a detailed description of the program, key requirements, links to authoritative catalog sources, and contact information for each program coordinator for more information and academic advising.

Students can also access the Learn Online website. A centerpiece of this site is the three-part, self-paced tutorial Knights Online (details below); the technology requirements to participate in online courses; instructions on how to register for online courses; frequently asked questions; rules of conduct and online expectations; descriptions of the types of course modalities offered at UCF; and a variety of other helpful resources. The site is accessible through the learning management system.

Knights Online is available to students with a UCF username and password. It consists of three online modules and: 1) overviews the behaviors and habits that enable student success in an online

course; 2) shows and explains the characteristics and features of UCF's online course management system, and; 3) enables students to interact with Webcourses@UCF user interface.

For students who are enrolled in online courses, the Online@UCF Support team provides extensive resources ranging from a comprehensive set of searchable self-help documents and tutorials to live support available via phone, email, online form, and chat. In addition, the Center for Distributed Learning has integrated a direct link to Online@UCF Support from within the Webcourses@UCF learning management system, offering students convenient access to support services from within the contextual learning environment.

The searchable database makes Online@UCF Support self-help resources available day or night, 365 days a year. Live help is available via phone, email, or chat during business hours Monday through Friday and via email during extended hours on weekday evenings and Saturdays, Sundays, and most holidays. Extended hours for live support are available during high-volume periods at the beginning of the fall and spring semesters. Customer surveys and contact volume studies have informed this coverage strategy to maximize support and make the most efficient use of resources. Online@UCF Support is available as a direct link from every page of the Online@UCF website, as is a link to live online chat support.

Student Testing Centers

The University Testing Center supports learning by providing students opportunities to meet program requirements and certifications through a variety of standardized test offerings in person or online. In the 2014-2015 academic year, the University Testing Center administered 12,522 institutional, state, and national standardized tests. The Thomas L Keon Testing Center in the College of Business Administration, a fully secured testing facility on the Orlando campus, provides flexibility and convenience to business students and their professors. Regional Campuses also have testing labs available to faculty and students. The schedule for the SSC-Sanford-Lake Mary Testing Lab is provided as an example of the testing labs on regional campus sites.

Additional Faculty Academic Support Offices

Faculty Multimedia Center

Supported by the Office of Instructional Resources, the Faculty Multimedia Center provides faculty facilities, training, and production services for the creation or revision of multimedia instructional or research materials. Examples of work done by faculty in the center includes converting VHS tapes to DVDs or digital files for use in classroom presentations, video editing, high-speed document scanning to digitize materials for distribution or archiving, and using screen-capture software to create teaching materials. The Faculty Multimedia Center includes a training area equipped similarly to UCF classrooms where faculty members can review materials or classroom teaching technologies before using them in their classes.

The Karen L. Smith Faculty Center for Teaching and Learning

The Faculty Center for Teaching and Learning supports faculty members with a variety of conferences, workshops and seminars, faculty development cohorts, consultations, class observations, and online resources in the areas of classroom management, course design, diversity and inclusion, learning environments, research and scholarship, selected pedagogies, accessibility, and technology. The center hosts two annual faculty conferences, a new faculty orientation, and specific training and support programs for adjuncts and Graduate Teaching Assistants. The center also provides an online manual called Teaching at UCF, which provides information about all faculty support units on campus and their services.

Office of Faculty Excellence

Part of the Office of the Provost, the Office of Faculty Excellence leads university-wide initiatives and programs that strengthen faculty support, encourage interdisciplinary collaboration, and inspire faculty excellence to advance research, teaching and scholarship. Among other things, this office provides faculty development and mentoring programs (including a Faculty Mentoring Initiative), academic leadership programs, faculty award and leave programs, and advising and support around evaluation and promotion.

Center for Success of Women Faculty

Overseen by the Office of Faculty Excellence, the Center for Success of Women Faculty promotes the success of all women faculty at the University of Central Florida. The Center provides mentoring and sponsored events designed to help faculty maximize their research, instructional, and professional capabilities; advocacy services; and resources to assist faculty in achieving work-life balance.

Office of Diversity and Inclusion

Established to support UCF's goal "to become more inclusive and diverse," the Office of Diversity and Inclusion offers faculty education, training, and support services for building an inclusive culture, including incorporating UCF's cultural competencies into curricula. The office manages the Leadership Enhancement Program for members of the UCF faculty and staff.

Additional information about faculty support and development is presented in Comprehensive Standard 3.7.3.

Ensuring Knowledge of and Access to Academic Support Services

UCF utilizes a number of means for ensuring that students and faculty know about and have access to academic advising and support services. Students are introduced to university, college, and program academic services during their initial orientation to the university. In the 2014-2015 academic year, 22 FTIC orientations hosted 9,130 students and 8,376 guests; 26 transfer orientations hosted 13,480 students. At Pegasus Palooza, UCF's official Welcome Week designed to connect new students to the university community, 25,037 (duplicated) students participated in 34 programs offered throughout the week. Students are also exposed to academic support services throughout the year through university, college, and/or program advising (including program email lists and student guides or handbooks) and at multiple events such as the Student Academic Resource Center Learning Fair, the First Year Advising and Exploration Annual Welcome Expo, and Career Services' various job fairs.

Student support offices and programs also promote their services via websites, newsletters and print marketing materials; event listings on the UCF home page and in UCF Today news; email and social media announcements; Webcourses@UCF announcements and modules; and TV monitors and bulletin boards. As noted above, the Knights Academic Resource Services (KARS) offers a virtual one-stop shop that links students to a number of key academic support offices and programs.

Faculty members receive information about support services through a variety of sources, including direct correspondence from deans, directors, and chairs; regular Provost's updates; semiweekly emails about upcoming activities provided to the entire university community; and the 900+ member weekly listserv of the Faculty Center for Teaching and Learning.

Ensuring Quality Academic Advising and Support

Institutional Effectiveness (IE) Assessment

University advising and support offices (including those for specific student populations), college advising and student support offices, and degree programs all participate in ongoing self-evaluation and improvement of their functions through the university's annual Institutional Effectiveness assessment process. This process is overseen by several levels of assessment committees and coordinators and supported by Operational Excellence and Assessment Support (OEAS). These programs assess their services through utilization data as well as user perception and user performance measures. For example, as part of its IE assessment, the Faculty Center for Teaching and Learning asks its faculty users to evaluate its overall services, faculty development conferences, new faculty orientation, and faculty development cohorts; the center then uses data from such evaluations to improve its services and events.

Regional Campuses conducts ongoing satisfaction and needs assessment related to advising and student services. As can be seen in the Spring 2015 report, the majority of student respondents are highly satisfied with the types and quality of services being offered. Data from such surveys is used to identify concerns or gaps related to services.

The College of Graduate Studies tracks usage data for its academic support services and regularly assesses whether student needs are being met and makes changes as needed. In an effort to support the academic needs of all graduate students, the college also partners with the Graduate Student Association, which is the recognized voice for graduate students on campus.

The College of Medicine assesses the quality of its student services informally in monthly luncheon meetings with the dean and appropriate associate deans, and more rigorously though mid-module, end-of-module, and end-of-year assessments completed by each class, in addition to a graduating student survey.

For more information about UCF's institutional effectiveness programs, see Comprehensive Standard 3.3.1.

Other National and University Surveys

UCF also collects data about students' utilization and perception of academic advising and some other support services through its Graduating Senior and First Destination Surveys, the National Survey of Student Engagement (NSSE) instrument, and a Foundations of Excellence (FoE) Transfer Initiative self study.

On the 2013-2014 Graduating Senior Survey, substantial majorities of respondents rated their academic experience, student support services, and academic advising as "excellent" or "very good." On the 2013-2014 First Destination Survey, substantial majorities of respondents reported that their UCF experience positively contributed to their knowledge, skills, and professional development and provided them valuable job search resources and student engagement opportunities.

Large majorities of student respondents to the 2014 NSSE instrument indicated that UCF emphasizes "providing support to help students succeed academically" and "using learning support services." Respondents were generally pleased with their interactions with advisors and support service staff.

More recently, UCF partnered with the John N. Gardner Institute to conduct a 2015 FoE Transfer Initiative self study, which involved student and faculty/staff surveys that asked about the quality

of academic advising and support. Among other findings, the student survey found that most students could readily access quality academic advising. Beginning in Fall 2015, this initiative will begin its implementation phase, which enacts changes recommended through the self study.

Adviser Training

Quality academic advising at UCF is ensured through the efforts of the Academic Advising Council (AAC), a leadership body of academic advising units and specialized advising programs across the university. This body supports current and new members of the university's academic advising community by:

- Offering monthly professional development programs;
- Providing leadership to advance academic advising in accomplishing UCF's strategic goals;
- Ensuring consistency and quality of advising at UCF, and;
- Identifying advising needs, trends, and developments to guide and provide advising leadership.

Through the Advisor Enhancement Program (AEP), the AAC supports advising excellence for all UCF academic advisors by identifying relevant issues and delivering monthly professional development programs. These enhancement programs include information on use of office technology, peer advising, new employee training, institutional administration, UCF resources, advising/counseling best practices, developmental theory, and other topics of interest to the academic advising community.

As noted above and discussed in more detail in Federal Requirement 4.6, graduate advisors also receive training on issues related to academic support. Examples of such training include sessions on graduate admissions and student services and academic progress and graduation.

Conclusion

In support of its institutional mission, UCF provides a broad range of high-quality, accessible and appropriate academic resources for students and faculty. UCF is in compliance with this standard.

3.4.10 Educational Programs: All: Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

University of Central Florida faculty members have primary responsibility for the content, quality, and effectiveness of curriculum at all levels. Whether acting as department members or on curriculum review committees, faculty members participate in the development of new courses and programs and in the revision of existing curriculum. Faculty members also play a key role in the annual assessment of student learning objectives and outcomes and in the program review process. Both faculty participation and UCF's compliance with Florida's Board of Governors regulations for assessment and program review ensure that its academic programs are high quality and appropriate for higher education.

Program Content and Development

Faculty members hold primary responsibility for the content, quality, and effectiveness of the curriculum. Developing content begins at the program level, where credentialed faculty members who are experts in their disciplines develop and propose courses and program curriculum. Representative faculty committees at the college level review and approve new courses and programs, as well as any changes to existing courses and programs, before sending them to the appropriate university level Faculty Senate committees.

As the representative body of the faculty, the UCF Faculty Senate is charged with reviewing and making recommendations to the administration "on all matters pertaining to the welfare of the university, focusing particularly on those related to the academic mission." Two Faculty Senate councils—the Graduate Council and the Undergraduate Council—are responsible for the university's curriculum. Each council charges committees with studying, reviewing, and recommending action on academic programs.

The Graduate Curriculum Committee is the subcommittee of the Graduate Council charged with reviewing curricular issues related to graduate education at UCF. Its members review all requests for additions and revisions to graduate courses; proposals for new graduate certificate programs, tracks, or options in existing graduate programs; and changes to existing graduate programs (e.g., hours, thesis/nonthesis options). The committee members also review proposals for deletions of existing courses, certificate programs, tracks or options, and programs. In all cases, they makes recommendations to the vice provost and dean of the College of Graduate Studies. The committee consists of one graduate faculty member from each college, at least four senators, one graduate student, and the vice provost and dean of the College of Graduate Studies. The committee has clearly defined policies and procedures, meets regularly, and posts its agenda and minutes to its website.

The Graduate Program Review and Awards Committee is the subcommittee of the Graduate Council that provides guidance about the quality of UCF's graduate programs. Among other tasks, it reviews and recommends approval of new graduate program proposals, reviews and updates graduate

faculty status, and participates in the formal program review process that occurs for each program every seven years. Committee membership includes one graduate faculty member from each academic unit, at least four of whom are Faculty Senate members, and the vice provost and dean of the College of Graduate Studies. The committee meets regularly and posts its agenda and minutes to its website.

The Undergraduate Policy and Curriculum Committee is the subcommittee of the Faculty Senate charged with reviewing undergraduate curriculum at UCF. It reviews undergraduate policies, instructions, and standards; university-wide undergraduate degree requirements, including the General Education Program, foreign language requirements, admissions standards, instructions, and baccalaureate academic honors; proposals for new degree programs and minors; and the inactivation of existing programs. The committee is made up of the chair of the Undergraduate Council and 15 faculty members, with at least one representative from each academic unit. *Ex officio* members include the vice provost and dean of the College of Undergraduate Studies and the assistant or associate dean from each of the colleges whose responsibilities include undergraduate curricular issues. The committee has clearly defined policies and procedures, meets regularly, and posts its agenda and minutes to its website.

The Undergraduate Course Review Committee is a subcommittee of the Undergraduate Policy and Curriculum Committee responsible for reviewing and providing recommendations on proposals for all undergraduate course additions, revisions, deletions, and special topics courses. The committee is made up of 14 faculty members with at least one representative from each college and the provost and executive vice president for Academic Affairs or designee. The committee has clearly defined policies and procedures, meets regularly, and posts agendas and minutes of its meetings to its website.

The Common Program Oversight Committee is the subcommittee of the Faculty Senate tasked with overseeing the courses that fulfill the General Education Program and diversity and technology requirements, as well as other program requirements common to all undergraduate students. The committee is made up of at least one faculty member from each college with undergraduate programs, one professional librarian, and the vice provost and dean of the College of Undergraduate Studies. The committee meets regularly and posts appropriate forms for its processes on its website as well as its agendas and meeting minutes.

In addition to regular, ongoing oversight of courses and programs, UCF faculty members are deeply involved in new program development, which begins with the faculty and ends with approval by the Board of Trustees or the Board of Governors, as appropriate. UCF complies with Board of Governors Regulation 8.011, which stipulates the process for all new program approval; it grants authority for approving new bachelor's, master's, advanced master's, and specialist degree programs to UCF's Board of Trustees and for approving new professional and research doctoral programs to the Florida Board of Governors.

Faculty members who wish to develop new programs follow the processes described in UCF's procedures for New Academic Degree Programs. They begin by creating pre-proposals with the goal of having them included in the annual UCF work plan. Pre-proposals are reviewed and approved by the program, the appropriate college dean, and the vice provost and dean of the College of Undergraduate Studies or the vice provost and dean of the College of Graduate Studies, as appropriate. Pre-proposals are reviewed by the provost and executive vice president for Academic Affairs and, if approved, are submitted to the statewide Council of Academic Vice Presidents Work Group, the UCF Board of Trustees, and the Florida Board of Governors, as appropriate [B.A. Writing and Rhetoric] [P.S.M. Nanotechnology] [Ph.D. Criminal Justice].

After the degree program is on the formal UCF Work Plan, faculty members continue their involvement by developing a full proposal. Two Faculty Senate committees—the Undergraduate Program and Curriculum Committee or the Graduate Program Review and Awards Committee— review the program proposals for content and quality. Recommendations from these faculty committees are forwarded to the vice provost and dean of the College of Undergraduate Studies or the vice provost and dean of the College of Graduate Studies who, in turn, forward them to the provost for submission to the Board of Trustees and Board of Governors, as appropriate.

Program Quality and Effectiveness

UCF faculty members participate in all levels of program assessment and review and are responsible for ensuring that the results of those reviews are used to improve the quality and effectiveness of UCF's curriculum. In compliance with Board of Governors Regulation 8.016, faculty members assess student learning outcomes for all undergraduate degrees annually. In addition to undergraduate degree programs, graduate degree and certificate program learning outcomes also undergo annual assessment in accordance with University Institutional Effectiveness Assessment Policies and Procedures. They make pedagogical and curricular changes necessary to improve student learning whenever deficiencies are found. Comprehensive Standard 3.3.1.1 provides examples of how assessment has been used to improve student learning.

In addition, faculty members are key participants in UCF's program review process. In compliance with Board of Governors Regulation 8.015, UCF reviews all degree programs every seven years. The purpose of academic program review is to examine the quality and productivity of the programs and to develop recommendations leading to their improvement. As outlined in UCF's policies and procedures, program faculty and department chairs conduct a self-study and meet with external consultants to assess how well the program is achieving its mission and purpose as well as its teaching, research, and service goals. Participants use data collected internally and external benchmarks for evaluating their program. Such reviews ensure that the content, quality, and effectiveness of the curriculum are evaluated regularly and that programs reflect good practices in higher education.

For example, in 2010-2011, the review recommendations [Criminal Justice Review Results] for the criminal justice programs led to bachelor's degree program (B.A. and B.S.) curricular enhancements. These included the addition of a required data analysis course as well as a scholar's track to provide exceptional students an opportunity to engage in scholarly activities. Also during 2010-2011, a common program review recommendation for all psychology Ph.D. program tracks was to adjust the balance of required formal courses and opportunities for research experience outside the classroom. Program faculty responded by reducing the number of required courses from 54 to 45, effective with the 2011-2012 Graduate Catalog. An example of catalog copy from the Applied Experimental and Human Factors Psychology track is provided as evidence of the reduction in required course hours between the 2010-2011 and 2011-2012 catalogs.

Additional details about the academic program review process can be found in Core Requirement 2.5.

Conclusion

Whether participating in the development of new courses and programs, the revision of existing curriculum, or the assessment of student learning outcomes or program effectiveness, faculty members play a key role in safeguarding the content, quality, and effectiveness of UCF's educational programs. The university has established policies and procedures for creating, revising, and

evaluating curriculum that are in compliance with Board of Governors regulations and ensure that its academic programs are held to standards appropriate for higher education.

3.4.11 Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida assigns responsibility for program coordination, including curriculum development and review, to persons academically qualified in the field or in a related field and occasionally based on other demonstrated competencies and achievements in the field. The following narrative demonstrates compliance by providing a description of the coordinator selection process, duties, evaluation mechanisms, and a roster of faculty program coordinators, including their qualifications for the role.

Program Oversight Responsibility

Ultimate responsibility for program coordination and curriculum development resides with department chairs, school directors, and their respective faculties, with direct oversight and review provided by the college deans. These responsibilities, however, are typically delegated to program coordinators, who are selected by the department chair or elected by the department or school faculty. These faculty members are recognized by their peers as leaders with regard to program and curriculum matters.

All degree and graduate certificate programs are assigned coordinators. In providing coordination for the program, coordinators work with the department chairs to develop a three-year schedule of courses for the program, update program websites and catalog materials, review all program recruitment materials for accuracy, complete program review self-studies and specialized accreditation reports as necessary, work with program faculty to process student applications where there are specialized admission requirements, and work with professional advisory boards, when applicable. They work with students in the program to ensure their success and resolve issues.

At the graduate level, these individuals are called graduate program directors and must also be graduate faculty, as defined by the Graduate Council. The graduate faculty policy is provided in the Graduate Catalog. The job description for graduate program directors is described in the online Graduate Program Director's Guide.

In providing leadership for curriculum changes, program coordinators guide proposals through a multi-step review process.

- Graduate program coordinators typically represent their programs before the Graduate Curriculum Committee of the Graduate Council.
- Undergraduate program coordinators bring curricular additions, revisions, or deletions for the general education program through the Common Program Oversight Committee. They

do the same for other programs through the Undergraduate Course Review Committee, a subcommittee of the Undergraduate Policy and Curriculum Committee.

Program assessment is completed annually through the institutional effectiveness process. The program coordinator works with the faculty to ensure student learning outcomes are clearly defined and assessed. Results are discussed and used to make improvements where necessary. More detail on the annual assessment of academic programs process is included in Comprehensive Standard 3.3.1.1.

Program coordinators are evaluated by their chairs as part of the annual review process for all faculty members, described more fully in Comprehensive Standard 3.7.2. Program coordination is a workload assignment and is evaluated accordingly. The effectiveness of program coordination is also evaluated as part of the mandated seven-year academic program review that is described in detail in Core Requirement 2.5. These reviews incorporate program self-studies prepared under the leadership of the program coordinators, include scrutiny of faculty qualifications, and require reviews by external consultants who are discipline experts and the dean's office that also considers the effectiveness of program leadership. University-level review by the Program Review Committee comprised of university-level academic affairs leaders follows, and findings are presented to the Board of Trustees and the president. If the program is one of the programs at UCF accredited by an external agency, the program and the effectiveness of its leadership are further evaluated during regularly scheduled accreditation reviews.

The 2014-2015 roster, including qualifications, of these individuals are provided for both the undergraduate and graduate levels. These individuals typically hold a degree at the appropriate level (master's degree for undergraduate programs; doctorate degree for graduate programs) in the field of the program or a related field. At times, an appropriate coordinator may be qualified by means other than degree(s) (e.g., industry experience). In such instances, a rationale and supporting documentation (e.g., CV) is provided.

Conclusion

The University of Central Florida assigns responsibility for program coordination and curriculum development and review to faculty coordinators academically qualified in the field or in a related field and occasionally based on other demonstrated competencies and achievements in the field. UCF is in compliance with Comprehensive Standard 3.4.11.

3.4.12 Educational Programs: All: Technology Use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is committed to enhancing student learning through the use of technology. This commitment encourages a campus culture that expects the integration of appropriate technologies within classes and programs offered by the university. Students have access to a variety of training opportunities in the effective use of technology, and faculty members have access to many resources to assist them in integrating technology into their curricula. The narrative below describes resources and services that support this integration.

Information Technologies and Resources

Information Technologies and Resources provides vision and leadership for advancing UCF's mission through technology, developing innovative technology initiatives and enterprise IT systems, providing access to information-rich resources, enhancing distributed teaching and learning, and planning and allocating space to advance all modes of education and research. The divisional units of Information Technologies and Resources include:

- Center for Distributed Learning
- Computer Services and Telecommunications
- Office of Instructional Resources
- University Libraries
- Space Planning, Analysis, and Administration

Center for Distributed Learning

The Center for Distributed Learning (CDL) serves as the central agent for online learning at UCF, providing leadership in distance learning policies, strategies, and practices. CDL supports and expands student access to education through the application of instructional technology, data analysis, guidelines, and strategic planning for distributed learning programs and courses. The following documentation shows how CDL collaborates with internal and external partners to investigate, design, deliver, assess, and support online learning through faculty development, course production, and research, which are all aligned with institutional goals.

Online@UCF serves institutional goals for increased and more flexible access and student success. During the 2013-2014 and 2014-2015 academic years, fully online, blended, and video-streaming courses represented nearly 36 percent and more than 37 percent of UCF's total student credit hour production, respectively. The university offers resources and support for students taking online and blended classes.

The majority of the university's faculty members participate in online learning at some level, and in Fall 2014, 6,533 of UCF's 6,973 total course sections made use of the online learning management

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system. The availability of an extensive selection of online courses lowers the cost of and provides greater access to higher education for many students.

UCF offers courses in the following modalities. The course description and the course section number include the letter code to identify the type of course:

- **W – World Wide Web** courses are conducted via Web-based instruction and collaboration. Some courses may require minimal campus attendance or in-person or proctored examinations.
- **V – Video Streaming** courses are delivered over the Web via streaming digital video, which may be supplemented by additional Web activity, projects, or exams.
- **RV – Video Streaming-blended** courses provide classroom-based content over the Web via streaming video, and classroom attendance is not required. Other required activities that substitute for video instruction may include any of the following: Web activity, in-person or proctored examinations, and labs.
- **M – Mixed Mode-blended** courses include both required classroom attendance and online instruction. Classes have substantial activity conducted over the Web, which substitutes for some classroom meetings.
- **P – Face-to-Face** courses have required classroom attendance and meet on a regularly scheduled basis. Students may encounter Internet or computer requirements in these classes.

Evidence of Student Learning Outcomes in the Online Environment

Evaluation of Online@UCF blends quantitative and qualitative data, as well as formative and summative approaches. CDL maintains detailed records on every online program, course, and faculty development program, and has created a data mart that contains both historical and current data on all program elements. A screenshot of the data mart interface shows its capability. Since 1996, the Research Initiative for Teaching Effectiveness has regularly assessed the impact of online modalities at UCF, providing an evolving evaluation of their impact on teaching and learning (see Blended Faculty Survey, Blended Student Survey, ECAR Faculty Survey, ECAR Student Survey, and ITR Tech Survey). This research is widely disseminated through publications and presentations.

The assessment strategy involves student and faculty cohorts interacting at the intersection of several instructional and institutional measures. To evaluate student success in online programs, a declassification strategy is used in which a final course grade of 'A,' 'B,' or 'C' indicates success. This technique compares various course modalities—fully online, blended, lecture capture, and face-to-face—across colleges, departments, and programs within the university.

By engaging in scholarship around their innovative online teaching, many faculty members receive credit toward tenure or promotion. Historically, faculty scholarship of teaching and learning research supported by the Research Initiative for Teaching Effectiveness has concentrated on a wide variety of topics such as dimensionality in chemistry, linguistic dimensionality, virtual environments, digital theater, constructive engagement, and learning with social networks. This support has resulted in numerous faculty publications addressing the scholarship of teaching and learning in technology-enhanced environments.

Ensuring Student Success through Faculty Success

Student success in the online environment is highly related to faculty success. The spectrum of faculty professional development for online teaching and learning ranges from the intensive

experiential course called IDL 6543, which prepares selected faculty to develop and teach an online course, to a self-paced program called Essentials of Webcourses@UCF, which instructs faculty on the use of the campus-wide learning management system.

IDL 6543 is the primary faculty development offering for the creation of online courses at UCF. This 10-week course, offered three times a year, provides up to 120 faculty members a year with experience in a blended learning environment—partially online and partially face-to-face—while they work closely with an assigned instructional designer to design and develop a fully online or blended course.

Faculty members experience IDL 6543 with an interdisciplinary cohort that is selected through an institutional process facilitated by CDL. Faculty members who participate constitute a learning community in IDL 6543 and receive mentoring from "Web Veteran" faculty members who have online teaching experience. During faculty development, and thereafter while teaching online courses, faculty members are supported by a team of expert instructional designers and media development staff who assist in the design, development, and creation of their course content, activities, and assessments. Faculty members are provided either a course release or a stipend for their participation in the program.

From 1996 through July 2015, 1,286 UCF faculty members have completed IDL 6543. In addition, 691 (2001-2015) have completed ADL 5000, which prepares faculty to deliver a course that has been developed by another faculty member. CDL tracks faculty participation through the aforementioned data mart tool.

Beyond IDL 6543, CDL provides a wide spectrum of formal, informal, and just-in-time faculty development options. This table lists the online-related faculty development resources provided by CDL and other internal partner units.

CDL leadership meets formally every fall and spring semester with every college dean to discuss his or her distributed learning strategy, priorities, and goals [sample agendas for the College of Business Administration and the College of Arts and Humanities]. In some cases, all college department chairs are included in the discussions. These discussions have been enormously beneficial both for the CDL and for the colleges because they inform the center's leadership about how best to align its resources to help accomplish each college's objectives. These regular high-level strategic meetings have led to key operational practices that have resulted in the effective integration of online learning into many UCF colleges.

UCF colleges with more than 50 percent of student credit hours from fully online and blended courses (2013-2014):

- College of Nursing (61.95 percent)
- College of Graduate Studies (61.54 percent)
- Office of Undergraduate Studies (58.58 percent)
- College of Health and Public Affairs (53.89 percent)
- College of Business Administration (51.68 percent)

UCF colleges with between 25 and 49 percent of student credit hours from fully online and blended courses (2013-2014):

- Rosen College of Hospitality Management (49.72 percent)
- College of Arts and Humanities (34.18 percent)

- College of Sciences (28.82 percent)
- College of Education and Human Performance (27.69 percent)

Computer Services and Telecommunications

The department of Computer Services and Telecommunications (CS&T) provides a central point of support for all aspects of the university's computing, networking, and telecommunications. The department also maintains several public workstation labs located throughout campus, as well as a professionally staffed computer store that facilitates the purchase of software or hardware at competitive prices. CS&T provides and supports application and systems development, document imagining services, Web hosting services, email, and academic support services, as well as Teledata services including telephone, cable TV, and other communication services.

Help for Students, Faculty, and Staff: Service Desk

The Service Desk connects CS&T to its customers by assisting them with questions or issues with any CS&T technologies to which they have access. Since CS&T offers a broad range of products and services, the Service Desk is responsible for directing phone calls and online inquiries to the right department in a timely manner and providing customers with the help they need. The Service Desk also informs students about technology standards and policies.

Help for Students, Faculty and Staff: Service Catalog

CS&T provides online resources to assist students with browsers, passwords, access to the myUCF portal, information security, network access, email support, and information technology policies.

Technology Commons

The Technology Commons is a campus epicenter for students to work collaboratively, communicate, interact, study, and receive technical support. It is a state-of-the-art facility open to all of UCF, providing resources for students and staff alike to find, assemble, and synthesize the information needed for a range of academic tasks. The individual areas of the computer center form a diverse, thriving, technical community at the heart of UCF. The Technology Commons provides:

- Seating for 214 and more than 100 computers
- A bring-your-own-technology (BYOB) lab
- A video recording and editing suite for podcasts or video production
- A technology service center for computer repairs and service
- A technology patio with shared tables and full wireless coverage
- A computer lab featuring Apple and Dell computers, with hardwired and wireless printing
- A collaboration computer lab with a flat-panel display that provides students a shared screen to rehearse presentations and hold discussions.

UCF's student newspaper, the Central Florida Future, described the Technology Commons as one of the "best UCF campus spots to stay focused after class."

Office of Instructional Resources

UCF students and faculty have access to reliable and high-quality multimedia presentation equipment in nearly all classrooms. UCF has been integrating multimedia equipment into classrooms since 1995. There are currently 431 classrooms, labs, and seminar and conference rooms with integrated multimedia available to faculty and students at all UCF campuses [OIR

Multimedia Rooms]. Beginning in 2013, all new and renovated classrooms have been equipped with fully digital, high-definition multimedia facilities.

Guidelines and standards for multimedia equipment are established by the Office of Instructional Resources. UCF classrooms and seminar rooms are equipped with advanced multimedia presentation systems, consisting of an instructor teaching console with computer, AV control touch panel, audio system, and high-resolution projector(s) and screen(s). The Office of Instructional Resources is also responsible for designing and installing the equipment in new classroom constructions and renovations. New buildings have funds set aside to properly equip classrooms and other learning spaces according to campus standards and programmatic requirements. Existing rooms are regularly upgraded and renovated with funding either from the college responsible for the room or from the UCF Technology Fee program.

The Faculty Multimedia Center provides both technical resources and staff assistance for faculty in the creation and revision of multimedia materials for use in their teaching and research. The center has a training area equipped similarly to UCF classrooms where faculty members can review materials and classroom teaching technologies before using them in their classes. The center also hosts a Faculty Multimedia Workshop once per semester. These workshops are recorded and offer faculty short introductions to teaching technologies and techniques, such as how to narrate PowerPoint presentations or create accessible learning materials.

The university's lecture-capture system is used by several colleges. Nineteen classrooms are equipped as lecture-capture origination rooms, with cameras and microphones. Faculty members who teach lecture-capture courses participate in an online faculty development program to become familiar with the strengths and limitations of teaching with video. During 2013-2014, 15,879 UCF students enrolled in lecture-capture courses in which they collectively viewed 578,522 hours of recorded lectures and other materials.

Library Technology Access

UCF Libraries provides students, staff, and faculty members with appropriate access to information technology, information resources, and support for their research needs.

The John C. Hitt Library has 299 PCs for public use, plus classroom PCs. Also available are 109 iPads, 50 Windows tablets, and 15 laptops that students can check out for various time periods ranging from several hours to a week. These items are circulated at the LibTech desk, which also provides technology assistance, including logging on to the UCF network, accessing the university's wireless network, setting up student email accounts, printing help, and basic computer troubleshooting. Assistance in using the Presentation Practice room, planetary scanners, and assistive technology stations also is provided. The LibTech desk also maintains and supports the legacy equipment required to use the DVD, CD, and microform collections.

In the John C. Hitt Library, the availability of study rooms, PCs, library instruction schedules, and service points can be found on library maps and is displayed on animated digital signs. The library floor maps, available on the Libraries' website and directly on Google Maps were designed using the Google Maps application program interface and are geo-located and overlaid directly on top of live Google maps and satellite imagery.

At the Curriculum Materials Center in the College of Education and Human Performance, two study rooms with large-screen monitors, 26 desktop PCs, a Promethean 65-inch touch screen smart board, and a 3-D printer are available for use. Thirty iPad Air 2s with educational apps and digital

cameras are circulated. The UCF Universal Orlando Foundation Library at the Rosen College of Hospitality Management offers three group study rooms with large-screen monitors and 40 desktop PCs for on-site use, and 24 tablets are available for circulation.

UCF network and Internet connectivity—both wired and wireless—are available at all UCF Libraries service locations. All regional campus partnership libraries provide appropriate equipment and wireless access. See, for example, library services available at regional campuses located in Brevard County.

The John C. Hitt Library has two library instruction rooms that seat approximately 20 persons each and are equipped with PC workstations and wireless access. Fifty laptops are checked out to library instruction classes held in a third room that accommodates larger groups. Hands-on instruction on electronic information resources is available at all library locations and to all UCF affiliates.

The UCF EZ Proxy-Shibboleth authentication system provides access to license-restricted electronic resources, facilitating easy access to electronic resources for thousands of remote-access users.

The main library website features QuickSearch (formerly OneSearch), a Google-like discovery tool covering nearly all library resources. In 2013, QuickSearch was integrated with the university's learning management system, Webcourses@UCF, through a Learning Tools Interoperability interface, which allows faculty members to easily find and embed links to online articles in their courses. The tool is readily available to all instructors teaching online within the page editing tools section and requires only a few clicks to search, locate, and embed links to full-text articles.

Information technology has provided the libraries with more options for serving students. Streaming instructional videos increase the reach of library instructors. Online videos and tutorials enable students to receive help in areas of frequent need and are available any time, from any Web-enabled location. New online video presentations are continually being added to the Libraries' website and integrated into online courses.

Students can seek assistance from the online Ask A Librarian service through chat or instant messaging, telephone, email, and text. In 2014-2015, 13 staff members answered 6,363 chat questions, 2,612 phone calls, 526 emails, and 150 text messages, for a total of 9,201 interactions. The service is staffed 60 hours per week during fall and spring semesters. To support online assistance, the Libraries purchased the Springshare platform to host librarian-developed Research Guides and a Knowledge Base. In 2014-2015, there were 391 active, online Research Guides, and the 498 question-and-answer pairs in the Knowledge Base were viewed nearly 27,000 times.

Student Development and Enrollment Services

The division of Student Development and Enrollment Services engages students in the total collegiate experience at UCF and is dedicated to helping students achieve success through the use of technology resources:

- Student Accessibility Services uses assistive technology on a case-by-case basis to create access for students with disabilities and for all UCF students where possible. One example is the use of Read & Write Gold software, which any student can use through campus computer access or personal computer installation. Overall, Student Accessibility Services works with more than 1,400 students. While most of the students do not use technology specifically through Student Accessibility Services, it is always an option that is available to any student. In the past year, the assistive technology coordinator has made a concerted

effort to collaborate with various units across campus to enhance the awareness and training of various assistive technologies available.

- Housing and Residence Life has offers wireless Internet access throughout all of UCF's residence halls. This access enables students to maximize their use of instructional technology. Wireless network services provide ease of access to information, support multiple devices simultaneously, and enhance group study. Wireless capabilities support the growing use of distance learning and Web-based classes by the university.

- The LEAD Scholars Academy offers a virtual leadership academy for any student. Students self-enroll through our campus learning management system with their student identification to register for this eight-module online co-curricular course. Students receive a virtual badge upon completion. This virtual co-curricular course is intended for students who typically take online courses or who attend the regional campuses.

- As a division, Student Development and Enrollment Services maintains more than 200 lab computers used to provide students access to software and resources necessary for academic success. These labs include traditional lab areas, as well as open lab spaces that provide students an opportunity to work and study efficiently. These spaces may be found throughout the classroom buildings and in the student union.

- Over the past three years, Career Services has provided 48 laptops to increase student access to career information. Using this technology, Career Services has been able to offer interactive learning opportunities for students through ongoing in-house workshops, outreach programs, and class presentations. With the purchase of the laptops through a 2010 Technology Fee grant, the staff has moved beyond static presentations to more interactive hands-on learning approaches that more effectively engage students in the learning process.

- Classroom response systems are innovations in communication technology that can improve student engagement and learning for education programs and facilitate education management tasks. The Office of Fraternity and Sorority Life has 50 iClickers and software installed and available for all Student Development and Enrollment Services staff to use when conducting educational programs for students in the Fraternity and Sorority Life building multipurpose room. Through the use of this technology, Fraternity and Sorority Life is able to enhance student-to-student interaction, obtain feedback regarding student comprehension of material, and provide a creative way to assess thinking and learning.

- The Student Academic Resource Center has begun to update its existing online academic support services and to develop and implement new online services for students. An example is the Online Peer-Assisted Learning sessions, which are live peer-facilitated study sessions led by a Student Academic Resource Center tutor or supplemental instruction leader, where interactions occur in a virtual environment instead of face-to-face. These sessions are facilitated through Adobe Connect, a live conferencing platform that allows students to communicate via chat or microphone, review course content using an interactive whiteboard, and share notes and handouts electronically. Courses that have been supported through Online Peer-Assisted Learning thus far include Biology I and II, Genetics, Chemistry, Organic Chemistry, Business Finance, Quantitative Business Tools, Statistics (various levels), Engineering Dynamics, Computer Science I, Introduction to C Programming, Object-Oriented Programming, Thermodynamics, Psychology, College Physics I, and Microbiology. Currently, Online Peer-Assisted Learning is offered to online courses such as Concepts in Chemistry and Physical Science.

Technology Use in Classes

UCF offers several optional courses that help students master technology concepts and skills. Examples include CGS 1060, Introduction to Computing, with an enrollment of 1,386 for academic year 2013-2014, and CGS 2100, Computer Fundamentals for Business, with an enrollment of 2,313 for academic year 2013-2014. Both courses are options in the General Education Program, which is a requirement of all UCF baccalaureate programs. In addition, the General Education Program makes a significant effort to incorporate technology wherever appropriate, including electronic database searches, Internet research, and computer applications ranging from typical business software to mathematical and statistical spreadsheet calculations.

The Faculty Center for Teaching and Learning offers technology support to faculty members through workshops on topics such as TurnItIn.com, assigning multimedia projects, flipping the classroom, accessibility, classroom response systems, gamification, digital storytelling, and other instructional technology enhancements.

Regional Campuses

Regional Campuses Information Technology provides universal technology support and access to faculty, staff, and students at all of its 11 locations, on parity with what would be expected on the main campus. The following resources are made available to students throughout the regions:

- Orientation to technology resources during New Student Orientation each semester
- Multimedia classrooms
- Computer classrooms
- Open computer labs and collaboration space
- Specialized academic labs (e.g., architecture, photography, speech)
- Testing labs
- Student Government Association free printing program
- UCF ID printing
- Extension of the UCF core network to provide access to online UCF resources
- Wireless network access for mobile devices and laptops
- Online training through Lynda.com
- Online access to popular and specialized applications through UCF Apps
- UCF Libraries electronic and checkout resources (laptops, iPads, etc.) in partnership with the host institution
- Web broadcasts for special events (Adobe Connect)
- Virtual office hours for faculty as requested (Adobe Connect)
- Remote video conference collaboration support (Adobe Connect)
- Virtual advising (Adobe Connect, Skype)
- Online information and documentation for students (website, wiki, kiosks)
- IT support staff for basic troubleshooting and connectivity issues

College of Medicine

The College of Medicine building at the Lake Nona campus was designed to take full advantage of state-of-the-art communications and multimedia technology (see "Technology Resources" heading). All instructional and conference room spaces are multimedia equipped. Each of the 24 problem-based learning rooms has a wall-mounted, 52-inch High Definition LCD flat panel with the ability to connect a computer, video camera, and DVD player. Two of the learning rooms are also designated

for joint use as conference rooms. These rooms have a Crestron control system to control the multimedia and lighting and a dedicated computer.

The four lecture halls each have Crestron system controlling high definition video projectors, projection screens, document camera, audio, and lights. Each room also includes video and audio recording capability.

All conference rooms include either a high-definition video projector or 52-inch flat panel display. Audio, lighting, and video switching is controlled by a wireless Crestron touch panel. Each room has a dedicated computer with wireless mouse and keyboard.

The Faculty Collaboration Center is a multimedia production lab for use by faculty and staff members. The room includes two collaboration rooms where faculty members can meet to review their multimedia and learning object projects and software tools. The lab's equipment includes a full classroom multimedia system as described in the lecture halls, but without the overhead camera. The lab is equipped with PC and Mac computers, ports for laptops, slide scanners, a digital image flatbed scanner, a commercial grade color printer, a large-format poster printer, a large-format laminator, and a large-format plotter.

The Library Training Room equipment includes a full multimedia system that is consistent with those used in lecture halls and 40 computers for use by students, faculty members, and staff members.

Education technology training and support is provided through scheduled training sessions and online resources to faculty members and students on the use of the learning management system and assessment tools (e.g., Instructure Canvas, ExamSoft, OASIS, TurningPoint). Training on other software applications is scheduled as needed. Technology support personnel are available at all educational sessions and other events that involve educational technology applications. A help desk staffed to support information technology and educational technology requests provides rapid response to any problems that may be reported. Educational technology and faculty development personnel also conduct scheduled training and are available for consultation on the use of technology in teaching and learning.

Conclusion

The use of technology is an integral part of enhancing student learning at the University of Central Florida and is appropriate for meeting the objectives of the university's many curricular and co-curricular programs. UCF is in compliance with Comprehensive Standard 3.4.12.

3.5.1 Educational Programs: Undergraduate: General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

UCF's General Education Program comprises 36 credit hours and is organized around five knowledge foundation areas: Communication, Historical and Cultural, Social, Science, and Mathematical. The course options in each foundational knowledge area of UCF's GEP are connected by a shared set of student learning outcomes.

The GEP's student learning outcomes emphasize college-level foundational knowledge (i.e., knowledge necessary to advance in learning) and cross-cutting competencies (i.e., communication, information synthesis, critical analysis, and problem-solving skills that are useful across a range of learning contexts).

The design of the GEP around common learning outcomes in each foundational knowledge area provides coherence to the assessment, requires consultation among the disciplines within a foundation, and has led to a strong and effective assessment plan initiated by faculty who teach in the program.

The GEP's student learning outcomes were determined through and are reviewed by a multilevel faculty oversight process anchored by the Undergraduate Common Program Oversight Committee, a standing committee of the UCF Faculty Senate that is composed of representatives from all colleges and the library.

Evidence showing the extent to which students have obtained the college-level competencies embedded in the GEP's student learning outcomes is provided through the program improvement processes that are part of the university's assessment and review plans. Other UCF and national surveys also provide evidence that graduates have attained these college-level competencies.

GEP Structure, Objectives, and Student Learning Outcomes

UCF's GEP is comprised of 36 hours and is organized around five knowledge foundation areas: Communication, Historical and Cultural, Social, Science, and Mathematical. Students must choose 12 courses from among 43 approved courses (and an additional 12 alternate courses) within these five areas.

The course options in each foundational knowledge area are connected by a shared set of student learning outcomes. These outcomes ensure coherent and common learning experiences for each area, serve as criteria for ensuring that each approved GEP course meets collegiate standards for skill level, guide assessment of student learning, and provide criteria for course evaluation and curricular alignment.

The GEP's student learning outcomes emphasize college-level foundational knowledge (i.e., knowledge necessary to advance in learning) and cross-cutting competencies (i.e., skills that are useful across a range of learning contexts).

As stated in UCF's Undergraduate Catalog, the purposes of the GEP are to introduce students to a broad range of human knowledge and intellectual pursuits, to equip them with the analytic and expressive skills required to engage in those pursuits, to develop their ability to think critically, and to prepare them for lifelong learning. The competencies embedded in the learning outcomes listed below include the following:

- Communication, both written and oral;
- Critical thinking, including critical analysis and evaluation of arguments, concepts, and meanings as well as quantitative reasoning;
- Research, including information gathering, synthesis, and evaluation;
- Problem solving.

These competencies have been widely accepted as college-level competencies. They are emphasized in the Greater Expectations report on college-level learning, sponsored by the Association of American Colleges and Universities and formulated by a national panel of higher education experts. In addition, the AAC&U's Liberal Education and America's Promise (LEAP) campaign has been organized according to a set of essential learning outcomes developed by faculty experts in relevant areas. These outcomes include "inquiry and analysis," "critical and creative thinking," "written and oral communication," "quantitative literacy," "information literacy," and "teamwork and problem solving." UCF's GEP learning outcomes can also be found among these.

Beyond their alignment with national standards for college-level learning, the GEP's learning outcomes were developed, vetted, and reviewed by faculty experts in each knowledge area as part of UCF's faculty-driven GEP oversight process. Through this discipline-based, faculty-driven process, UCF ensures that the learning outcomes and competencies of the GEP's five areas are also embedded in the learning outcomes of the GEP courses in each area. In consultation with teams of faculty from the disciplines offering GEP courses, the GEP learning outcomes were developed by the Undergraduate Common Program Oversight Committee, a standing committee of the UCF Faculty Senate that is composed of representatives from all colleges and the library, and approved by the Undergraduate Policy and Curriculum Committee, the vice provost and dean of the College of Undergraduate Studies, and the provost and executive vice president for Academic Affairs.

The shared learning objectives for course work approved in each of the five foundational areas are:

Communication Foundations
- Demonstrate the ability to analyze the situational characteristics of a communication act: audience, purpose, and source or author.
- Demonstrate the ability to understand communication and speaking skills.
- Demonstrate the ability to write in a clear, logical, and appropriate manner.
- Demonstrate the ability to research academic topics and present the synthesis of that research (1) in speech with appropriate citations and (2) in texts with correct documentation.
- Demonstrate an awareness of diversity in American society.

Cultural and Historical Foundations

- Be able to gather, synthesize, and analyze information from appropriate resources, and be able to critically evaluate information and sources for accuracy and credibility.
- Identify and deepen appreciation of common human themes and the richness of diverse cultures.
- Be able to analyze and discuss meaning of an artwork, performance, or text in diverse aesthetic, historical, and cultural contexts.
- Demonstrate knowledge and critical thinking of the concepts, styles, and principles (aesthetic, theoretical, critical) in an art.
- Demonstrate knowledge of the chronology and significance of major events and movements in western civilization, U.S. history, or world civilization.

Social Foundations

- Be able to gather and synthesize information from appropriate resources, and be able to evaluate information and sources for accuracy and credibility.
- Understand how an individual's place in the world is affected by social, economic, and political institutions.
- Gain a deeper appreciation of one's role and potential impact in social, economic, and political institutions.
- Demonstrate an understanding of the interaction among social, economic, and political structures and functions.
- Understand how individuals behave and interact with other individuals in their psychological, political, economic, and social environments.

Science Foundations

- Demonstrate an understanding of science as an empirical attempt to acquire information about the real world, develop possible explanations of these phenomena, and test the explanations by predicting the outcome of future observations.
- Demonstrate an ability to assess the extent to which claims presented as "scientific" satisfy the empirical character of scientific explanations.
- Demonstrate understanding of scientific knowledge and problem solving in a physical or life science.

Mathematical Foundations

- Demonstrate the skills needed to solve quantitative problems, including choosing the proper technique or technology.
- Be able to solve real-world quantitative problems.
- Demonstrate qualitative understanding of mathematical, statistical, and computing concepts.
- Demonstrate knowledge and understanding of essential computing concepts common to academic degrees and their related professions.
- Demonstrate essential computing skills common to academic degrees and their related professions, in particular, skills relating to professional use of computers and application software.

For more information on the GEP, please refer to Core Requirement 2.7.3.

Evaluating Student Attainment of Competencies

UCF evaluates students' attainment of competencies through several mechanisms and at multiple stages of their undergraduate experience, particularly through assessment of learning in GEP foundations courses and through surveys of students near graduation.

Institutional Effectiveness Assessment of GEP Foundations Courses

Assessing the GEP around the competencies embedded in the learning outcomes of the five foundational areas provides coherence to the program's assessment and meaningfully engages disciplinary experts who teach in the program.

As an academic program, the GEP has participated in UCF's Institutional Effectiveness Assessment Process since the 1998-1999 academic year. This process is focused on the continuous quality improvement of programs to assure student achievement. Outcomes-based assessment of each GEP foundation course is administered by one or more course assessment coordinators who are faculty members in the departments or programs offering the courses. The efficacy of the assessment plans, the appropriateness of targets, and the results for each GEP foundation course are evaluated by the corresponding divisional review committees and the University Assessment Committee, which review and evaluate plans and results for academic and administrative units. Assessment results are rated according to their implemented and planned changes, the level of student achievement of objectives, and a comparison of results to those of the previous year.

In order to assess the GEP's learning outcomes and the competencies embedded in them, UCF assesses all courses in the GEP individually, with direct measures in place for learning objectives for each of these courses. Direct measures of student learning and achievement of outcomes include standardized exams, program-developed exams, rubric-based portfolio assessments, project evaluations, and performance appraisals. The disciplinary faculty members teaching each GEP course determine the appropriate measures. The following sections provide examples of a course-based assessment in each of the GEP foundation areas that demonstrate how student attainment of competencies is assessed and how course content and instructional practices are revised in response to assessment data to improve student attainment of competencies.

Communication Foundations Course. The First-Year Composition program in the Department of Writing and Rhetoric (and, before 2011, the Department of English) offers the GEP Communication Foundations courses ENC 1101, Composition I, and ENC 1102, Composition II. To assess student achievement of competencies, the First-Year Composition program adopted a portfolio-based assessment design using rubrics to gauge student success in attaining the learning objectives of the courses. Each year, a team of faculty members holistically evaluates a number of randomly selected student portfolios using a rubric that reflects these objectives. One of the course outcomes assessed in the 2013-2014 ENC 1101 portfolio evaluation was that "Students will demonstrate an awareness of rhetorical situations and acquire strategies for writing in different writing contexts"; this outcome is tied to the GEP Communication outcome for students to "Demonstrate the ability to analyze the situational characteristics of a communication act." The program's target was for 80 percent of student portfolios to score a 2 on a 4-point scale; 83.72 percent of the portfolios met this target, with an average score of 2.58. Because student portfolios scored slightly lower on the suboutcome of "assessing the effect of writing choices on audiences," the program planned and implemented efforts to improve the teaching of this competency through additional reflective components to assignments.

Cultural and Historical Foundations Course. The Department of History offers the GEP Cultural and Historical Foundations courses AMH 2010, U.S. History: 1492 - 1877, and AMH 2020, U.S.

History: 1877 - Present. The assessment of these course involves pre- and post-test multiple-choice exams in sample course sections, the former given during the first two weeks of class, and the latter given near the end of the course. These exams determine whether students can gather, identify, and present significant information that is useful for making historical interpretations of U.S. history. The 2013-2014 assessment of AMH 2010 included the course outcome "Based on bibliographic and historiographic knowledge, students will be able to gather, synthesize, and analyze information from appropriate resources and be able to critically evaluate information and sources for accuracy and credibility"; this is tied to the GEP Cultural and Historical outcome for students to "gather, synthesize, and analyze information from appropriate resources, and be able to critically evaluate information and sources for accuracy and credibility." The program's target was for student to score 60 percent or higher on the post-test; students met this target for all but two test questions related to the outcome. To address the situation of students not meeting the target for two questions, the program made efforts to further review core concepts toward the end the course and to enhance content in online modules for instructors.

Social Foundations Course. The Department of Psychology offers the GEP Social Foundations course PSY 2012, General Psychology. Starting with the 2013-2014 course assessment, the department moved from pre- and post-tests to a required departmental final exam. This exam included questions related to the course outcome that "Students will be able to recognize, understand, and apply introductory concepts in psychology in general and how psychologists conduct research"; this outcome is tied to the GEP Social Foundations outcome for students to "gather and synthesize information from appropriate resources, and be able to evaluate information and sources for accuracy and credibility." The department's target was for students to answer correctly at least 60 percent of the questions relating to the outcome. This target was met when over 70 percent of students in each term answered the questions correctly. Because the final exam was new, the department decided to collect another year's worth of assessment data, but they increased, or "stretched," the performance target to 75 percent and made additional improvement to course delivery.

Science Foundations Course. The Department of Chemistry offers the GEP Science Foundations course GLY 1030, Geology and Its Applications. The assessment of this course involves pre- and post-tests in sample course sections, the former given the first day of class, and the latter given later in the term. The 2013-2014 assessment of GLY 1030 included the course outcome that students will "demonstrate an ability to assess the extent to which claims presented as 'scientific' satisfy the empirical character of scientific explanations," likewise stated as one of the GEP Science Foundations outcomes. The target for this outcome was for students who earn a C or higher in the course to increase their pre-test scores on the six questions related to the outcome by 75 percent or more on the post-test. This target was met in the spring term but not in the fall term, prompting the department to further emphasize the related material in the course going forward.

Mathematical Foundations Course. The Department of Mathematics offers MAC 1105C, College Algebra, the GEP Mathematical Foundations course taken by most students. The assessment of student learning has been based on student responses to specific exam questions, which have either been embedded in the final examination of the course or included in online, graded homework for the course. The 2013-2014 assessment of MAC 1105C included the course outcome that students will "demonstrate the skills needed to solve equations involving exponential and logarithmic functions"; this outcome is tied to the GEP Mathematical Foundations outcome that students "Demonstrate the skills needed to solve quantitative problems, including choosing the proper technique or technology." The target for this outcome was for students to answer correctly 80 percent of the exam questions related to the outcome. This target was not met, prompting the

department to create additional materials for the Mathematics Assistance and Learning Lab website and to further emphasize this competency in online homework assignments.

UCF Student Surveys

UCF implements a number of ongoing university-wide surveys to further assess whether or not graduates have attained the identified general education competencies. A developmental model of continuous assessment is used to design these survey instruments so that they provide a comprehensive picture of students' perceptions of their general education learning as they progress at UCF. Students are asked to assess their skill level at the following stages of competency development:

- as entering freshmen and transfer students: the Entering Student Survey;
- during the last semester of the senior year: the Graduating Senior Survey and the First Destination Survey.

The data from these surveys, which include questions about GEP competencies, constitutes a body of indirect evidence that complements the ongoing direct measures of student learning in place at the GEP Foundations course level.

The First Destination Survey is a brief online survey administered to students one month prior to commencement that assesses the employment and career-related outcomes of UCF graduates. As the 2013-2014 results in the table below show, high percentages of respondents indicated that their UCF experience contributed to their development of several GEP competencies, and substantial percentages of respondents rated this contribution highly. The survey response rate was 87.8 percent.

Results from 2013-2014 First Destination Survey
The survey asked students to rate the extent to which their UCF experience contributed to their knowledge, skills, and professional development in the following categories.

Survey category of knowledge, skills, and/or professional development	Corresponding general education competency	Percentage of respondents answering 4 ("Some") or above on a 7-point scale	Percentage of respondents answering 7 ("Very Much") or 6 on a 7-point scale
Written communication	Written communication	89.8%	53.3%
Public speaking	Oral communication	86.6%	49.6%
Critical thinking	Critical thinking	94.4%	56.3%
Problem solving	Problem solving	93.3%	56.1%
Analyzing quantitative data	Critical thinking	89.9%	52.9%
Research	Research	90.0%	55.3%

The Entering Student Survey obtains a baseline assessment of perceived competency in a number of GEP areas. The Graduating Senior Survey asks students to rate the preparation UCF provided in many of the same general education areas assessed on the Entering Student Survey. The following table compares the results of the two surveys relating to GEP competencies. Although entering first-time-in-college students rated their ability with these competencies quite highly, graduating

students had even higher scores in all competencies below, and this increase was even more marked for students rating their UCF preparation as "very good" or "excellent."

Comparison of Results from 2013-2014 Entering Student Survey and 2013-2014 Graduating Senior Survey
The Entering Student Survey asked student to rate their ability in various categories, while the Graduating Senior Survey asked student to rate the preparation UCF has provided them in several corresponding categories.

Survey category of knowledge or skill	Corresponding general education competency	Percentage of Entering Student Survey respondents answering positively ("good" or above)	Percentage of Graduating Senior Survey respondents answering positively ("good" or above)	Percentage of Entering Student Survey respondents answering "very good" or "excellent"	Percentage of Graduating Senior Survey respondents answering "very good" or "excellent"
Writing effectively	Written communication	89.1%	91.0%	53.4%	62.6%
Speaking effectively	Oral communication	84.3%	92.2%	52.3%	65.5%
Thinking logically/ resolving analytic problems	Critical thinking, problem solving	94.1%	95.3%	65.7%	73.0%
Math skills	Can include critical thinking	75.9%	82.4%	45.7%	53.3%

Additional Means of Ensuring Student Attainment of Competencies

Gordon Rule. The state of Florida requires all students seeking a baccalaureate degree to complete the Gordon Rule by demonstrating competency in writing and mathematics. The rule requires students to complete four courses (12 credit hours) of writing and two courses (six credit hours) of mathematics at the level of college algebra or higher. Each course must be completed with a minimum grade of C- (1.75). This requirement is another means to determine whether or not students have attained written communication and mathematic skills.

Each course is reviewed every third year by the Undergraduate Common Program Oversight Committee to assure appropriate delivery to students. The committee certifies as Gordon Rule courses those that include four assignments of college-level writing, as defined below:

- The writing will have a clearly defined central idea or thesis.
- It will provide adequate support for that idea.
- It will be organized clearly and logically.
- It will show awareness of the conventions of standard written English.
- It will be formatted or presented in an appropriate way.

Continued Assessment of GEP-Related Competencies in Degree Programs. Assessment of some GEP foundational competencies continues into degree program assessment and, in some cases, program- or college-level accreditation requirements. For example, the Accreditation Board for Engineering and Technology for engineering and computer science programs, the Association to Advance Collegiate Schools of Business for business programs, and the National Council for Accreditation of Teacher Education for education programs all require communication and critical thinking skills.

The state of Florida requires that all undergraduate degree programs in the state adopt and maintain Academic Learning Compacts. Each compact will include the following components:

- statements of the core student learning outcomes in the areas of discipline-specific knowledge and skills, communication skills, and critical-thinking skills that graduates will have adequately demonstrated prior to graduation;
- identification of the corresponding assessment processes used to measure student achievement on each of the core student learning outcomes; and
- evaluation and review processes sufficient to ensure that the assessments in the compact measure student achievement on each of the expected core learning outcomes.

Along with "discipline-specific knowledge, skills, attitudes, and behaviors" identified by individual programs, the student learning outcomes of the Academic Learning Compacts reflect GEP competencies in communication and critical thinking. Please see Comprehensive Standard 3.3.1.1 for more detail.

Conclusion

Through identifying college-level GEP outcomes and competencies for each of the five knowledge foundations areas and through identifying measures to determine the extent to which students have attained these competencies over their course of study, UCF is in compliance with this standard.

3.5.2 Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy "Collaborative Academic Arrangements.")

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida awards undergraduate degrees only to those students who have earned at least 25 percent of the credit hours required for degrees through instruction offered at UCF. The residence requirement is publicized through the undergraduate catalog and advising offices, tracked and enforced by the degree auditing report system, and confirmed through the degree certification process before awarding degrees.

Undergraduate Residency Requirements

According to the undergraduate catalog, UCF requires all undergraduate students to:

- Earn a minimum of 120 credits in academic courses acceptable toward the degree
- Earn a minimum of 25 percent of the total hours required for the degree in residence. For programs that require a minimum of 120 credit hours, the residency requirement is 30 hours. For programs whose requirements exceed 120 credit hours, the residency requirement increases proportionally.

The residency requirement is explained in the undergraduate catalog, communicated through UCF's advising offices, enforced by the degree audit reporting system, and confirmed through the degree certification process.

The undergraduate catalog addresses minimum residency requirements in its section on policies related to undergraduate degree requirements, as well as in the degree requirements for each individual program. In addition, students and advisers have access to the degree audit reporting system and can generate a degree audit at any time throughout a student's tenure at UCF. The degree audit shows explicitly when students have achieved the 25 percent residency requirement.

All credits for which transfer students submit official transcripts from other institutions are compiled into a transfer summary report soon after the students are admitted. While the report lists the courses that transfer to UCF for credit, whether or not they apply toward a degree requirement is determined by the appropriate college, school, or department. The undergraduate catalog outlines the transfer process clearly. UCF's undergraduate transcripts visibly indicate course credits transferred from other institutions by listing them at the beginning of the transcript. Degrees awarded by other institutions are listed at the end of the credits completed at each institution. UCF does not offer joint baccalaureate degrees. UCF does have several dual-degree programs, as described in Comprehensive Standard 3.4.7. Participation in the program is identified on the provided transcript.

The final verification that students meet the residency requirement is the degree certification. Prior to graduation, all students' degree audits are reviewed and certified at the appropriate department, school, or college level for each degree program. A student's degree audit is not certified unless the 25 percent minimum residency requirement has been met.

Conclusion

The University of Central Florida has an effective system for ensuring that at least 25 percent of the credit hours required for the degree are earned through UCF instruction. UCF is in compliance with this Comprehensive Standard.

3.5.3 Educational Programs: Undergraduate: Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy "The Quality and Integrity of Undergraduate Degrees.")

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida publishes the requirements for its undergraduate programs, including those for the General Education Program, in its online undergraduate catalog, which is available to all students and other constituencies. Through its processes for proposing and approving new degree programs and for regularly reviewing existing programs, UCF ensures that undergraduate programs conform to commonly accepted standards and practices for higher education.

Publication of Degree Requirements

UCF clearly publishes the requirements for its undergraduate programs and the General Education Program annually in its online Undergraduate Catalog, which is the official record for these policies. After the catalog is published, no changes are permitted until the following year's catalog is prepared. The catalog is made available in a variety of formats in order to publicize program requirements as broadly as possible. The catalog can be downloaded in its complete form as a PDF file so that users can print a hard copy if they choose to do so or so that students can access the requirements for specific degree programs.

A GEP Reference Guide is available on the First Year Advising and Exploration website and students may access GEP advising worksheets on the Sophomore and Second Year Center's website. Degree requirements for individual programs can be found in the undergraduate catalog by following links to programs and courses. In addition, students and advisers can use the Advising Guide to create a customized document that includes university policies and information specific to the student's degree program. These abridged versions of the catalog are derived from the catalog file and therefore will always return consistent and complete information.

UCF students also learn about the GEP and specific undergraduate program requirements through the Office of First Year Advising and Exploration and the Sophomore and Second Year Center. They begin working with academic advisers from both offices during the mandatory new and transfer student orientations, where students meet with first-year and/or college advisers and register for their first semester of UCF courses. In the case of transfer students, faculty members from their major departments discuss requirements and assist them with the registration process. To ensure that the information that students hear at orientation is easily accessible when needed, undergraduate program requirements are regularly made available on department and college websites and are distributed as guide sheets and brochures. Examples include the website for the College of Business Administration's accounting degree program as well as the four-year plan for industrial engineering majors in the College of Engineering and Computer Science. Continuing

students meet regularly with faculty and college advisers throughout their course of study to review degree and program requirements.

Standards and Practices for Program Development and Review

UCF ensures that program requirements conform to commonly accepted practices in higher education by relying on qualified, credentialed faculty, who are experts in their disciplines, at every stage of curriculum development and review. Faculty teams collaborate to propose and develop new courses and degree programs, and they engage in periodic review of existing programs through curriculum mapping processes and a variety of benchmarking efforts. Provided for review is an example of a curriculum map from the Criminal Justice B.A./B.S. degree program. Additional information is available in Comprehensive Standard 3.4.10.

Oversight of the GEP is maintained by the Common Program Oversight Committee, a standing committee of the Faculty Senate made up of at least one faculty member from every college with undergraduate programs. The committee reviews all proposals for courses to be included in the GEP or as other requirements common to all undergraduates to ensure that proposed courses are rigorous, meet the learning objectives of the specific requirement, and are in compliance with the Board of Governors Regulation 6.017. For additional information, see Core Requirement 2.7.3.

At UCF, the addition of new academic degree programs is a process that involves faculty experts and administrators to ensure that course work meets appropriate discipline standards and state regulations. Faculty members who wish to develop new programs begin by creating pre-proposals with the goal of having them included in the annual UCF Work Plan. The course of study they propose must meet the criteria of the Board of Governors Regulation 8.011(3)(b), which requires, among other things, evidence that the program will be of high quality and that it includes a sequenced course of study with expected student learning outcomes. These criteria are also concurrent with the Commission on College's policy on the Quality and Integrity of Undergraduate Degrees. Pre-proposals are reviewed and approved by the program, the appropriate college dean, and the vice provost and dean of the College of Undergraduate Studies. They are then submitted to the provost and executive vice president and, if approved, to the statewide Council of Academic Vice Presidents Work Group, the Board of Trustees, and the Board of Governors for approval.

After the degree program is on the UCF Work Plan, faculty members continue to develop the full proposal. As part of that process, they must provide program quality indicators by identifying program reviews and accreditation visits for university degree programs related to the proposed program. They also outline the curriculum in detail—including proposed courses, how they are sequenced, and appropriate accreditation agencies and learned societies whose standards inform their program design. The Undergraduate Program and Curriculum Committee, a standing committee of the Faculty Senate, reviews program proposals for content and quality and forwards recommendations to the vice provost and dean of the College of Undergraduate Studies who, in turn, forwards them to the provost for submission to the Board of Trustees for final approval.

The Academic Program Review process is the primary mechanism through which UCF makes certain that established degree programs continue to conform to commonly accepted standards and practices. Pursuant to Board of Governors Regulation 8.015, UCF conducts in-depth evaluations of all degree programs at least once every seven years. Reviews include self-studies based on participation by a broad range of program stakeholders, site-visits by external consultants, and assessment by the Program Review Committee before presentation to UCF's Board of Trustees. In keeping with UCF's strategic planning process, the primary purpose is to examine the quality and

productivity of academic programs with a goal to develop recommendations leading to program improvement. During the review process, student learning outcomes are assessed and evaluated, allowing faculty to determine the effectiveness of courses and programs and to take the necessary steps for improvement. An overview of the Academic Program Review and relevant policies and procedures are available on the Academic Program Quality website. Additional information about academic program development and review can be found in Core Requirement 2.7.2 and in Comprehensive Standards 3.4.1 and 3.4.10. Additional information on the assessment of student learning outcomes that results from our institutional effectiveness process can be found in Comprehensive Standard 3.3.1.1.

Conclusion

UCF consistently publishes the requirements for its undergraduate programs, including its General Education Program, and disseminates them widely in a variety of formats. Degree program requirements are developed and periodically reviewed both internally and externally through a faculty-driven process to ensure that they conform to commonly accepted standards and practices for disciplinary fields. UCF is in compliance with this standard.

3.5.4 Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

At least 25 percent of the course hours in each major at the baccalaureate level at the University of Central Florida are taught by faculty members holding the appropriate terminal degree or the equivalent of a terminal degree. UCF defines terminal degrees in most disciplines as the doctorate degree. Additionally, master's degrees as identified below are also considered to be terminal degrees in their respective fields. Appropriate majors for teaching in each discipline offered at UCF, are described in detail in each academic unit's internal policy for good teaching qualifications practices in the fields represented by their unit. These detailed discipline descriptions are included with the faculty rosters provided in Comprehensive Standard 3.7.1 and apply in this context as well.

Terminal Master's Degrees

Terminal Master's Degrees	Applicable Disciplines
Master of Fine Arts	Art English (Creative Writing only) Digital Media Film Interactive Entertainment Photography Theatre
Master of Architecture	Architecture, Design in
Master of Social Work	Social Work

Percentage of Credit Hours Taught by Faculty Members Holding the Appropriate Terminal Degree

The attached table lists undergraduate major areas grouped according to assigned course CIP and prefix, total credit hours taught in the major, and the percentages of credit hours taught by faculty members with an appropriate terminal degree. When calculating the percentages for the table, we included upper-division courses (3000-4000 level), but general education courses and other lower-level courses (typically prerequisites to the majors) were excluded. As noted in Core Requirement 2.8, UCF students take courses in multiple modalities and locations during their careers and often within a single semester. Likewise, the same faculty member may teach in multiple modalities and/or locations within a single semester or academic year. Thus, each location and delivery mode was used to calculate the overall percentage for the major. Once the instructors of record were identified for the courses, the highest degree earned by each instructor of record was identified.

The highest degree earned in the field was used to determine the percentage of credit hours taught by faculty members holding an appropriate terminal degree for each major.

Two unique cases emerged in our analysis. Each was flagged for falling below 25%; however, after closer review, we believe each one meets the spirit of SACSCOC Standard 3.5.4 and consider the cases to be in compliance.

Athletic Training

UCF offers the B.S. in Athletic Training. Only two doctoral degrees in athletic training exist in the U.S. and the doctorate is not yet established as the terminal degree in the field. Many athletic training faculty members across the country have not earned a doctoral degree and if they have, it is frequently earned in another field (e.g., education, health services administration). The professional degree level to be able to practice as an athletic trainer is the bachelor's degree in athletic training. (Often this program is embedded in physical education, exercise science, or sports medicine programs.) All UCF athletic training faculty members meet this criteria and also hold a master's degree in a health-related field. Thus, in the context of Comprehensive Standard 3.5.4, the athletic training faculty hold the equivalent of a terminal degree.

Technical Education and Industry Training

UCF offers the B.S. in Technical Education and Industry Training. This program is offered exclusively online and students tend to be working adults. It is a niche program that has enjoyed great stability over the years with its faculty program director who holds a doctorate in education, a terminal degree. This program makes substantial use of adjuncts because of the expertise they bring to the classroom as current educators in other higher education, technical school, or industry settings. They are preparing the students (who often already hold similar jobs) for careers or advancement in technical and industry training. Often adjuncts do not hold the terminal degree but do hold an appropriate master's degree for teaching in this undergraduate program. The terminally degreed program director, however, is the designer and co-instructor of all Web classes for the program (including those taught by the adjunct faculty members), selects all textbooks, and holds regular Skype meetings with the adjunct faculty members. She is effectively the co-instructor of all of the program's Web courses and thus, while not listed in our scheduling system as the primary instructor, in this instance, it seems fair to say that the students benefit from her expertise and qualifications. Thus, we also believe that this case meets the spirit of Comprehensive Standard 3.5.4. It is worth noting, however, that one regular adjunct faculty member who holds a doctorate in curriculum and instruction will return to teaching both undergraduate and graduate courses in Spring 2016. In addition, another adjunct faculty member is currently completing a Ph.D. program, so our percentage of primary instructors with terminal degrees in this field are expected to increase.

A list of faculty members holding the terminal degree in each undergraduate major area is provided.

Conclusion

At the University of Central Florida, more than 25 percent of the credit hours in each major at the baccalaureate degree level are taught by faculty members with an appropriate terminal degree or the equivalent. The mean is 63 percent for all undergraduate offerings combined. The university meets Comprehensive Standard 3.5.4.

3.6.1 Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The University of Central Florida's postbaccalaureate professional degree programs and its master's and doctoral degree programs are progressively more advanced in academic content than its undergraduate programs. UCF has established standard practices to ensure this increased rigor. In particular, the established processes for reviewing, approving, and implementing new and modified programs and courses charges faculty peers with the duty of ensuring that course content, complexity, approaches, and assessments are appropriate for the master's, specialist, and doctoral levels. The following narrative provides evidence of compliance through a description of current content standards, course requirements, and review practices for the various graduate program levels.

Academic Content and Level of Programs
Requirement of Independent Learning
One explicit distinction between graduate and undergraduate programs of study at UCF is that UCF Graduate Policies requires that all graduate programs include independent learning. An explanation of how the culminating experience promotes independent learning is required in each program's curricular description. This may be accomplished by a thesis defense, written or oral examination, research report, capstone course, presentation and defense of a portfolio of student work, or other appropriate scholarly activity of a type that has been approved by the Graduate Council. In an effort to establish a balance among the essential components of graduate degrees, the Policy Committee of the Graduate Council categorizes the wide variety of graduate courses offered at UCF into the three essential components of graduate education: (1) formal course work, (2) research and independent scholarly work, and (3) disciplinary training. While many courses offer a combination of these elements of graduate education, most can be classified as addressing one or more of these components. This purposeful combination is a distinguishing feature of graduate education, and this information is published in the UCF Graduate Catalog.

Enrollment Restrictions and Course Levels of Graduate Work
The university's commitment to making meaningful distinctions between the various levels of university study is further evidenced by institutional definitions of each course level and restrictions on which students are eligible to enroll at each. The information below is listed in the Graduate Catalog.

7000-Level Courses—courses for doctoral students. Master's and non-degree students may enroll in 7000-level courses with permission from the program.

6000-Level Courses—courses for graduate students. Non-degree students should check with the colleges about their ability to enroll in 6000-level courses. Students in accelerated undergraduate or graduate programs should check with their academic adviser before registering for 6000-level courses. Undergraduate registration in 6000-level courses is allowed only in special situations and with prior approval by the college. Undergraduate students must be within nine hours of graduation, have a minimum 3.0 GPA, and not register for more than 12 hours in that term. For more information on advanced graduate-level course restrictions, see the Classification of Courses section of the Undergraduate Catalog and the Senior Scholars section of the Graduate Catalog.

5000-Level Courses—courses for graduate students. Non-degree students and seniors may enroll in 5000-level courses with permission from the program.

Demonstrating the Distinction: Split-Level Courses

While UCF does not actively encourage faculty members or programs to offer split-level courses, in some cases this option is appropriate. Those rare examples can serve to further underscore UCF's commitment to distinguishing between the various levels of course credit and instruction. As stated in the UCF Graduate Catalog,

> The graduate and undergraduate courses must have distinct requirements and performance expectations. Graduate students must have course requirements or assignments that require more in-depth analysis and understanding of the topics, provide broader coverage of the content area, demonstrate higher knowledge and skills, and/or show greater independence of thought and application of concepts than what is typically required of undergraduate students. The level and amount of learning by graduate students must be equivalent to what is typically expected in 5000-level or higher courses. The different requirements and expectations must be spelled out clearly in the course syllabi for the respective courses.

Included are sample course action request forms, split-level class action request forms, and syllabi that demonstrate the differences in courses at each of these levels in the College of Arts and Humanities and College of Sciences.

> Human Osteology Course Action Request Form
> Human Osteology Split-Level Class Action Request Form
> Human Osteology ANT 4525c Syllabus
> Human Osteology ANT 5XXXc Syllabus
> Writing/Consulting: Theory and Practice Course Action Request Form
> Writing/Consulting: Theory and Practice Split-Level Class Action Request Form
> Writing/Consulting: Theory and Practice ENC 4275 Syllabus
> Writing/Consulting: Theory and Practice ENC 5276 Syllabus

Master's Programs

Master's programs at UCF are designed to produce practitioners in various professions and/or to prepare students for entry into doctoral programs. An example that shows these two possible directions for master's graduate study is the Criminal Justice M.S. program, which offers a Professional Track and a Research Track. Both of these directions require an advanced level of knowledge and skills in the core areas of the discipline. Traditionally, undergraduate programs involve less analysis, interpretation, and original inquiry than do graduate programs; whereas, graduate programs require more independent investigation, in-depth study, scholarly analysis, and professional contribution than do undergraduate programs. Master's programs (and to an even

greater extent, doctoral programs) rely on instructional formats such as seminars, independent study, guided research, and mentoring that encourage students to engage in greater personal inquiry, analysis, reflection, interpretation, presentation, debate, and discussion of major topics in the discipline.

The university requires that all master's programs include a minimum of 30 semester hours, at least one-half of which must be at the 6000 level. In addition, at least 24 semester hours of course work must be earned, exclusive of the thesis or other culminating experience. For programs with a non-thesis option, at least 50 percent of the degree credits must be in a single field of concentration, and there is an additional requirement for a research report, capstone course, comprehensive exam, and/or other culminating experience.

Doctoral Programs

Doctoral programs are designed to produce scholars who can independently teach, conduct research, and contribute to the advancement of their fields of study. These programs require additional study, knowledge, and understanding beyond the master's level. Course work, seminars, teaching experiences, independent research opportunities, faculty mentoring, and individual coaching are used to encourage independent scholarship and to ensure the successful development and socialization of doctoral students into their professional fields.

Each UCF doctoral program is required to include a minimum of 72 semester hours of graduate credit beyond the baccalaureate degree, at least one-half of which must be taken at UCF. Students admitted with a previous master's degree are required to complete a minimum of 42 hours in the doctoral program. A university-wide minimum of at least 15 hours of dissertation credit is required for all doctoral programs. Please see Comprehensive Standard 3.6.3 for additional documentation of the credit hours required for graduate programs.

Monitoring of Academic Content and Level of Programs

The academic content and level of programs are monitored through an extensive internal university process for reviewing and approving proposals for new courses and programs and for changes to existing courses and programs. The curriculum section of each new program proposal requires the submitters to (1) describe the course of study, admission standards, and graduation requirements for the proposed program, (2) list the expected learning outcomes, and (3) specify the number of credit hours required for the degree [New Degree Proposal Template] [New Degree Proposal Worksheets]. The review committees use this information to evaluate the appropriateness of the courses, educational experiences, and learning outcomes of proposed programs. For more information on the multi-step program approval process, please see the Academic Program Quality website and Comprehensive Standard 3.4.1.

To ensure that established programs maintain appropriate quality and rigor, formal Academic Program Reviews are conducted every seven years as required by the state of Florida. These reviews include assessments by external consultants who ensure that UCF's advanced degree programs are offered at levels consistent with national practice and professional expectations in the respective fields. In several disciplines, external reviews are also periodically conducted by discipline-based accrediting bodies.

Further, the UCF Institutional Effectiveness process requires each master's and doctoral program to annually evaluate the effectiveness of their programs in reaching specific student learning objectives. This annual evaluation provides student learning data to program directors and faculty members on the effectiveness of the program's instruction and requires them to reflect on

processes and write a results report on causes of failures or successes within their academic programs. Each year, the program directors develop an institutional effectiveness plan for the upcoming academic year and compose an institutional effectiveness results report, each of which is reviewed by peers from other academic departments. This process helps to keep faculty teams mindful of program goals and expectations and, therefore, helps to support program rigor and to ensure that learning outcomes and expectations are appropriate for their levels of instruction. For more information about this process, see Comprehensive Standard 3.3.1.1.

Conclusion

The University of Central Florida has established clear and rigorous criteria for both baccalaureate and post-baccalaureate programs and courses. These criteria ensure that post-baccalaureate programs engage students in more advanced academic content than those at the undergraduate level. The criteria and standards for advanced-level programs and course content are validated through a thorough multilevel review and approval process to ensure that advanced-level programs meet the national standards of each academic field.

3.6.2 Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is committed to providing rigorous, discipline-specific curricula, professionalization, and training experiences in all of its graduate programs. The university defines the essential components of graduate education as belonging to three categories: (1) formal course work, (2) research and independent scholarly work, and (3) disciplinary training. All master's and doctoral program curricula include each of these three core components (see Course Category Definitions in the Graduate Catalog). Graduate students are trained in the literature of their disciplines throughout their formal course work, which the university defines as covering "a defined body of disciplinary knowledge." While many of the individual courses in UCF graduate programs' formal course work require that students conduct research and independent scholarly work, UCF graduate policy explicitly requires that every graduate program include a culminating experience such as a thesis, dissertation, or final project to ensure that every graduate student has engaged in independent learning. As stated in the Program of Study section of the UCF Graduate Catalog:

> All graduate programs of study must include independent learning as part of course and other assignments. This may be accomplished by research papers and reports, evidence of reflective learning in individual portfolios, creation of original works, and/or demonstration of integration of knowledge as part of course work in a capstone course and other requirements for the degree.

(See also the Course Requirements sections of the Master's Policies and Doctoral Program Policies in the Graduate Catalog.)

At every stage, UCF graduate curriculum is rigorously vetted—through department-, college-, and university-level curriculum review—to ensure that it addresses these requirements for delivering disciplinary knowledge and fostering students' research and professional training. Moreover, students' progress through their formal course work and independent research is carefully monitored through plans of study that are created by the students in cooperation with their department advisers (and which are then reviewed and updated by program and college graduate coordinators and kept on file in the College of Graduate Studies). Students' course work and independent research is supervised and reviewed by graduate faculty whose credentials have been vetted by the College of Graduate Studies. For additional information about program requirements, see Comprehensive Standard 3.6.4. For examples of institutional effectiveness assessment of graduate programs and student learning outcomes, see Comprehensive Standard 3.3.1.1.

Essential Components of Graduate Programs

Every graduate program at UCF is designed to incorporate the three essential components of graduate education, mentioned above—formal course work, research and independent scholarly work, and disciplinary training. To ensure that graduate students understand the requirements of their individual programs and the university's curricular requirements, UCF's College of Graduate Studies provides online access to the Graduate Catalog and the Graduate Student Handbook, which explain the university's requirements for graduate course work and independent research. Both the Graduate Catalog and the Graduate Student Handbook include searchable sections that link to individual Graduate Programs information and Graduate Handbooks so that students can easily access the policies and detailed descriptions of required course work, culminating experience requirements, and (if applicable) required professional practica, labs, and internships. See Table 1 for sample program descriptions.

Table 1

College/School	Program
Arts and Humanities	M.F.A. in Creative Writing
	M.A. in TESOL
Business Administration	Ph.D. in Business Administration, Management Track
Education and Human Performance	Education Ed.D.
	M.A. in Marriage, Couple, and Family Therapy
Engineering and Computer Science	M.S. in Civil Engineering
	Ph.D. in Industrial Engineering
Graduate Studies	Ph.D. in Modeling and Simulation
Health and Public Affairs	M.A. in Communication Sciences and Disorders
Hospitality Management	M.S. in Hospitality Management
Medicine	Ph.D. in Biomedical Sciences
Nursing	D.N.P. in Nursing
Optics and Photonics	M.S. in Optics and Photonics
Sciences	M.A. in Anthropology
Sciences	Ph.D. in Applied Experimental and Human Factors Psychology

Disciplinary Knowledge

In UCF graduate programs, disciplinary knowledge is delivered by graduate faculty through required core course work. As the sample syllabi below from UCF graduate courses demonstrate, discipline-specific literature is a foundational component of graduate course work (see Table 2). Additionally, many master's programs require students to pass competency exams as part of their culminating experience, and every doctoral student must pass a candidacy exam before undertaking the dissertation. As stated in the description of candidacy in the Graduate Catalog's Doctoral Programs Policies section, "The purpose of the Candidacy Examination is for the student to demonstrate a strong foundation of knowledge within the specific discipline, and the ability and preparation to conduct independent scholarly research."

Table 2

College	Course Syllabi
Arts and Humanities	ENG 6078 Contemporary Movements in Literary, Cultural, and Textual Theory
	ENG 6800 Introduction to Texts and Technologies
Education and Human Performance	ARE 6905 Research Trends in Art Education
Engineering and Computer Science	EMA 5317 Materials Kinetics
	ESI 6224 Quality Management
Health and Public Affairs	SOW 6246 Policy Analysis and Social Change
	SOW 6531 Full-Time M.S.W. Clinical Field Education and Seminar I
	PAF 7317 Social Inquiry and Public Policy
Hospitality Management	HMG 6296 Strategic Issues in Hospitality and Tourism
	HMG 6710 International Tourism Management
Optics and Photonics	OSE 6432 Guided Waves and Optoelectronics
	OSE 6445 Fundamentals of Ultrafast Optics
Sciences	INR 6607 International Relations Theory
	ANG 6181 GIS Applications in Anthropology

Student Engagement in Research and Professional Training

Every graduate program at UCF requires a culminating experience that allows students to engage in independent research; some programs also include optional or required internships and practica that promote professionalization and training. See Table 3 for examples of graduate theses and dissertations.

Table 3

College	Dissertation/Thesis
Arts and Humanities	Dissertation: The Impact of User-Generated Interfaces on the Participation of Users with a Disability in Virtual Environments: Blizzard Entertainment's *World of Warcraft* Model
	M.A. Thesis: Chief Bowlegs and the Banana Garden: A Reassessment of the Third Seminole War
	M.A. Thesis: Comparing Receptive Vocabulary Knowledge of Intermediate-Level Students of Different Native Languages in an Intensive English Program
Education and Human Performance	Dissertation: Conditions Associated with Risk of Fraud: A Model for Publicly Traded Restaurant Companies
	Dissertation: Central Florida Educational Leaders' Professional Perceptions of Race to the Top Components Concerning Teacher Evaluation and Compensation
	Dissertation: Acute Pro-Inflammatory Immune Response Following Different Resistance Exercise Protocols in Trained Men

College	Dissertation/Thesis
Engineering and Computer Science	Dissertation: Analytical Study of Computer Vision-Based Pavement Crack Quantification Using Machine Learning Techniques
	M.S. Thesis: Cascaded Digital Refinement for Intrinsic Evolvable Hardware
Optics and Photonics	M.S. Thesis: Atmospheric Pressure Chemical Vapor Deposition of Functional Oxide Materials for Crystalline Silicon Solar Cells
Sciences	Dissertation: Prescription Drug Misuse among College Students: An Examination of Sociological Risk Factors
	Dissertation: Hispanic Immigrant Parental Messages of Resiliency and Emotional Regulation to Their Children: An Examination of Important Variables and an Intervention

Additional Resources for Graduate Student Research

UCF recognizes the importance of training graduate students to participate in their academic and professional communities beyond their course work and independent research; in addition to program-specific training that students receive, the university offers a number of initiatives to support graduate student professionalization and independent research. For example, the College of Graduate Studies hosts a Graduate Research Forum annually, as well as offering funding opportunities such as Graduate Travel Grants for students who present their research at conferences and mentoring programs, including the Preparing Future Researchers Program, which immerses incoming graduate students in faculty-led research opportunities.

Conclusion

The University of Central Florida mandates that every graduate program contain three core elements: formal course work, research and independent scholarly work, and disciplinary training. The literature of each discipline is incorporated both into formal course work, as shown in course syllabi, and into students' individual research projects (e.g., theses and dissertations). Individual program descriptions demonstrate the incorporation of individual research requirements. The university also encourages ongoing research and professional practice and training experiences through university-wide initiatives such as the Graduate Research Forum and Graduate Travel Grants. The university is in compliance with this standard.

3.6.3 Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida requires that at least one-third of the credits toward a graduate or a postbaccalaureate professional degree be earned at the university. In the case of graduate and postbaccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student must earn a majority of credits from the participating institutions. The following narrative provides evidence of compliance by describing the policies regarding the minimum number of graduate hours for programs and the procedures used to verify that graduation requirements are met.

Credit Hour Requirements

Policies regarding the minimum number of graduate hours required for programs and the maximum number of hours that will be accepted as transfer hours ensure that at least one-third of the credits are earned at UCF. As specified below, these general limits are described in the "Transfer of Credit" section under the Master's Program Policies and Doctoral Program Policies of the Graduate Catalog. The transfer credits are documented on the UCF transcript with the course name, number, and prefix, along with the name of the institution that awarded the credit [Example Master's Transfer Credit Transcript and Example Ph.D. Transfer Credit Transcript]. Although formal agreements exist with other institutions allowing for three to six hours of excess transfer credit beyond the transfer limits outlined below, students in these cases are still required to earn 50 percent of the credits at UCF. Furthermore, there are no cases in which UCF awards joint degrees with another institution. The institution participates in several dual degree programs described more fully in Comprehensive Standards 3.7.4 and 3.13.2. In all dual degree scenarios, regular UCF transfer of credit policies apply.

Master's Degree Credit Hour Requirements

At the master's level, where a minimum of 30 hours is required for a degree, the university requires that at least 21 credits (70 percent) must be taken at UCF, and no more than nine semester hours of graduate credit may be transferred into the graduate program from other accredited institutions [Master's Program Policies]. Transfer credits for courses taken within the last seven years with a grade of B- or higher are accepted from institutions that are fully accredited by a regional accrediting association of the Council on Higher Education Accreditation (e.g., the Southern Association of Colleges and Schools Commission on Colleges).

Doctoral Degree Credit Hour Requirements

For doctoral programs, a minimum of 72 semester hours of graduate credit is required beyond the baccalaureate. For doctoral programs that do not require a master's degree for admission, up to 30 semester hours of graduate credit from an earned master's degree may be transferred from an accredited institution, as determined on a case-by-case basis by the graduate committee of the program. For students who have not completed a graduate degree, the total number of external transfer credits is limited to nine credit hours. Again, transfer credits are accepted only from institutions that are fully accredited by a regional accrediting association of the Commission on Accreditation and for courses with a grade of B- or higher. Transfer credits apply only to courses taken within the past seven years unless they were part of an earned master's degree [Doctoral Program Policies].

Transfer Credits

Graduate programs evaluate and recommend student requests for accepting transfer credits, which must be approved by the graduate program director and the college-level graduate coordinator. The Appeals Committee of the Graduate Council reviews petitions for exceptions to the limits on accepting transfer credits. Transfer credits may be accepted if they are from an accredited institution, or they are certified by the American Council on Education.

Credits from international institutions must be transferred on the basis of an English translation of the foreign transcript or a course-by-course transcript evaluation conducted by a private transcript evaluation service or the trained transcript evaluators in the College of Graduate Studies. The applicability of courses toward degree requirements is determined by the graduate program director and the college-level graduate coordinator.

The university also allows graduate students to take courses at other institutions as Traveling Scholars in order to take advantage of special resources available on another campus if they are not available at UCF. A traveling scholar must be recommended by his or her own graduate adviser, who will initiate a visiting arrangement with the appropriate faculty member of the host institution. This arrangement requires the approval of the graduate deans at both institutions. UCF graduate students are limited to a total of six credit hours taken as a Traveling Scholar at another institution. The use of Traveling Scholar credits in no way obviates the credit hour requirements described above.

The development of international agreements is coordinated by the International Affairs and Global Strategies Division. Assistance in creating agreements is also provided by the International Services Center. Appropriate university signatures on the content of the agreement are required as part of the approval process [International Agreements] [UCF Guidelines for International Agreements].

Degree Audit

In preparation for graduation, students electronically file a Graduate Student Intent to Graduate form before the start of their final semester. At this point, the process of pre-certification begins with a review of the Graduate Plan of Study (GPS) official degree audit to ensure that all program requirements will be met prior to graduation. This audit is used to confirm that students are enrolled in the term of their graduation, the minimum GPA requirements have been met, the minimum number of credit hours required by the program has been earned, and the residency hours have been completed. In addition, the audit is checked to ensure that the number of transfer credits does not exceed the limit. The audit originates with the staff of the program in which the

student is graduating. It then goes to the college of the degree program, which must certify through the college dean that all program and college requirements have been met. The audit is then sent to the College of Graduate Studies for final review. The vice provost and dean of the College of Graduate Studies has final authority to certify that a majority of the student's credits were taken at UCF and that the student is qualified for graduation.

Conclusion

The University of Central Florida has policies and procedures in place that require and verify that at least one-third of credits toward a graduate or a postbaccalaureate professional degree are earned through instruction offered by this institution.

3.6.4 Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida maintains accurate, up-to-date, and easily accessible information on all of its post-baccalaureate programs. UCF defines and publishes requirements for its graduate and post-baccalaureate professional degree programs annually in the Graduate Catalog, which is publicly available online to all students and faculty and staff members. The Graduate Catalog includes a Graduate Programs section, which contains the requirements of individual programs, policies, and procedures. For each program, the catalog includes curricular requirements, along with a program description and application requirements and deadlines. The college likewise maintains an online repository of Graduate Program Handbooks. The Graduate Catalog and Program Handbooks are reviewed and updated annually through an electronic approval work flow, including contributions from graduate programs, their college graduate offices, and the College of Graduate Studies. Additionally, individual graduate programs publish graduate program information on their department or college websites, which link to the aforementioned College of Graduate Studies' resources. Incoming students are introduced to these resources at Graduate Student Orientation, and they are kept informed of important policies and deadlines through regular email communications from the College of Graduate Studies. Together, these sources provide clear and consistent information about UCF post-baccalaureate programs.

UCF graduate programs undergo rigorous review processes—both when they are proposed and every seven years thereafter—to ensure that they conform to commonly accepted standards and practices for degree programs. New degree proposals and existing degree programs are reviewed under the auspices of Academic Program Quality (see especially New Academic Degree Programs and Academic Program Review). Graduate faculty members within individual colleges and academic departments are charged with ensuring that requirements for graduate and post-baccalaureate professional programs conform to commonly accepted standards and practices. All graduate degree program requirements are reviewed and approved by the graduate faculty in the degree program, college curriculum committees, and by the University Graduate Council before they are adopted. Where applicable, the graduate faculty rely on the rigorous standards of external accreditation bodies to ensure that graduate programs fulfill the expectations of best practices in graduate education. The narrative below provides additional details on publication of information about graduate programs and processes for assuring their conformity with accepted standards and practices.

Publication of Post-baccalaureate Program Requirements

UCF publishes university-wide and program-specific requirements for graduate degrees. Although graduate degree requirements vary from discipline to discipline, every program at UCF conforms to

commonly accepted standards and practices for graduate education. The following university-wide requirements may be found in the General Graduate Policies, Master's Program Policies, Education Specialist Programs, and Doctoral Program Policies sections of the Graduate Catalog:

- A minimum Graduate Status GPA of 3.00 in the degree program
- A minimum of 30 semester hour credits for a master's degree
- A minimum of 36 semester hour credits for a specialist degree
- A minimum of 72 semester hour credits for a doctoral degree
- Completion of a thesis, dissertation, recital, comprehensive exam, or other culminating experience in non-thesis programs
- Satisfactory oral defense of a thesis or dissertation for programs requiring the thesis or dissertation
- Successful completion of comprehensive exams prior to advancing to candidacy in doctoral programs
- One-half of credits included in any master's degree shall be taken at the 6000 level or higher
- At least one-half of the credits offered for any master's degree must be in a single field of concentration
- Successful completion of all residency, field work, internship, practicum, or clinical training requirements

In addition to these general requirements, each program publishes its individual requirements in a graduate handbook, which is available online. Graduate program descriptions are also available online in the graduate catalog (see Comprehensive Standard 3.6.2 for a fuller discussion and specific examples of graduate program descriptions). Each graduate program also has a website in its home college or department, which provides program requirements and related information and, in most cases, links back to the program-specific information in the relevant College of Graduate Studies sites.

Table 1. Examples of individual graduate program handbooks and college or department websites.

College	Graduate Handbook	Department Websites
Arts and Humanities	Rhetoric and Composition M.A.	Department of Writing and Rhetoric, M.A. in Rhetoric and Composition page
	Music M.A.	Music Department, Music M.A. page
	Spanish M.A.	Modern Languages and Literatures Department, Spanish M.A. page
Business Administration	Accounting M.S.A.	College of Business Administration, Accounting M.S. page
	Real Estate M.S.	College of Business Administration, Real Estate Professional M.S. page
	Sport Business Management M.S.B.M.	College of Business Administration, Sport Business Management page
Education and Human Performance	Counselor Education M.Ed.	College of Education and Human Performance, Counselor Education M.Ed. page
	Exceptional Student Education M.Ed.	College of Education and Human Performance, Exceptional Education Programs main page

College	Graduate Handbook	Department Websites
Engineering and Computer Science	Computer Science M.S.	Department of Electrical Engineering and Computer Science, Computer Science Division, M.S. in Computer Science page
	Industrial Engineering M.S.	Industrial Engineering and Management Systems Department, Graduate Studies Prospective Students page
	Materials Science and Engineering Ph.D.	Materials Science and Engineering, Graduate Programs Prospective Students page
Graduate Studies	Modeling and Simulation Ph.D.	College of Graduate Studies, Interdisciplinary Programs, Modeling and Simulation page
	Nanotechnology M.S.	College of Graduate Studies, Interdisciplinary Programs, Nanotechnology page
Health and Public Affairs	Communication Sciences and Disorders M.A.	Department of Communication Sciences and Disorders, Communication Sciences and Disorders M.A. page
	Criminal Justice Ph.D.	Department of Criminal Justice, Criminal Justice Ph.D. page
	Physical Therapy D.P.T.	Department of Health Professions, Doctor of Physical Therapy page
Hospitality Management	Hospitality and Tourism Management M.S.	Rosen College of Hospitality Management, Graduate Degree Programs page
Optics and Photonics	Optics and Photonics Ph.D.	College of Optics and Photonics, Ph.D. Program page
Medicine	Biomedical Sciences Ph.D.	Burnett School of Biomedical Sciences, Biomedical Sciences Ph.D. Program page
	Biotechnology M.S.	Burnett School of Biomedical Sciences, Biotechnology M.S. page
Nursing	Nursing Ph.D.	College of Nursing, Nursing Ph.D. page
	Nursing Practice D.N.P.	College of Nursing, Nursing Practice D.N.P. page
Sciences	Applied Experimental and Human Factors Psychology Ph.D.	Department of Psychology, Applied Experimental and Human Factors Psychology Ph.D. page
	Conservation Biology Ph.D.	Department of Biology, Conservation Biology Ph.D. page
	Political Science M.A.	Department of Political Science, Graduate Degree Options page

UCF graduate students' adherence to university and program requirements is verified when the Program of Study form [Planned Program of Study, Doctoral Candidates; Planned Program of Study, Master's (Non-Thesis Option); Planned Program of Study, Master's (Thesis Option)] is completed by the student and appropriate representatives from the degree program, and the Graduate Plan of Study is completed when the student files an intent to graduate. The Program of Study form is

signed by the student, the adviser, the graduate program coordinator, and other department or college faculty. The form is stored as part of the student's record in the College of Graduate Studies. For thesis and dissertation students, the Thesis Advisory Committee Form or Doctoral Committee/Candidacy Status Form must be submitted and fully approved through the graduate degree program and department, college, and College of Graduate Studies prior to the student's enrolling in thesis or dissertation credit hours. At the end of each semester, the College of Graduate Studies conducts academic progress review for all enrolled graduate students and works with graduate programs regarding their students' academic issues.

When students are ready to graduate, they must file an electronic Intent to Graduate form from their myUCF Student Center, which initiates graduation certification for the selected semester. Graduate programs and departments, colleges, and the College of Graduate Studies use the electronic Graduate Plan of Study that is defined for each graduate degree program with program-specific requirements and university graduate requirements and policies to ensure consistent, accurate degree certification and approval. The College of Graduate Studies confirms compliance with thesis and dissertation requirements [Completing Your Thesis and Dissertation], including format review, defense, and final submission approval, and records this completion in the university system so that it displays in the student's Graduate Plan of Study. The College of Graduate Studies works closely with the academic programs and colleges to ensure that all degree requirements have been met prior to certifying graduate degrees. The vice provost and dean of the College of Graduate Studies (or designee) certifies all graduate degrees at UCF.

Program Review and External Accreditation

All New Academic Degree Programs must undergo a multilevel approval process, and all existing academic programs must undergo extensive review every seven years, in accordance with Florida Board of Governors Regulation 8.015 and UCF Academic Program Review. The vice provost of Academic Program Quality oversees these processes to ensure that post-baccalaureate programs conform to commonly accepted standards and practices for degree programs. UCF's Academic Program Review Policies and Procedures are posted online so that program faculty and administrators can easily follow the university's guidelines for program review (see also Academic Program Review Seven-Year Cycle). Additionally, a number of UCF graduate programs are accredited or recognized by national scientific, professional, or academic bodies conferring accreditation in specific disciplines, and procedures for review of these programs is likewise available online in Accreditation and Review Status of Professional Schools/Specialized Programs.

Dissemination of Information on Program Requirements

The College of Graduate Studies introduces students to information about UCF's graduate programs at Graduate Student Orientation, which includes presentations explaining academic progress and policies, academic integrity standards, and related information, as do program-specific orientation sessions held by individual colleges, schools, departments, and degree programs. Moreover, while enrolled in their graduate programs at UCF, all students (and graduate faculty and support staff) receive regular reminders of policies, deadlines and resources via email. Table 2 offers sample emails.

Table 2

Recipient	Email
Graduate Students	Are You Taking the Right Steps as a Graduate Student?
	You're Almost There!!
Graduate Faculty	Thesis and Dissertation Resources

Conclusion

The University of Central Florida has clearly defined requirements for all of its post-baccalaureate programs. All graduate programs are reviewed regularly under the auspices of the vice provost of Academic Program Quality. All graduate program requirements are kept current and are publicly accessible on the College of Graduate Studies website, specifically in the graduate catalog and the Graduate Program Handbooks. Students, faculty, and staff members are kept apprised of deadline-sensitive program requirements through regular email correspondence. UCF is in compliance with this standard.

3.7.1 Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See the Commission guidelines "Faculty Credentials.")

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
The University of Central Florida employs competent faculty members qualified to achieve its mission and goals. When determining acceptable qualifications, UCF gives primary consideration to the highest degree earned in the discipline. When appropriate, UCF also considers competence, effectiveness, capacity, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, and continuous documented excellence in teaching, as well as other demonstrated competencies and achievements in the discipline. For all cases, UCF documents the qualifications of its faculty.

Minimum Faculty Teaching Qualifications Guidelines
UCF is committed to employing high-quality faculty members to achieve standards of excellence in order to realize its strategic goals. Faculty are core to all aspects of the institution's mission but to its teaching mission, in particular. In order to (1) offer the best undergraduate education available in Florida and (2) achieve international prominence in key programs of graduate study and research, appropriate standards of quality must be established and enforced. To this end, the university has established Minimum Faculty Teaching Qualifications Guidelines that "apply to all instructors of record assigned to credit-bearing courses at UCF, regardless of contract type (e.g., full-time faculty, adjuncts, volunteers, GTAs, etc.)." UCF defines "instructor of record" as follows:

> The term "instructor of record" refers to the individual(s) designated by the academic unit as responsible for a course and must be identified accordingly on the course grade roll. The instructor of record generally must possess appropriate qualifications for independent instruction in accordance with UCF's Minimum Faculty Teaching Qualifications Guidelines. Responsibilities include assuring the effective instruction of course curriculum, evaluation of student performance, and approval of final student course grades. Typically, this individual is also responsible for designing the course curriculum, assignments, and assessments but at times these elements may be developed or otherwise adopted by other qualified faculty members. Graduate or undergraduate students may be assigned to a course in a support capacity (e.g., grader, proctor, course assistant, recitation or discussion session leader, laboratory assistant) and, as appropriate, may even assist in developing and delivering course content (e.g., providing a limited number of lectures); however ultimate responsibility for the course resides with the instructor of record.

UCF's Minimum Faculty Teaching Qualifications Guidelines establish two means by which an individual may be qualified to serve as an instructor of record for credit-bearing courses at UCF:

1. by academic credential(s) (degrees and course work) alone or
2. by qualifications other than academic credentials (or combined with credentials) that are appropriate for teaching particular courses.

Qualification by Academic Credentials Alone

Acceptable Qualifications for Faculty Teaching Baccalaureate-Level Courses

Degree alone: master's degree or higher in the teaching discipline or a related discipline.

Master's and 18 hours: master's degree or higher in any discipline with a concentration (minimum of 18 graduate semester hours) in the teaching discipline or a related discipline.

Master's Degree Equivalency: in the absence of a completed master's degree, a concentration may also be established via acceptable documentation confirming that (1) as part of the individual's doctoral or terminal degree program, master's degree equivalency was achieved and (2) at least 18 graduate semester hours in the teaching discipline or a related discipline have been successfully completed.

Other qualifications: qualified by other demonstrated competencies and achievements (e.g., scholarship, professional experience, licensure) that relate to the intended teaching assignment.

Acceptable Qualifications for Faculty Teaching Graduate and First Professional Degree Courses

Degree alone: earned doctorate or terminal degree in the teaching discipline or a related discipline.

Other qualifications: qualified by other demonstrated competencies and achievements (e.g., scholarship, professional experience, licensure) that relate to the intended teaching assignment.

Qualification by Means of Other Demonstrated Competencies and Achievements ("Other Qualifications")

Consideration of other teaching qualifications either in conjunction with or in place of academic credentials are made on a case-by-case basis. Such cases are exceptional, and the evidence of other demonstrated competencies and achievements provided are compelling. Evidence also shows substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.

Graduate Teaching Associates

Graduate teaching associates (GTAs) who serve as instructors of record for undergraduate courses at UCF must have a master's degree in the teaching discipline or 18 successfully completed graduate semester hours in the teaching discipline. (GTAs cannot be assigned as instructors of record for graduate-level courses.)

GTAs are assigned a faculty supervisor and receive mandatory training before they are permitted to teach independently. To qualify as a GTA, students must complete online training modules and attend an all-day, face-to-face workshop presented by the Faculty Center for Teaching and Learning.

GTAs are assessed through the submission of the university GTA Performance Assessment Form to the College of Graduate Studies. This form constitutes a summary rating based on the areas of performance that were required in the GTA's teaching-related assignment(s). The GTA's assigned faculty supervisor completes the form after appropriate consultation with the department chair, graduate program director, or other relevant individuals. This summative assessment is discussed with the student, and the student is given an opportunity to respond to the assessment in writing.

Accounting for Disciplinary Differences - Discipline Descriptions

UCF's Minimum Faculty Teaching Qualifications Guidelines are broad enough to accommodate every discipline taught at the university. However, it is also important to recognize that norms and good practices often vary by discipline. In order to assure that the appropriate standards of quality are being applied in the scrutiny of each potential faculty hire and subsequent teaching assignment, each UCF unit that provides credit-bearing instruction is required to develop an internal policy document, a statement of good faculty teaching qualifications in the fields represented in that unit. At UCF, we call these good practices statements Discipline Descriptions. A sample Discipline Description is provided here, and each faculty roster provided below is accompanied by the corresponding Discipline Description in order to provide appropriate context for the review of the unit faculty members' teaching qualifications. Roughly 70 different academic organizations at the university have developed a Discipline Description to guide their hiring practices and teaching assignments. Primary responsibility for identifying and articulating good practices in the field fall to the department chair or comparable unit head since this individual is among those closest to and most knowledgeable of the fields represented in the unit. Unit faculty members also provide input into developing and updating these documents. When programs undergo academic program review (see Core Requirement 2.5 for a description of the process), external consultants review these internal policy documents to verify that local perceptions of good practices in the field align with common practice.

Documentation and Certification of Faculty Teaching Qualifications (Institutional Review Process)

The department chair or comparable unit head is primarily responsible for making appropriate full-time and adjunct faculty hires and teaching assignments. As noted in the UCF Minimum Faculty Teaching Qualifications Guidelines, it is also his or her responsibility to "make a clear and compelling case to sufficiently support each faculty hire and teaching assignment within his or her unit." In order to facilitate the collection of faculty qualifications data for reporting purposes and in order to assure appropriate quality controls were in place, in 2005, the university began requiring a faculty teaching certification form for each full-time and adjunct instructor of record. In 2010, what had been a paper-based teaching certification process transitioned to an electronic environment in the university's Enterprise Resource Planning system, PeopleSoft. The online teaching certification form (see examples of completed forms [degree alone] [master's & 18 hrs] [other qualifications]) is completed at time of hire (and upon any change to the approved teaching assignment on record) in UCF's Faculty Qualifications Management System (FQMS). In the FQMS, faculty are certified to teach in a particular discipline (as defined by assigned course CIP codes) and at the undergraduate and/or graduate level(s). More specific course restrictions can be imposed as appropriate.

In addition to capturing the information and supporting documentation necessary to justify a planned teaching assignment, the FQMS e-form allows for an electronic signature by the department chair, followed by the appropriate dean or designee, and then academic affairs. Again, primary responsibility for selecting qualified faculty resides with the department chair. Subsequent

reviews by the dean and academic affairs, specifically, the Academic Program Quality unit, serve to verify that good practices as documented in the aforementioned Discipline Descriptions are being followed and sufficiently documented. A diagram of the workflow associated with the faculty teaching qualifications review and certification process is provided. If the evidence of appropriate qualifications is not provided, the dean or academic affairs may recycle the form to the department for additional information or if qualifications are found inconsistent with good practices in the field, may be denied altogether. Fortunately the latter scenario is very rare but possible outcomes can include a change in teaching assignment, non-reappointment of a full-time faculty member, or no rehire of an adjunct faculty member. Evaluation of faculty member performance in teaching is discussed in Comprehensive Standard 3.7.2 as is the grievance processes pertaining to performance evaluations or assignments of duties.

Verification of Faculty Qualifications

Official transcripts of the highest degree and any other qualifying degrees are collected for faculty at time of hire. Faculty members who received their highest degree or other qualifying degree from an institution outside of the United States are required to have their credential(s) evaluated for U.S. equivalency by a credential evaluation service acceptable to the university. Official transcripts and U.S. equivalency evaluations are certified at the department level and then verified by the college and central academic affairs. The Academic Program Quality unit within academic affairs is responsible for assuring the quality and integrity of faculty data. Academic Program Quality staff validate the faculty degree data against the certified transcript or U.S. equivalency evaluation and key the degree data into the university's enterprise human resource records system for purposes of state and other reporting, including generation of the faculty rosters (below) and related reports throughout the compliance certification document.

Graduate Faculty Reviews

In addition to the faculty teaching qualifications review and certification process, any person, internal or external to the university, who participates in graduate education (e.g., teaching, serving on thesis committees, chairing a thesis committee) must undergo graduate faculty review with the College of Graduate Studies to assure currency in the field. Once a faculty member has been appointed to the graduate faculty, he or she may serve on graduate thesis committees for any program at the institution since interdisciplinarity and multiplicity of perspectives is encouraged. Only graduate faculty who meet graduate college criteria may supervise graduate theses. A full list of graduate faculty members is provided in the Graduate Catalog. Following initial appointment to the graduate faculty, graduate faculty status is re-assessed at the time of academic program review.

Special Teaching Assignments

Office of Experiential Learning- the Office of Experiential Learning (OEL) facilitates and administers co-operative, internship, and service-learning experiences (not for-credit) at UCF. All co-op and internship courses provide off-campus, structured work experience for students to gain professional and academic skills related to their major. The focus of these courses, though always in discipline-related environments, is on the development of life-long learning skills that apply to those environments. The OEL faculty member is responsible for facilitating an experience that emphasizes 'learning how to learn' in a work environment. For example, the faculty member assesses the student's adjustment to the workplace and understanding of the unwritten rules for expected behavior and performance which include: interpersonal communication skills, problem solving skills, and behavior in the context of a team. These essential skills are the foci of the co-op

and internship experiences and the student's demonstrated proficiency in these areas determine their grade, if completed for credit. The appropriate qualifications for serving as an instructor of record for any co-op or internship experience is a master's degree or higher in any field when accompanied by at least four years of appropriate professional experience that affords insights into industry and succeeding in the workplace.

Air Force and Army ROTC courses- The Army and Air Force ROTC units at UCF offer courses toward the Reserve Officer Training Course (ROTC), a college-based officer training program for training commissioned officers of the United States Armed Forces. They also offer courses toward a minor at UCF, which can be taken by students that are not completing the ROTC program. The instructors of record for these courses are selected and assigned by the Army and Air Force respectively for two-to-three year terms. UCF collects their qualifications information but does not have a role in their initial hire.

2014-15 Faculty Rosters

Complete faculty rosters reflecting all credit-bearing instructor of record teaching assignments for the combined Fall 2014 and Spring 2015 terms are provided below for review. The rosters are grouped by academic college, plus one additional roster is provided specific to those credit-bearing courses facilitated by UCF's Office of Experiential Learning. (Please see the description above.) Please note that within each college, the rosters are grouped by academic organizations housed within that college. Each roster is preceded by the corresponding Discipline Description described above to provide an appropriate disciplinary context for the review. In a few instances, the faculty members were found to have insufficient qualifications or evidence of qualifications (e.g., official transcript) to justify the teaching assignment. In those instances, corrective action was taken and the faculty member will no longer be assigned to the course(s) in question; adjuncts may not be rehired. Original official transcripts of the highest earned degree and any other qualifying degrees as well as other documentation in support of the teaching assignments are maintained in each of the respective dean's offices. Electronic copies of transcripts and other supporting documentation are archived in the FQMS and available upon request.

> Burnett Honors College
> College of Arts and Humanities
> College of Business Administration
> College of Education and Human Performance
> College of Engineering and Computer Science
> College of Graduate Studies
> College of Health and Public Affairs
> College of Medicine
> College of Nursing
> College of Optics and Photonics
> College of Sciences
> College of Undergraduate Studies
> Rosen College of Hospitality Management
> Office of Experiential Learning

Conclusion

The University of Central Florida employs competent faculty members qualified to achieve its mission and goals. When determining acceptable qualifications, UCF gives primary consideration to the highest degree earned in the discipline. When appropriate, UCF also considers competence,

effectiveness, and capacity, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, as well as other demonstrated competencies and achievements in the discipline. For all cases, regardless of contract type (full-time, adjunct, and GTA), UCF documents the qualifications of its faculty members who serve as instructors of record for credit bearing experiences. Evidence of UCF's compliance with Comprehensive Standard 3.7.1 is provided in the rosters above.

3.7.2 Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status. The university encourages ongoing evaluation of faculty members as a valuable means for mentoring and professional development. The following narrative provides evidence of compliance by describing the four formal evaluation processes implemented at UCF as required by UCF Regulation 3.010 (published on the UCF Regulations website under Personnel Matters). These evaluation processes include student perception of instruction evaluations, an annual evaluation for all full-time and part-time (adjunct) faculty members, a sustained performance evaluation for tenured faculty members, and a cumulative progress evaluation for faculty members eligible for tenure and promotion. In some instances, additional institutional governance documents guide the evaluation of faculty members depending on such factors as collective bargaining representation. Evaluation of administrators, including faculty administrators, is addressed in Comprehensive Standard 3.2.10.

Student Perception of Instruction

All instructors of record, including full-time and part-time faculty members, as well as graduate teaching assistants and associates, are evaluated every term in every course using UCF's Student Perception of Instruction form. These surveys are administered in all courses regardless of delivery modality and at all locations where UCF courses are offered. The results obtained from these surveys are then employed as one of the means by which faculty teaching is evaluated. These results are also taken into consideration during the tenure and promotion processes. A sample of completed student perception of instruction forms include those from an undergraduate face-to-face course, a graduate face-to-face course, a mixed-mode course, and an online course.

Annual Evaluation of Faculty Members

Annual Evaluation of In-Unit Full-Time Faculty Members

Section 10.1 of the 2012-2015 UCF Board of Trustees – United Faculty of Florida Collective Bargaining Agreement guides the university's evaluation of in-unit faculty members and is consistent with UCF Regulation 3.010, which requires that all full-time and part-time faculty be evaluated on an annual basis. The purpose of the annual evaluation is to communicate an assessment of the employee's performance of assigned duties. In accordance with the collective bargaining agreement, faculty members receive their assignments of duties in writing at the beginning of each year of employment from their department chair or unit supervisor. Assignments are generally divided among instruction, research or other creative undertakings, and service activities, but may also include professional development and other duties.

Section 9.1(a) of the collective bargaining agreement acknowledges that

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The assignment of responsibilities to employees is one of the primary practical mechanisms by which the university establishes its priorities, carries out its mission, and creates opportunities to increase the quality and integrity of its academic programs and enhance its reputation and stature as a major research university.

A faculty member's professional obligation comprises both scheduled and non-scheduled activities. For example, while instructional activities, office hours, and other duties and responsibilities may be required to be performed at a specific time and place, other non-scheduled activities are more appropriately performed in a manner and place determined by the faculty member in consultation with the chair or supervisor.

Section 9.2 identifies various factors that are to be taken into consideration when the chair or supervisor makes faculty assignments. These factors include, but are not limited to

- the needs of the program, department, or unit;
- the faculty member's qualifications and experiences, including professional growth and development and preferences;
- the character of the assignment; and
- the opportunity to fulfill applicable criteria for tenure, promotion, multiyear appointments, and merit salary increases.

Whenever practicable, a faculty member's teaching preferences are also honored.

If a faculty member believes that an assignment has been imposed arbitrarily or unreasonably, a grievance may be filed according to either Article 20 of the collective bargaining agreement or the exclusive assignment dispute resolution procedure described in Section 9.10. The latter expedited review process was negotiated to account for the often time-sensitive nature of faculty assignments.

Annual performance evaluations are based on the professional performance of assigned duties consistent with the following criteria delineated more completely in Section 10.1(d) of the collective bargaining agreement.

(1) Teaching effectiveness, including effectiveness in imparting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, workshop, practical experience, student perceptions of instruction, assessment of and engagement with student work, and direct consultation with students.

a. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, effective student performance evaluation procedures, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The learning objectives of each course, the means of assessing learning objectives, and the outcomes of the assessment should be assessed as part of the teaching performance.

b. The evaluation shall include consideration of other assigned university teaching duties, such as advising, counseling, supervision, or duties of the position held by the employee.

c. The evaluator shall take into account any relevant materials submitted by the employee such as class notes, syllabi, student exams and assignments, an employee's teaching portfolio, results of peer evaluations of teaching, and any other materials relevant to the employee's instructional assignment.

d. The evaluator shall consider all information available in forming an assessment of teaching effectiveness.

(2) Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of research/scholarship/creative activity.

a. Evidence of research/scholarship/creative activity, either print or electronic, shall include, but not be limited to, as appropriate, published books; chapters in books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing art; papers presented at meetings of professional societies; funded grant activities; reviews; and research and creative activity that has not yet resulted in publication, funding, display, or performance.

b. The evaluation shall include consideration of the quality and quantity of the employee's research/scholarship and other creative programs and contributions during the evaluation period, and recognition by the academic or professional community of what has been accomplished.

(3) Performance of assigned professional duties such as library instruction, public and technical services librarianship, library collection development, advising, counseling, and supervision as described in a Position Description, if any, of the position held by the employee.

(4) Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. Such service includes contributions to scholarly and professional conferences and organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals.

(5) Service within the university and participation in the governance processes of the institution through significant service on committees, councils, and senates, attendance at commencement, and the employee's contributions to the governance of the institution through participation in regular departmental or college meetings.

(6) Other assigned university duties such as academic administration.

Section 10.1(f) of the collective bargaining agreement requires that tenure-granting departments or units develop annual evaluation standards and procedures, usually called AESPs. These standards and procedures are developed and revised by a committee of peer-elected faculty members who hold tenure in the department or unit, the department chair or unit head, and one representative appointed by the appropriate dean. AESPs are also developed in non-tenure-granting departments or units where in-unit faculty members are employed. In such cases, the only difference in committee structure is that instead of tenured faculty members, non-tenured unit employees are elected by their peers. The proposed annual evaluation standards and procedures or revisions are voted on by eligible employees in the department or unit and subsequently forwarded to the appropriate dean or vice president for review. Once the dean or vice president determines that the proposed AESPs or revisions align with the mission and goals of the college or division, they are

forwarded to the president or president's representative for review to ensure that they are consistent with the mission and goals of the university and comply with the collective bargaining agreement. Once approved by the president or the president's representative, the AESPs must be reviewed on a regular basis; such reviews must begin no later than five years after their adoption or most recent review. Examples of department AESPs include:

- Department of Mathematics, College of Sciences
- Department of Tourism, Events, and Attractions, Rosen College of Hospitality Management
- School of Teaching, Learning, and Leadership, College of Education and Human Performance

Proficiency in Spoken English

Faculty members must establish proficiency in the oral use of English, as set forth in Section 1012.93 of the Florida Statutes. Such proficiency is evaluated during the annual evaluation process described below. Per Section 10.4 of the collective bargaining agreement, non-tenured instructional faculty members found to be deficient in the oral use of English must participate, as needed, in one- or two-month sessions administered through the university's English Language Institute (formerly named the Center for Multicultural and Multilingual Studies). Faculty members who require more than two sessions to speak English effectively must rely on personal resources to correct the deficiency. Failure to correct the deficiencies may result in termination during the first three years of employment.

In-Unit Faculty Annual Reports and Chairperson's or Unit Supervisor's Evaluation Summary

Each year, each in-unit faculty member provides to his or her supervisor an annual report of activities performed that year. Included for review are two examples of faculty annual reports from the College of Medicine and the College of Sciences. The department chair or unit head uses this report to assist assessing of the faculty member's overall performance for the given year. The annual evaluation is provided in writing on the Annual Evaluation of In-Unit Faculty Performance form. Ratings are assigned to each set of criteria described above as they relate to the faculty member's annual assignment. The ratings are outstanding, above satisfactory, satisfactory, conditional, and unsatisfactory.

An overall evaluation rating is likewise assigned and has historically been used to calculate appropriate merit and other salary increases for in-unit faculty members. Section 23.4 of the collective bargaining agreement states that annual evaluation ratings are also given consideration during the promotion and tenure process and considered when other personnel decisions are being made.

Examples of the periodic annual review of in-unit faculty members of various tenure statuses and unit affiliations are provided below:

In Unit, Non-Tenure Track		
Modern Languages, Arts and Humanities	2013	2014
Sport Business Management, Business Administration	2013	2014
Biology, Sciences	2013	2014
Hospitality Services, Rosen College	2013	2014
Undergraduate, Nursing, Regional	2013	2014

In Unit, Tenure-Earning		
Writing and Rhetoric, Arts and Humanities	2013	2014
Economics, Business Administration	2013	2014
Educational and Human Sciences, Education and Human Performance	2013	2014
CREOL, Optics and Photonics	2013	2014

In Unit, Tenured		
Performing Arts, Arts and Humanities	2013	2014
Sport Business Management, Business Administration	2013	2014
Mechanical and Aerospace Engineering, Engineering and Computer Science	2013	2014
Anthropology, Sciences	2013	2014
Institute for Simulation and Training, Center	2014	2015

Annual Evaluation of Part-Time (Adjunct) Faculty Members

Adjunct faculty members are temporary employees who are hired to teach one or more courses for one semester at a time. They are not represented by collective bargaining at UCF. Like all other instructors of record, adjunct faculty members undergo a student perception of instruction evaluation. In addition to student perception of instruction surveys and in accordance with UCF Regulation 3.010, adjunct faculty members receive at least an annual evaluation by the appropriate department chair or unit supervisor. Alternatively, they may be evaluated each term in which they are employed. Procedures for the performance evaluation of adjunct faculty members are posted on the Office of Faculty Excellence website.

As with in-unit faculty members, evaluators of adjunct faculty member performance consider, as appropriate, information provided by the faculty member, students, peers, other UCF officials who contribute to the supervision of the faculty member, and individuals to whom the faculty member may be responsible in the course of his or her assignment. As noted in the procedures, if an adjunct faculty member is noted as having a performance deficiency, the following courses of action may be taken. The supervisor may:

- provide counseling or instruction;
- provide personal assistance with the preparation of syllabi, exams, assignments, etc.;
- require the adjunct faculty member to attend workshops or other applicable training sessions conducted by the Faculty Center for Teaching and Learning; and
- tender non-renew agreements.

Below are examples of periodic annual evaluations of adjunct faculty members:

History, Arts and Humanities	2013	2014
School of Visual Art and Design, Arts and Humanities	2013	2014
Finance, Business Administration	2013	2014
Educational and Human Services, Education and Human Performance	2013	2014
Civil, Environmental, and Construction Engineering, Engineering and Computer Science	2013	2014
Food Service and Lodging, Rosen College	2013	2014

Annual Evaluation of Non-Unit Full-Time Faculty Members

Non-unit faculty members are those not included in the bargaining unit. At UCF, non-unit faculty members fall into two categories: (1) administrators and (2) faculty members with primary appointments in the university's College of Medicine. Evaluation of administrators is addressed in detail in Comprehensive Standard 3.2.10. The annual evaluation of College of Medicine faculty members is governed by UCF Regulation 3.010 and UCF Policy 4-500.1. Implementation of the regulation and policy mirrors that of the process for in-unit faculty members. The following are examples of periodic annual evaluations of College of Medicine faculty members:

Clinical Sciences	2013	2014
Internal Medicine	2013	2014
Biomedical Sciences	2013	2014

Annual Evaluation of Graduate Teaching Associates, Assistants, and Assistant Graders

The teaching-related performance of each GTA must be assessed at the end of each term in which the student serves in this capacity. The exact timing and methodology of the assessment is at the discretion of the department, college, or unit by which the GTA is employed. When reviewers evaluate GTA performance, they may rely on classroom visits, ratings on the student perception of instruction form, syllabi, interviews and discussions with the GTA, and any other pertinent information. The university requires the completion of the GTA Performance Assessment Form and its submission to the College of Graduate Studies. This form is to be completed by the GTA's assigned faculty supervisor after appropriate consultation with the department chair, graduate program director, or other relevant persons. Information on this form provides a summarized rating of the student's teaching performance. Colleges and departments may implement additional means of evaluating GTA performance, including GTAs who serve as instructors of record. This summative assessment is discussed with the student, and the student is given an opportunity to respond to the assessment in writing. An example of a GTA performance assessment is included for review.

Sustained Performance Evaluations and Performance Improvement Plans

In accordance with Section 10.3(b) of the collective bargaining agreement, at the end of seven years of tenured or post-promotion service, and each subsequent seven-year period, a faculty member's sustained performance must be evaluated by the department chair or unit head, as appropriate. The evaluation consists of a review of the overall annual evaluation ratings for that seven-year period. If the employee's overall performance is, on average, below satisfactory for that seven-year period, then the employee will be issued a performance improvement plan.

The plan is developed by the employee in concert with the department chair or unit head and must also be approved by the college dean and the president or president's representative. Specific measurable performance targets must be a part of the performance improvement plan target dates must be set within a three-year period. During the time that an individual has a performance improvement plan, the department chair or unit head's annual evaluation, as well as a separate evaluation completed by the dean, is based on the performance plan designed specifically for that faculty member. It is the responsibility of the faculty member to attain the performance targets specified in the performance improvement plan. Lack of success may result in dismissal. If an

employee has a performance improvement plan, the department chair or unit head will evaluate the employee's performance according to the plan.

An example of one faculty member's Performance Improvement Plan is provided, as are annual evaluations to date of the faculty member's progress on the plan.

- Performance Improvement Plan
- Evaluation of Progress on the Performance Improvement Plan, Year 1
- Evaluation of Progress on the Performance Improvement Plan, Year 2
- Evaluation of Progress on the Performance Improvement Plan, Year 3

Cumulative Progress Evaluations

The collective bargaining agreement also requires that in-unit faculty members who are eligible for consideration for promotion to the rank of associate professor or tenure be informed annually of their progress toward promotion to the rank of associate professor. Beginning with the second year of employment (or the first year, if tenure credit was given upon hire), separate cumulative progress evaluations are provided by the tenured members of the department or unit, the chair or unit head, and dean. The progress evaluations are included in the annual evaluation, with the intent of providing an accurate assessment of the faculty member's cumulative performance toward promotion to the rank of associate professor or tenure. Associate professors may also request assessments of their progress toward the rank of professor. Examples of Cumulative Progress Evaluations are provided below.

- Burnett School of Biomedical Sciences, College of Medicine
- CREOL, College of Optics and Photonics
- Department of Anthropology, College of Sciences
- Department of Child, Family, and Community Sciences, College of Education and Human Performance
- Department of Communication Sciences and Disorders, College of Health and Public Affairs
- Dixon School of Accounting, College of Business Administration

Grievance Procedures

Faculty members at UCF may contest annual evaluations, cumulative progress evaluations, sustained performance evaluations, and performance improvement plan evaluations through appropriate grievance and arbitration processes. In-unit faculty members may file a grievance in accordance with Article 20 of the collective bargaining agreement. Non-unit full-time and part-time faculty members may file a grievance in accordance with UCF Regulation 3.036. Included for review are recent examples of both in-unit and non-unit grievances.

Graduate Teaching Assistants or Associates who believe they have been treated unfairly in the evaluation process may file a grievance in accordance with the Academic Grievance Procedure in the Golden Rule Student Handbook.

Conclusion

The University of Central Florida regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. The university is in compliance with this standard.

3.7.3 Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

To achieve its mission and goals, the University of Central Florida is committed to providing the best possible support for its faculty members as teachers, scholars, and practitioners. A broad spectrum of offices collaborate to offer programs, resources, and opportunities dedicated to faculty development and success. Programming is designed to target the specific needs of faculty members of all ranks, including tenure-seeking and tenured faculty members, full-time instructors and lecturers, contract faculty, and graduate teaching assistants. The following narrative describes the types of professional development activities UCF provides for faculty and notes their funding sources, identifies the types of policies and procedures that deal with professional development, provides examples of specific offices and initiatives that support faculty development, explains how faculty members are informed about development opportunities, and demonstrates faculty participation.

Types of Faculty Development at UCF and Relevant Policies and Procedures

UCF faculty development activities are numerous and diverse. They include opportunities such as sabbaticals and professional development leave opportunities, support programs for teaching and research, efforts to promote collaboration across units, and travel support for participation in meetings of professional societies. Policies and procedures, many of which are referenced in the narrative below, address issues ranging from qualifications for participation in programs to application procedures and selection criteria. Information about other types of faculty support services is provided in Comprehensive Standard 3.4.9. Information about faculty governance related to these entities is presented in Comprehensive Standard 3.7.5.

Examples of UCF Faculty Development Programs and Initiatives

The following section includes information about some of the most significant faculty development programs offered at UCF. This section is arranged by department or unit and includes information about how each is funded. Several of the units described offer more than one of the types of support listed above.

The Office of Faculty Excellence

The Office of Faculty Excellence, funded through the Provost's office, leads university-wide initiatives and programs that strengthen faculty support, encourage interdisciplinary collaboration, and inspire faculty excellence to advance research, teaching, and scholarship. The office coordinates UCF's various employee leave programs, including paid and unpaid sabbaticals and professional development leave for administrators and non-tenure-track faculty. Faculty Excellence also hosts workshops on leadership development, faculty evaluation procedures and the tenure and promotion process, and promotion for instructors, lecturers, researchers, scholars, and clinical

faculty. Additional workshops target new administrators, deans, directors, and chairs. The office sponsors a faculty mentoring program and works closely with the colleges to integrate mentoring across the university, and it offers the Provost Faculty Fellow Program, a one-year advanced leadership development opportunity that introduces faculty members to institution-level strategic planning, budgeting, and critical issues affecting higher education. Within the Faculty Excellence unit is the Center for Success of Women Faculty, an office that provides mentoring and sponsored events to help women faculty achieve professional success at UCF.

The Karen L. Smith Faculty Center for Teaching and Learning

The Karen L. Smith Faculty Center for Teaching and Learning (Faculty Center), funded through the division of Teaching and Learning within the Office of the Provost, provides a variety of professional development activities for faculty members of all ranks. The center fulfills its mission by collaborating with other faculty support offices on campus to offer orientations, internal faculty development conferences, faculty development cohorts, faculty fellows programs, workshops, reading groups, and research into teaching and learning. The attached survey that is circulated among faculty each spring semester provides a brief overview of the center's offerings and activities.

Highlights of annual events include the following:

- New Faculty Orientation is held each August and hosts between 100 and 200 new faculty members. The two-day event provides new faculty members with information about policies and procedures that will directly impact their work in and beyond the classroom, offers participants opportunities to connect with new colleagues and campus leaders, and presents attendees with a preview of the many kinds of professional development resources and opportunities available to them throughout the year. New Faculty Orientation schedules for 2014 and 2015 show the breadth of topics covered during the sessions.
- The three-day Winter Faculty Development Conference held each December engages 40-50 faculty members in community building, interdisciplinary collaboration, and conversations about campus and classroom challenges both at UCF and across higher education. Participants who deliver required shareable materials receive a $500 grant. Programs from 2013 and 2014 identify the sessions and workshops, and demonstrate one of the many ways in which faculty members share their professional development experiences with colleagues.
- The Summer Faculty Development Conference in May is a four-day course and program innovation conference that involves between 200 and 300 faculty members annually. Participants attend workshops, presentations, and focus groups during the mornings. They work collaboratively with support staff on their projects in the afternoons. They present their projects at a showcase and submit a follow-up report after implementing changes in a course or program. Themes at the 2015 conference included curriculum mapping, program assessment, peer evaluation of teaching, active learning and interactive teaching, teaching with technology, and connecting research and teaching. Additional tracks addressed diversity and inclusion, experiential and service-learning, internationalization, writing across the curriculum, and mentoring. Programs from 2013, 2014, and 2015 describe the sessions and workshops. The Quality Enhancement Plan has sponsored a track in several recent conferences. Attendees who complete all requirements receive an $800 grant.
- Faculty Development Cohorts involve a series of meetings during which faculty examine important and new topics in teaching and learning. Typically, participants are expected to add a new component to their class or to redesign it entirely to adopt a new method or

technology. Recent topics include teaching large classes, inclusive course design, improving student engagement, gamification, service-learning, assigning multimedia projects, and connecting researching with teaching. The cohorts usually have 6 to 20 participants who receive $300 for completion of their deliverables. In 2014-2015, 53 faculty members participated.

- Adjunct Programs include multiple orientations at the beginning of each semester for new and returning adjuncts. Additionally, the center offers a Faculty Development Cohort Series and Trainings specifically for adjunct faculty. These occur during the evenings and attract up to 20 participants each semester. Center staff members also attend department meetings to work with adjuncts who are unable to attend other faculty development events. In 2014-2015, 107 adjunct faculty members participated.
- The center is responsible for required Graduate Teaching Assistant Training, which occurs at the beginning of every semester in a mixed modality of online modules and face-to-face workshops (sample agendas are attached: 1, 2). Teaching assistants can participate in additional and more intensive training through the Preparing Tomorrow's Faculty Program, a twelve-week mixed mode class (consisting of six online modules and seven face-to-face meetings) in which each participant designs a college-level course and begins to construct a teaching portfolio. The center offers up to five sections of PTF each year, serving more than 100 teaching assistants and associates. In 2014-2015, 707 future and current graduate teaching assistants participated in Faculty Center programming.
- The center also offers dozens of workshops and consultations each semester that address all aspects of the faculty experience. More than 400 faculty members participated in workshops in the 2014-2015 academic year, and the center logs thousands of individual meetings with faculty members each year.

At least once each semester, the Faculty Center publishes a collection of essays written by faculty members on a range of topics dealing with teaching, learning, and professional development. The *Faculty Focus* is distributed in print to over 2,000 faculty members and is available online. Additionally, the Faculty Center often publishes special editions that provide in-depth information about a topic of broad interest, such as the Focus on the QEP, which was published in October 2014 to assist the QEP Planning & Development Committee in sharing information about potential topics with faculty members. Each year, the center also publishes the *Guide to Teaching at UCF*, which includes an overview of teaching-related policies and information about faculty support offices, initiatives, and more. The center sends out a weekly Listserv announcement to inform the faculty of upcoming events and initiatives relevant to faculty development. Other UCF support offices use the listserv to announce professional development opportunities as well.

The center also provides support through a variety of workshops, events, awards, and tools and resources for faculty who conduct research on their teaching and their students' learning.

The Office of Diversity and Inclusion
The mission of the Office of Diversity and Inclusion is to collaborate with the University of Central Florida community to advocate for and educate about the university's goal of becoming more diverse and inclusive. Its vision is to position UCF as a center of excellence that is nationally recognized for its diversity and inclusion practices, policies, and culture. The office offers mentoring programs to support the professional development of UCF's faculty and staff; diversity training programs, consultations, and workshops; and a dedicated track in the Summer Faculty Development Conference that involves around 25 participants each year. This office is funded through the Office of the President.

The Center for Distributed Learning

The Center for Distributed Learning, funded through the division of Information Technology and Resources, offers UCF faculty a variety of professional development opportunities that are designed to train and support them as they teach online. Their award-winning program, IDL6543, is an intensive introduction to online teaching in which participants are directly supported by instructional designers and experienced online faculty. Faculty members are required to complete IDL 6543 before they are allowed to design and deliver in the online environment using the M or W modes of delivery. Faculty members experience IDL6543 with an interdisciplinary cohort that is selected through an institutional process facilitated by the center. Faculty members who participate constitute a learning community in IDL6543 and receive mentoring from "Web Veteran" faculty members who have experience teaching online. During faculty development, and thereafter while teaching online courses, faculty members are supported by a team of expert instructional designers and media development staff who assist in the design, development, and creation of their course content, activities, and assessments. Faculty members are provided either a course release or a stipend for their participation in the program. In the academic year 2014-2015, 90 faculty members completed IDL6543.

Additional faculty development occurs in online programs like Essentials of Webcourses@UCF and ADL5000, a course that faculty members must complete in order to deliver an online course that has already been designed by a faculty member credentialed through IDL 6543. In the academic year 2014-2015, 121 faculty members completed ADL5000.

Any faculty member who teaches using video streaming modality must complete a training course called Teaching with Lecture Capture. The program covers the basics of using UCF's video capture and delivery technologies, how to integrate and host the course with the Webcourses@UCF system, and classroom advice for teaching via video. Twenty faculty members completed this course in 2014-2015.

The center also offers webinars, face-to-face workshops, and faculty consultations. In addition, the center sponsors the Chuck D. Dziuban Award for Excellence in Online Teaching.

The Research Initiative for Teaching Effectiveness

The Research Initiative for Teaching Effectiveness, also funded through the division of Information Technology and Resources, supports UCF faculty in formulating and implementing research on effective teaching practices in higher education. The research initiative team collaborates with other units to offer training in pedagogical research and provides support for the following:

- Research design
- Survey test construction and administration
- Data analysis and interpretation
- Publication of results
- Presentations at scientific meetings
- Locating appropriate publication and presentation outlets

The Office of Instructional Resources

The Office of Instructional Resources, also funded through the division of Information Technology and Resources, provides classroom technology support and multimedia production support for faculty members. Instructional Resources hosts webinars and training sessions for faculty members on a variety of topics and tools related to instructional technology and learning spaces.

The university's lecture-capture system is used by several colleges. Instructional Resources provides hands-on training, services, and ongoing support to faculty and instructors in the designated, multimedia mode lecture-capture rooms. Instructional Resources has also designed and built a "mock" lecture-capture classroom in the Faculty Multimedia Center containing the equipment and configuration needed for lecture recording purposes. Prospective lecture-capture instructors who will be utilizing Instructional Resources's classrooms are strongly encouraged to visit the multimedia center in order to gain experience with the technology.

For additional information about support for faculty in their use of technology, see Comprehensive Standard 3.4.12.

The Office of Research and Commercialization

The Office of Research and Commercialization, funded through the Office of the Provost, is the official liaison between UCF and external funding sources, and helps faculty work through the proposal and contract management process. The office provides information to assist faculty through the announcement, application, and post-award stages, and to familiarize prospective partners with the breadth of funded research conducted at the university. The office provides workshops and seminars on specific grant programs such as NSF Advance and NSF CAREER. Twice per year, the office organizes a Grants Day of workshops and panel presentations. The office is responsible for training faculty on Conflict of Interest, Responsible Conduct of Research, Export Compliance, Effort Reporting and Certification, Institutional Review Board, Facility Security, and Animal Welfare.

The Office of Research and Commercialization's Research Development office provides faculty development in multiple ways. For example, the office hosts workshops to enhance faculty members' abilities to prepare high quality proposals. In the academic year 2014-2015, the office held 52 workshops with a total attendance of 919 faculty members. Topics included grant writing, federal agency requests for proposals, new faculty training, and training on the PIVOT search engine. The office also offers individual consultations to help faculty identify research opportunities.

The Office of Research and Commercialization also coordinates various types of internal and external peer review processes to assist faculty researchers with developing their proposals further. During fiscal year 2014-2015, nearly 100 faculty members completed peer reviews. More information on these efforts is available on the office's website under Proposal Review and Resources for Proposal Development.

The office also regularly sponsors a track in the UCF Summer Faculty Development Conference involving 10-30 participants.

International Affairs and Global Strategies

The International Affairs and Global Strategies Division, funded through the office of the provost, is committed to enhancing international opportunities, services, and experiences for students, scholars, institutional partners, and the UCF community. International Affairs and Global Strategies encompasses multiple units and services to support internationalization at UCF. Units and services include the English Language Institute, Study Abroad, Faculty Abroad, and supporting services for international students, scholars and professionals. Descriptions of these units and services, as well as related links, can be found at the International Affairs and Global Strategies website.

Internationalization of the curriculum and the campus is a priority for the University of Central Florida. (See the Five Visionary Goals that guide UCF.) International Affairs and Global Strategies

provides leadership for the university's strategic plan for internationalization and opportunities for faculty members and students to study, research, and offer service in the global community. The office provides faculty members training, support, and resources for study abroad projects for international research and collaborations. The division also supports faculty members through its leadership of a track in the annual Summer Faculty Development Conference.

The Office of Experiential Learning

The Office of Experiential Learning, funded through the division of Teaching and Learning, promotes and supports applied learning; facilitates the development of quality experiential learning courses through coordination with and training for faculty campus-wide; and collaborates with employers and community partners locally, nationally and internationally to help them access talented students and assist in the educational process. The office helps faculty coordinate internships, redesign their courses for service-learning, find service-learning partners, and study the impacts of service-learning on their students and the community. The office sponsors a track in the annual Summer Faculty Development Conference.

University of Central Florida Libraries

The UCF Libraries, funded through the division of Information Technology and Resources, provide extensive online resources to support faculty efforts in teaching, research, and professional development. They offer consultations and workshops and collaborate with the other support offices during the faculty development events listed above.

Office of Organization Development and Training

The Office of Organization Development Training, funded through the division of Administration and Finance, provides planned, research-based approaches to improving effectiveness at the organization and unit level. The office provides workshops, listed on the Upcoming Events Calendar, for all UCF faculty and staff members. The office also offers a catalog of training events, which includes the following types of activities:

- Strategic Planning
- Climate and Work Culture Assessment and Planning
- Multi-rater Assessment and Leadership Development
- Team Assessment & Planning
- Goal Setting
- Group Facilitation
- Leadership Development
- Creative Problem Solving
- Training and Development
- Planning and Facilitating Team Retreats

The Office of Organization Development and Training hosts both required and optional faculty training for other units on campus, including

- New Employee Orientation
- FERPA
- Interviewer Certification
- Preventing Discrimination
- UCF Alert/Safety Training
- Scheduling, finances, payroll, etc.

Selected Examples of College-Level Faculty Development at UCF

Individual colleges and departments also provide professional development opportunities for their faculty members, including funding for travel to conferences and other activities, some examples of which are included below. Funding for these efforts comes through each college's individual budget as provided through the office of the provost.

- Arts and Humanities: In the College of Arts and Humanities, faculty development is an important aspect of the quest for excellence. Mentoring from senior faculty members plays a primary role in the success of the tenure-track faculty. The college offers formal mentoring programs, an annual new faculty orientation, and an informative website.
- The College of Business Administration promotes the success of its faculty through the Dean's Speaker Series of seminars and through the sharing of faculty research and presentations.
- Education and Human Performance: In collaboration with the College of Education and Human Performance, as well as all other units within the university, the UCF Teaching Academy and College Outreach supports lifelong learning; serves as a hub for partnerships; and reflects proven and promising practices in teaching, learning and leadership. Some examples of faculty development events hosted in the college can be found on the faculty and staff calendar.
- Engineering and Computer Science: The College of Engineering and Computer Science encourages faculty development in a number of ways, including through a mentoring program. Each new tenure track faculty member is assigned one or more senior faculty mentors to help him or her in achieving good performance that leads to receiving tenure and promotion. In cooperation with department chairs, the college monitors these mentoring arrangements. The college also conducts an orientation for new faculty each year.
- Health and Public Affairs: The College of Health and Public Affairs offers workshops for new administrators as well as for non-tenure seeking instructors and lecturers. The college offers programming and faculty development for its internationalization efforts. Faculty development in the college also includes the Faculty Research Fellows program, the Summer Research Institute, and a spring recognition event for faculty researchers.
- Honors College: The Honors College offers regular Teaching Circles to give faculty members an opportunity to share ideas and best practices for Honors education. Faculty from all colleges are welcome to attend these informal sessions.
- Hospitality Management: The Rosen College of Hospitality Management hosts both a Teaching Colloquium and Research Colloquium for its faculty each month. The sessions address topics such as learning-centered teaching, case-based teaching, classroom management, and using instructional technologies to increase student motivation and accountability. The college also facilitates annual department retreats and other development opportunities (2012 Retreat Agenda, 2015 Certification Workshop, 2015 Analytics Workshop).
- Medicine: The College of Medicine's approach to faculty development includes information, resources, and opportunities to support regular, affiliated, and volunteer faculty development. The college provides information on curriculum and teaching resources, faculty development events, and other resources designed to support the faculty in their various role assignments.
- Nursing: The College of Nursing supports regular faculty development in several ways. Among its other duties, the Faculty Affairs Committee identifies, offers, and evaluates faculty professional development programs. These programs are offered monthly

throughout the academic year. Past topics have included Canvas updates, Title IX training, hostile student/crisis intervention, and new federal Biosketch formats. In addition, the Office of the Director for Research also sponsors monthly Research Roundtables.

- Sciences: The College of Sciences offers extensive faculty development programming through its Office of Faculty Affairs. The office hosts a distinguished speaker series, workshops and consultations on funding and awards, mentoring for promotion and evaluation, curriculum development, and sabbatical leave.

Methods for Disseminating Information to Faculty about Professional Development Activities

Faculty members receive information about professional development opportunities through a variety of sources, including notifications from deans, directors, and chairs; university-wide emails originated within the represented units; regular provost's updates; semiweekly university emails about upcoming activities provided to the entire university community; and the 900+ member weekly listserv of the Karen L. Smith Faculty Center for Teaching and Learning.

Examples of Faculty Participation

Attached are rosters of recent faculty development conference, demonstrating broad participation across colleges (Winter Conference 2013 Roster, Winter Conference 2014 Roster, Summer Conference 2014 Roster, and Summer Conference 2015 Roster) are lists of participants in the Summer Faculty Development Conferences summarizes. Participation in IDL6543 is demonstrated in the attached spring 2015 roster as well as in videos on the Center for Distributed Learning webpage, which include short presentations by faculty members who have completed the IDL6543 course in recent semesters.

Conclusion

The University of Central Florida provides a wide range of ongoing professional development of faculty as teachers, scholars, and practitioners. Programs are offered by a wide range of offices and units and serve all classifications of faculty members. UCF is in compliance with this standard.

3.7.4 Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida ensures adequate procedures for safeguarding and protecting academic freedom. The following narrative describes the processes and policies in place to achieve this goal.

Academic Freedom at UCF

UCF considers academic freedom for faculty to be of fundamental importance in meeting its obligations to students, the community, and the state. It fully appreciates the centrality of academic freedom to the fulfillment of the social, intellectual, and practical goals toward which higher education has always aspired. Accordingly, the university fully endorses the principles of academic freedom articulated by the American Association of University Professors in the 1940 Statement of Principles on Academic Freedom and Tenure and further explained in its 1970 Interpretative Comments. These principles apply to teaching and research and reflect the rights and the responsibilities associated with academic freedom.

UCF considers academic freedom to be a broad principle that finds many expressions. Individual faculty members are free, for example, to define and pursue their own research agendas within their disciplines and to grow professionally in different directions. Faculty members are also free to develop their own syllabi and to select content, texts, and materials for their courses within the context of their disciplines.

Statements of the university's commitment to academic freedom can be found in multiple university documents, including the UCF Faculty Handbook, UCF Faculty Senate Resolution 2003-2004-8-Academic Freedom (see section 8), and Article 5 of the 2012-2015 UCF Board of Trustees—United Faculty of Florida Collective Bargaining Agreement. The Faculty Handbook outlines the university's policy on academic freedom and responsibility as follows:

> Academic Freedom is to be understood as defined by the AAUP in its 1940 formulation:
>
> Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
>
> Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations on academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
>
> College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes

special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

UCF's institutional commitment to academic freedom is further delineated in Article 5 of the UCF Board of Trustees—United Faculty of Florida Collective Bargaining Agreement:

5.1 Policy. It is the policy of the University and the UFF to maintain and encourage full academic freedom. Academic freedom and responsibility are essential to the full development of a true university and apply to teaching, research/creative activities, assigned service, and the activities set forth in Sections 10.1(d). An employee engaged in such activities shall be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.

5.2 Teaching and Research. Consistent with the exercise of academic responsibility, employees shall have freedom to present and discuss their own academic subjects, frankly and forthrightly, without fear of censorship, and to select instructional materials and determine grades in accordance with University policies. Objective and skillful exposition of such subject matter, including the acknowledgment of a variety of scholarly opinions, is the duty of every such employee. Employees shall also be free to engage in scholarly and creative activity and publish the results in a manner consistent with their professional obligations.

5.3 Academic Responsibility. Academic freedom is accompanied by the corresponding responsibility on the part of employees to:

(a) Observe and uphold the ethical standards of their disciplines in the pursuit and communication of scientific and scholarly knowledge;

(b) Adhere to their proper roles as teachers, researchers, intellectual mentors, or counselors;

(c) Respect students, staff, and colleagues as individuals; treat them in a professional manner; and avoid any exploitation of such persons for private advantage.

(d) Respect the integrity of the evaluation process, by evaluating students, staff, and colleagues fairly according to the criteria the evaluation process specifies;

(e) Contribute to the orderly and effective functioning of their academic unit, i.e., program, department, school and/or college and/or the University;

(f) Observe the regulations of the University, provided they do not contravene the provisions of this Agreement.

(g) Be forthright and honest in the pursuit and communication of scientific and scholarly knowledge; and

(h) Indicate when appropriate that one is not an institutional representative unless specifically authorized as such.

Dissemination

The university actively disseminates information about its policies and procedures related to academic freedom. All newly hired faculty members take part in a two-day comprehensive New Faculty Orientation coordinated by the Faculty Center for Teaching and Learning, which includes sessions dedicated to research resources for faculty, teaching at UCF, and faculty promotion, tenure, and advancement. All of these sessions address rights, responsibilities, policies, and procedures related to academic freedom. Each new faculty member is directed to the online Faculty Handbook and is given a hard copy of the current collective bargaining agreement.

Grievance Procedures

To safeguard and protect academic freedom, Article 20 of the collective bargaining agreement describes grievance and arbitration procedures that can be used if an in-unit faculty member declares that his or her academic freedom has been violated. This procedure allows a faculty member to file a grievance at Step 1 if the complaint is being lodged against a department, unit, or college. The president's college-level representative investigates the situation, listens to the complaint formally or informally, and prepares a response that either finds in favor of the faculty member and recommends a remedy or finds in favor of the administrative unit. If the faculty member wishes to bring a grievance forward to the university level after receiving a response from the college, he or she can file at the Step 2 level. The situation is then investigated and handled formally or informally, and a response is prepared by the president's university-level representative. A Step 2 grievance can also be filed if the faculty member has a complaint directly against the college or the university. Arbitration provisions are available if the faculty member believes that Step 2 has not yielded a satisfactory outcome.

The Office of Faculty Excellence, formerly the Office of Faculty Relations, reviews all grievance claims filed at the Step 1 and Step 2 levels, as well as all grievance outcomes and responses. The president and provost also review all Step 2 grievance outcomes and responses and may review Step 1 grievance outcomes and responses, as well. By monitoring purported violations of faculty rights on an ongoing basis, the university is able to identify potential need areas that may require closer examination and assessment. A review of formal grievance outcomes during the 10 years since the university's last reaffirmation of accreditation reveals that not a single violation of faculty's academic freedom was found to have occurred.

Conclusion

Through a variety of mediums—including publications such as the Faculty Handbook, Collective Bargaining Agreement, and Faculty Senate Resolutions, as well as faculty development opportunities such as New Faculty Orientation—the University of Central Florida provides clear and appropriate statements regarding academic freedom and disseminates this information to the campus community. In addition, the university has outlined formal grievance and arbitration procedures designed to safeguard and protect faculty members exercising academic freedom. UCF is in compliance with this standard.

3.7.5 Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

University of Central Florida faculty members take a leading role in governance of the university as delineated in a number of university publications, including the Faculty Constitution, the Faculty Handbook, university regulations, various university policies and procedures, and the 2012-2015 Board of Trustees—United Faculty of Florida Collective Bargaining Agreement. Relevant text from these documents is excerpted and summarized below as evidence of the critical role faculty play in academic and governance matters.

University Governance and the Faculty Senate

The UCF Faculty Senate is the basic legislative body of the university. The Faculty Senate is composed of elected members of the Faculty Assembly from each college and the University Libraries, as well as the provost and the immediate past Faculty Senate chair, who are *ex officio* members. In addition, the chair of the Faculty Senate serves as a member of the Board of Trustees. The Faculty Constitution more specifically "establishes the means for faculty participation in the governance of the University of Central Florida" and defines the Faculty Senate's responsibilities as follows [Faculty Constitution, Article III]:

> The Senate serves as the main channel of communication between faculty members and the central administration of the university. The Senate constitutes the principal advisory body to the president and provost and executive vice president of the university. In this capacity, the Senate has the responsibility to review and make recommendations to them concerning decisions of the university on all matters pertaining to the welfare of the university, focusing particularly on those related to the academic mission. Senators shall report Senate activities regularly to their constituencies.

> The Senate may discuss and take a position on any subject of university concern, and may initiate policies on these matters, either directly or through its committees. The Senate appoints faculty members to serve on the Senate committees as well as joint committees and councils; these committees carry out much of the work of the Senate. Faculty members are afforded an opportunity each year to participate in committee service. The Senate has a significant role in the appointment of academic administrators, as well as the periodic performance reviews of such administrators.

As further explained on the Faculty Senate website, the Senate and its committees "provide academic oversight by reviewing and approving policies, new courses, course changes, new programs and program revisions. Senate leaders meet informally on a regular basis with the provost and other members of the administration to discuss issues and find informal solutions when appropriate. The UCF Faculty Senate may also pass formal resolutions to express a stand on issues or call for action. Examples of recent resolutions that have contributed toward

improvements in faculty life at UCF include the implementation of a faculty workplace satisfaction survey and a promotion ladder for instructors and lecturers."

The role of the faculty in general, and the Faculty Senate in particular, in university governance is further recognized in the Board of Trustees—United Faculty of Florida Collective Bargaining Agreement, which is distributed to all faculty members at New Faculty Orientation and is available online. The Preamble states that:

> The parties recognize the desirability of a collegial governance system for faculty and professional employees in areas of academic concern. It is desirable that the collegial system of shared governance be maintained and strengthened throughout the University of Central Florida so that employees will have a mechanism and procedure, independent of the collective bargaining process, for making recommendations to the appropriate administrative officials.

> Collegiality in academic governance . . . can best accomplished through the Faculty Senate. . . . Appropriate matters which may be of concern to the Faculty Senate include: (a) curriculum policy and curricular structure; (b) requirements for degrees and granting of degrees; (c) policies for recruitment, admission, and retention of students; (d) the development, curtailment, discontinuance, or reorganization of academic programs; (e) grading policies; and (f) other matters of traditional concern.

Faculty Senate committees address operational, curricular, and *ad hoc* issues, and play a key role in a wide range of institutional processes. As noted in the excerpt from the Faculty Senate website above, an example of a particularly significant action by the Faculty Senate that has resulted in a major procedural change at UCF is the development of a promotion path for instructors and lecturers. This initiative emerged from the Faculty Senate Personnel Committee, as noted in the minutes of that group's meeting of November 9, 2009. The minutes from the November 19, 2009, meeting of the full senate demonstrate that the resolution was discussed and approved on that date. Further documentation of the resolution's outcome is included in the Faculty Senate docket for the 2009-2010 academic year. Following the approval of the Senate resolution by the provost and executive vice president members collaborated with representatives from the faculty union and administration to develop promotion guidelines and ultimately to change the UFF-UCF contract to reflect the new promotion path. Since this process was established in 2012, 132 faculty members on instructor/lecturer lines have been promoted.

Additional Faculty Participation in University Governance

Faculty members exercise appropriate authority in academic and governance matters through a number of channels. A collegial system of shared governance is woven throughout all levels of the university's academic structure and practices. Examples are included below.

Faculty Governance and the Recruitment of New Faculty and Professional Employees

University hiring guidelines require that regular faculty and administrative and professional positions be filled using a search committee. This ensures faculty participation in the selection of new colleagues at all levels of the university. When appropriate, search committees may also include support staff, students, community members, alumni, or others.

The Faculty Handbook describes the university procedure for hiring faculty members at the department or unit level, whereby a recommendation for appointment to the faculty of the university is generally made by the chair of a department or unit administrator in consultation with

the department faculty through the appropriate administrative channels. University hiring guidelines allow for flexibility in the use of a subcommittee of faculty or a committee-of-the-whole approach, with all department faculty serving on the search committee that submits a recommendation to the chair or unit head who serves as the hiring official.

Faculty Governance in the Tenure and Promotion Process

While Articles 14 and 15 of the Collective Bargaining Agreement provide general criteria and procedures to be followed in the tenure and promotion process, UCF Regulation 3.015 (Promotion and Tenure of Tenured and Tenure Earning Faculty) spells out in detail the role of faculty at every level of the process, including developing criteria, serving on committees, evaluating candidates' portfolios, and voting on whether to recommend tenure and/or promotion. Similarly, UCF Regulation 3.0175 (Promotion of Full-time Non-tenure earning Research and Clinical Assistant and Associate Professors) provides details of faculty participation in that process.

Faculty Governance in the Assurance of High-Quality Programs

Faculty members are extremely active in the process of assuring that the university offers high-quality academic programs, including the development and review of appropriate courses and curricula to support such programs. All new degree program and course proposals—as well as any proposed changes to existing programs, curriculum, or courses—must be reviewed and approved by both faculty committees and appropriate academic administrators at the department or unit, college, and university levels. Each department/unit and college has a program and curriculum committee that is involved in the development and approval of such proposals.

At the university level, faculty review and approve such proposals through their service on the Undergraduate Policy and Curriculum Committee and its subcommittees, and the Graduate Curriculum Committee of the Graduate Council. Some members of these committees are members of the Faculty Senate, but additional faculty members also participate.

Faculty members are also active participants in the state-mandated program review process, which requires that each degree program is evaluated for quality and productivity every seven years. Specifically, faculty members participate in self-studies of their respective programs prior to reviews by external consultants and evaluations by their dean's office. See Comprehensive Standard 3.3.1 for more details of the program review process.

Conclusion

The University of Central Florida believes that faculty members must play a critical role in academic and governance processes. This philosophy is evidenced by published statements and policies described in documents such as university Regulations, the Faculty Constitution, the Faculty Handbook, and the Collective Bargaining Agreement. UCF is in compliance with this standard.

3.8.1 Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
University of Central Florida students enrolled at any of the UCF campuses, as well as those enrolled in online learning classes, have access to all of the facilities and learning and information resources available. These resources are appropriate to support the institution's teaching, research, and service mission.

The UCF Libraries, Computer Services and Telecommunications, the Office of Instructional Resources, and the Center for Distributed Learning serve an educational community of over 60,000 undergraduate, graduate, and professional students, and 11,000 staff and faculty members, by providing a variety of learning and support facilities, virtual and in-person research services and instruction, and digital and physical information and learning resources that service all disciplines and are accessible wherever our students, staff, and faculty members work. The following narrative provides evidence of compliance by describing the physical facilities and infrastructures of our Libraries and other academic support units, as well as the learning and information resources available and the assessment processes and outcomes for these services and resources that support two of our institutional goals of offering the best undergraduate education available in Florida and achieving international prominence in key programs of graduate study and research.

Facilities and Infrastructure Overview
The division of Information Technologies and Resources collaborates with UCF Facilities Planning on the design, construction, and support of information technology infrastructure in all new buildings and renovation projects, and it collaborates with UCF Facilities Operations to ensure that existing information technology infrastructure is properly maintained and updated. The vice provost for information technologies and resources and chief information officer (CIO) also has responsibility for overseeing and assigning space campuswide. The CIO also meets quarterly with the president, the provost, and the vice president for administration and finance to brief them on projects, activities, and issues, and to receive executive feedback and direction. In addition, the CIO is a member of the President's Advisory Staff, the Academic Affairs staff (vice provosts and associate provosts), and the Provost's Council. Each of these settings is used to facilitate a two-way flow of planning and evaluation of facilities and infrastructure. In addition, the CIO annually conducts one-on-one meetings focused on planning and evaluation with all of the university's vice presidents, vice provosts, deans, and directors. The Technology Fee Committee, chaired by the CIO, is comprised of students (majority), faculty members, and staff members. This committee reviews proposals for information technology infrastructure or information resources that will enhance teaching and learning and awards approximately $9 million in grants each year to develop innovative instructional technology projects and acquire learning resources.

UCF space is maintained by the university's Facilities Operations department. Telephone and data communication infrastructure is maintained by Telecommunications Services and Network Services, which are departments of Computer Services and Telecommunications in the division of Information Technologies and Resources. All campus buildings at all locations are connected to the university network, and all buildings have wireless connectivity available to students and to the staff and faculty. The network core operates at 40 Gbps with multiple 1-Gbps feeds to most buildings. UCF has two redundant 10-Gbps connections to Florida LambdaRail (FLR), the 100-Gbps Florida education and research network. Through FLR, UCF has access to Internet2 and worldwide research and education institutions, laboratories, and information resources. Regional campus sites are connected to the Orlando campus network core through dedicated circuits providing regional sites full access to all university network resources and services.

UCF has developed a separate network dedicated to research, which connects specific research facilities to the university's high-performance computing center and, through a dedicated connection, Internet2.

UCF Libraries Facilities

Information resources, services, and programs are available to more than 60,000 students and over 11,000 members of the staff and faculty in a variety of online platforms and through physical facilities located at all UCF instructional sites. The UCF Libraries administers three facilities: two on the Orlando campus (the John C. Hitt Library and the Curriculum Materials Center) and one at the Rosen College of Hospitality Management campus (the Universal Orlando Foundation Library) [Library Maps]. An independently administered UCF Health Sciences Library is located in Orlando at the College of Medicine campus. The Libraries employs librarians or adjuncts at nine state colleges to support students and faculty of UCF educational programs offered at these campuses. Services and resources are also available to students enrolled in UCF programs at the Fernando Belaunde Terry Library, located at Universidad San Ignacio de Loyola, in Lima, Peru. UCF Libraries supports teaching and learning, research, creation of knowledge, intellectual growth, and enrichment of the academic experience by providing multiple facilities and information resources and services.

Summary of physical locations:

- John C. Hitt Library, a 206,000-sqaure-foot building located on the Orlando campus
- Curriculum Materials Center, a 5,500-square-foot facility located in the College of Education and Human Performance on the Orlando campus
- Universal Orlando Foundation Library, a 9,000-square-foot facility at the Rosen College of Hospitality Management (hereafter, the Rosen Library).
- Harriet F. Ginsburg Health Sciences Library, a 12,729-square-foot facility at the College of Medicine on the Lake Nona campus
- Joint-use library presences at UCF regional campus locations in surrounding Central Florida: Eastern Florida State College at Cocoa and Palm Bay, Daytona State College, Valencia College at West and Osceola, Seminole State College at Sanford/Lake Mary and Altamonte, College of Central Florida in Ocala, and the Leesburg and South Lake campus of Lake Sumter State College
- The Fernando Belaunde Terry Library (FBTL), at Universidad San Ignacio de Loyola, Lima, Peru, supports UCF programs by formal agreement.

John C. Hitt Library

The John C. Hitt Library is the main library for the Orlando campuses. It is a 206,000-square-foot facility that was completed in two stages: the initial phase, built in 1967, and a 108,500-square-foot addition, completed in 1984. In addition to housing general and specialized research collections and central user services, the John C. Hitt Library contains the Knowledge Commons, Special Collections and University Archives, Government Information, and a coffee shop. The John C. Hitt Library has 1,903 seats configured in a variety of ways that support technology, quiet study, and collaborative group work. The library has 40 group study rooms, two instruction rooms, a 70-seat meeting room, a 30-seat conference room, a Practice Presentation room, and adaptive equipment. Each of the five floors is zoned for quiet or group study. The library is open 105 hours each week, with extended hours during final exams.

In 2010, the Libraries opened the Knowledge Commons, a $1.4 million renovation, on the main floor of the John C. Hitt Library. This area provides significant technological, infrastructure, and collaborative seating enhancements. Improvements include the addition of 479 seats, 196 desktop PCs, consultation booths, new flooring and wall coverings, complete electrical rewiring, and expanded data network infrastructure. It is the central point for library services and academic support services. Technology assistance is available at the LibTech desk on the third floor.

Group study rooms can accommodate two, six, eight, 10, or 12 people, and each room has data jacks and electrical outlets. In 2014, Technology Fee funding was awarded to enhance the study rooms with technology. The Libraries is in the process of adding PCs with large-screen monitors for 23 study rooms, digital whiteboards that allow students to project their work onto the writable surface and edit the projected image for eight study rooms, and 46-inch LED screens to which users can connect their mobile devices in six study rooms.

Library services in the Knowledge Commons include research assistance both in person and virtually—by text message, phone, chat, and email—delivered by Research and Information Services librarians and adjuncts. The Circulation Desk, at the entrance of the library, circulates physical items from the collection, reserves, and interlibrary loan, and provides general customer assistance. The LibTech desk, on the third floor, circulates media and equipment and responds to technology questions. Librarians and technical staff also provide services such as data description and stewardship focused on planning and evaluation, advising on where to publish and creating an online researcher profile, and assistance with data hosting solutions.

The Libraries supports campus learning with classes in library research skills in its two classrooms that seat 20 students, through use of 50 laptops for larger classes, and by means of workshops delivered in collaboration with the College of Graduate Studies. The Libraries provides space for the University Writing Center (operated out of the College of Arts and Humanities) and the Student Academic Resource Center (which reports to the assistant vice president for Student Development and Enrollment Services). Each offers tutoring and consulting services for limited hours in the library, in addition to the times that they are open in their home departments.

See Comprehensive Standard 3.8.2 for additional information on the Libraries' instruction spaces.

Special Collections and University Archives: Scholars have direct access to primary source materials that are part of several unique special collections:

- Bryant West Indies Collection
- African American Legacy: the Carol Mundy Collection

- Van Sickle Leftist Pamphlet Collection
- Book Arts Collection
- Michael A. Spencer Bromeliad Research Collection
- Bromeliad Society International Archive
- Henry Nehrling Papers
- Harrison Buzz Price Papers
- Materials on the history of Central Florida

The University Archives collects and makes available official records, publications, and materials on the history of UCF. Books, art, maps, and digital content can be viewed by researchers in the Special Collections reading room located on the fifth floor of the John C. Hitt Library, which is open to all interested researchers Monday through Friday, 9 a.m. to 4 p.m., and by appointment at other times. Aids containing descriptions and inventories of manuscripts and archival collections are available.

The Libraries offers faculty members the opportunity to bring classes of students into Special Collections for instruction tailored to each class on the use of its source materials. Research assistance is provided in person and by email and phone.

UCF Libraries is involved in several initiatives to provide broader access to special, rare, and historical materials for faculty members, students, and the community at large through digitization projects. The Libraries has assumed a leadership role in establishing and maintaining the Central Florida Memory Project, which digitizes and provides online access to materials illustrating the history of the Central Florida region. UCF Libraries is an active partner in the Digital Library of the Caribbean, a cooperative project within the Caribbean and circum-Caribbean that provides users access to Caribbean cultural, historical, and research materials. Other examples of digitization initiatives include the Harrison Buzz Price papers; the *Central Florida Future*; PALMM (Publication of Archival Library and Museum Materials): Florida History Collection, Florida Historical Quarterly, and PRISM (Political & Rights Issues & Social Movements); Retrospective Theses and Dissertations; the Carey Hand Funeral Home Records; the UCF Community Veterans History Project; and selections from University Archives.

Government Information: The Government Information physical collections are located on the first floor of the John C. Hitt Library and include print, map, and microform formats. UCF is a member of the Federal Depository Library program and currently receives approximately 90 percent of federal publications distributed through the program. The Libraries also receives all public documents distributed by the State Library of Florida through the Florida Public Documents Depository Program and all materials distributed through the Patent and Trademark Depository Library program. Collections are available to UCF affiliates and the public community, and assistance is provided by the government information librarian and the patents and trademarks librarian.

Curriculum Materials Center

The Curriculum Materials Center is a 5,500-square-foot facility located in the College of Education and Human Performance on the Orlando campus. This facility features two study rooms with PCs and large-screen monitors and 26 desktop PCs. The center makes available educational technologies that are used in K-12 schools, including a 65-inch touch-screen smart board and a 3-D printer; 30 iPad Air 2s with educational apps and digital cameras are circulated. The facility also hosts a production lab that offers die cuts, laminating services, and opaque and transparency projectors.

Approximately 30,000 items are available for review or loan, including representative textbooks, a professional collection, and fiction and nonfiction classroom materials. One librarian and three support staff members provide assistance with technologies and research questions. The Center is open 71.25 hours per week. The primary users of the Curriculum Materials Center are education students, and members of the staff and faculty, but the facility and its collections are available to all UCF affiliates and the public. As a service to the community, the center extends borrowing privileges to area teachers.

Universal Orlando Foundation Library

The Universal Orlando Foundation Library at the Rosen College of Hospitality Management is located on the Rosen College campus in the heart of the tourist corridor on Universal Boulevard. Located 29 miles from the Orlando campus, the 9,000-square-foot library primarily serves the 3,400 students and faculty of the Rosen College, but it is open to the entire UCF community, as well as to hospitality industry professionals. The facility offers three group study rooms with large-screen monitors, 40 desktop PCs for on-site use, and seating for 154; 24 tablets are available for circulation.

The library's collection includes over 10,000 volumes covering all aspects of hospitality and tourism management, over 100 print periodicals, and access to all of the UCF Libraries' electronic books and online databases and journals. In addition, courier and intercampus loan services make the rest of the UCF Libraries' physical collections available to Rosen students and faculty members within two to three business days. Two librarians and three staff members provide technology and information assistance. The Universal Orlando Foundation Library is open 69 hours per week during the fall and spring semesters.

Harriet F. Ginsburg Health Sciences Library, Lake Nona Campus

The Harriet F. Ginsburg Health Sciences Library is a 12,729-square-foot facility located on the second floor of the College of Medicine building at the UCF Health Sciences Campus at Lake Nona. The Health Sciences Library features small- and medium-group study areas, reading spaces, a multipurpose computer training area, and an information commons area. The Library Training Room equipment includes a full multimedia system that is consistent with that used in lecture halls and 40 computers for use by students, staff, and faculty.

The library's vision is that it "aspires to become the nation's premier 21st Century health sciences library by providing an information resource collection that is 100% electronic and is available anywhere, anytime, on any device." Currently the library's collections are approximately 98 percent electronic. To supplement this, College of Medicine students, staff, and faculty have complete access to all UCF Libraries' electronic and physical collections. Eight staff members, including librarians and technical assistants, provide access to resources, research assistance, and instruction 40 hours per week; Monday through Friday, 8 a.m. to 5 p.m. Additional information about the Health Services Library is available below and in Comprehensive Standard 3.4.12.

Regional Campus Libraries

UCF Libraries offers collections and library services to students at UCF Regional Campus sites, including Eastern Florida State College in Cocoa and Palm Bay, Daytona State College, Valencia College at West and Osceola, Central Florida College at Ocala, Seminole State College at Sanford/Lake Mary and Altamonte, and Lake Sumter State College in Clermont and Leesburg. UCF partners with local state colleges to provide complete information services including collection access, materials processing, and circulation at these regional sites. The regional campus libraries are staffed with full-time or adjunct UCF librarians to serve the specific research needs of UCF

students, including individual research consultations and classroom instruction. All locations offer electronic access to the UCF Libraries' online catalog, library-subscribed electronic resources, and other university learning resources on the Web. Physical items held by main campus or branch libraries are available to students at regional locations through inter-campus loan.

Learning and Information Resources

UCF students, staff, and faculty at the Orlando campus, the Rosen College of Hospitality Management, the Lake Nona Health Sciences campus, all regional campus locations, and those enrolled in online classes have access to all of the print and online resources offered by all of UCF's libraries. In addition, all students and staff and faculty members are eligible to use the facilities and borrow materials from the libraries of any of the state universities in Florida.

Print and Digital Materials

UCF Libraries' physical resources include 1,526,449 print volumes, 3.28 million microform units, 342,000 government documents, and 65,200 media volumes, available in the libraries or by delivery. All UCF students and faculty members have electronic access to the Libraries' 49,060 electronic journals, 943,148 e-books, and 475 electronic databases. The electronic journals are fully accessible online with a university ID and are provided by such publishers as Elsevier, Springer, Wiley, Oxford, Sage, and Cambridge and through shared consortial licensing agreements with other Florida university libraries.

UCF subject librarians work closely with program faculty to select information resources in order to ensure appropriateness of collections to support teaching and research needs. The Libraries' program for developing book collections includes approval plans, faculty orders, and other requests. The Libraries' collection development policies govern not only print materials, but also electronic resources and reference materials, and they provide the guidelines the Libraries follows in the selection and acquisition of library materials.

UCF students have access to a combined collection of print resources from state colleges and UCF at each joint-use regional campus facility. At the joint-use libraries (Daytona, Cocoa, Palm Bay, South Lake, Leesburg, Ocala, Sanford, Altamonte, Valencia West and Osceola), UCF students have physical access to collections varying in size from approximately 35,000 to 124,000 print volumes. The UCF Libraries annually contributes to the print collections by a percentage that varies per campus.

The Libraries' collections, including print and electronic books, videos, journals, documents, dissertations, and other materials and are searchable via Mango, the online catalog. QuickSearch, which is the UCF implementation of EBSCO Discovery Service, offers a richer discovery experience, incorporating the catalog, records from UCF and the Florida Virtual Campus, an academic support resource governed by the State University System of Florida, digitized collections, as well as article- and chapter-level indexing for the majority of the online resources accessible to UCF. QuickSearch is easily accessible from the Libraries home page.

Electronic and print materials not accessible at the UCF Libraries or regional campuses, as well as materials owned by other libraries worldwide, can be requested by all students, the staff, and faculty through the Libraries' Interlibrary Loan and Document Delivery Service. Requests can be submitted through an online form making it possible for users to request materials from other institutions at any time, from any Web-capable device. The user can submit requests in a variety of ways including UBorrow (the unmediated State University and College borrowing system), QuickSearch (UCF's branding of the EBSCO Discovery tool), and directly through an online form.

Requests for journal articles through Document Delivery are processed and emailed within two days.

Additional information about these library resources and collections can be found in Core Requirement 2.9.

Research Services

UCF Libraries provides a wide variety of services, including research assistance and instruction; interlibrary loan; circulation and course reserves; digitization; ordering, processing, and cataloging; collection development; provision of specialized collections; outreach and engagement; maintenance of electronic collections; and maintenance of a robust online presence. Many of these services are available in person (e.g., circulation and course reserves, research and technology assistance at desks, and formal classroom instruction), while others are available online (e.g., off-campus access to online library resources, virtual reference assistance, the library catalog, research guides, online tutorials, information literacy modules, the *Introduction to Library Research Strategies* online course, streaming instructional videos, and the Knowledge Base). All online services can be accessed through the Libraries' home page.

All members of the UCF community, including those at regional campus locations, can receive reference service; research assistance; and individual library instruction through the services of Ask a Librarian or through chat, instant messaging, telephone, or email. To further support online assistance, the Libraries purchased the Springshare platform to host librarian-developed Research Guides and a Knowledge Base. The Libraries also offers instructional videos, Information Literacy modules, and an online course delivered through the university learning management system to support the instructional and research needs of UCF students, staff, and faculty, regardless of location.

All UCF affiliates can visit any of UCF's physical library facilities to seek in-person research or technology assistance, meet with a UCF librarian for in-depth research consultations, review or check out physical items, or attend formal classroom instruction or workshops. Additional information about these and other library services can be found in Comprehensive Standard 3.8.2.

Outreach Initiatives

Additional initiatives have been implemented to foster a sense of community and caring from the library. Projects most directly related to welcoming students to campus and the Libraries include the Info Kiosk, a highly successful start-of-semester library information center that targets new students on campus, and the Campus Connections program, which hosts campus organizations in the library with the goal of connecting them to students. In addition, Outreach and Engagement librarians work with identified student groups (First Year Experience, transfer students, international students, honors and undergraduate research students, and graduate students) to develop and promote library services and programming. Subject librarians work closely with students to support academic success and also work closely with faculty members to integrate library services and resources throughout the disciplines.

Harriet F. Ginsburg Health Sciences Library, Lake Nona Campus

The primary focus of the Health Sciences Library is to provide electronic access to quality, current peer-reviewed medical and clinical e-resources. Ninety-eight percent of the resources offered by the Health Sciences Library are electronic, so students can access the vast majority of the resources from any Web-capable location. In addition to e-resources, a small print collection is maintained, and students attending the College of Medicine on the Lake Nona campus have access to all

collections, services, and resources offered at any of the UCF Libraries locations. The shared online catalog, ALEPH, is used to display the Health Sciences Library holdings as well as the John C. Hitt Library's holdings.

The Health Sciences Library has access to online periodicals from the majority of publishers of medical and science e-journals (e.g., Elsevier, Wiley-Blackwell, Springer) through participation in the Florida Virtual Campus, the Association of Southeastern Research Libraries, and the Southeastern Library Network. Participation in Florida Virtual Campus also provides access to medical and science databases through ProQuest-CSA and LexisNexis. Using consortium purchasing through the state of Florida Board of Governors Medical/Health Libraries Task Force, now called FCALM (Florida Collaboration of Academic Libraries of Medicine), multiyear contracts for clinical e-resources have been negotiated. The other Florida medical school libraries that are a part of the FCALM include the University of Florida, Florida State University, the University of South Florida, Florida Atlantic University, the University of Miami, Nova Southeastern University, and Florida International University. The discipline-specific resources that are accessible through the consortia are shown in Table 1. Disciplines are identified as biomedical, medical, and clinical.

Table 1. Consortia discipline-specific resources.

Consortia	Resource	Discipline
Board of Governors	M.D. Consult Database	Biomedical/Medical/Clinical
Board of Governors	Nature E-Journals	Biomedical
Board of Governors	New England Journal of Medicine	Clinical/Medical
Board of Governors	Access Medicine	Biomedical/Medical/Clinical
Board of Governors	Thieme E-Books	Clinical
Board of Governors	Emedicine	Clinical
State University System	Wiley E-Journals	Biomedical/Medical/Clinical

The medical science holdings include those on the Orlando campus and those on the Lake Nona campus. These holdings are available to support the M.D. degree program students and faculty members, the biomedical sciences students and faculty members, and other health and science students and faculty members in numerous programs on the Orlando campus. For this reason, the majority of the print medical sciences holdings have remained on the Orlando campus but are now easily available to M.D. students on the Health Sciences Campus at Lake Nona through an intercampus loan program.

Other Facilities and Learning Information Resources

Under authorization by the Florida Legislature, a technology fee was implemented beginning with the 2009-2010 fall term. Revenues from the technology fee are used exclusively to acquire, develop and enhance instructional technology for direct use by students and faculty members. Through an annual RFP process, the technology fee committee (16 member committee with a student majority, faculty and staff) has funded 267 instructional technology projects to-date, with awards totaling $48,825,283. Examples of instructional resources funded by the technology fee include the Knowledge Commons (described above), the Technology Commons (described below), expansion of the wireless network, upgraded multimedia facilities in classrooms on all campuses, acquisition of library resource collections, student computer labs (including virtual applications accessible

from any location through the network), and laptops and iPads for student checkout at multiple locations.

Technology Commons

Computer Services and Telecommunications manages two technology-rich social learning spaces on the Orlando campus. Known as the Technology Commons, two former traditional computer labs have been transformed into state-of-the-art, multipurpose collaborative learning centers for students, faculty, and staff.

The Technology Commons opened to students in January 2012. Details of the transformation can be found in the Technology Commons handout. The $3.8 million renovation was funded in three phases through the technology fee. The Technology Commons seats about 215, with more than 125 computers, laptops, and iPads available for student use.

In January 2015, a sister facility was opened, known as Technology Commons Classroom I. The space was a traditional computer lab that was no longer meeting student needs. With funding provided by the technology fee, Computer Services and Telecommunications renovated the space by re-creating some of the most effective elements of the Technology Commons in this facility, which is located in Classroom Building I. The result is a bright and inviting space that allows students to work collaboratively or individually in a technology-rich social learning environment. Technology Commons Classroom I seats about 125, with more than 80 computers and laptops available for student use.

Classroom and Seminar Rooms

UCF classrooms and seminar rooms are equipped with advanced multimedia presentation systems consisting of an instructor teaching console with computer, AV control touch panel, audio system, and high-resolution projector(s) and screen(s). Guidelines and standards for classroom multimedia equipment are established by the Office of Instructional Resources.

Beginning in 2013, all new and renovated classrooms are equipped with fully digital, high-definition multimedia facilities. The Office of Instructional Resources is also responsible for designing and installing the multimedia systems for new classroom construction and renovations. This ensures that all UCF learning spaces and the faculty and student experience are consistent across buildings, programs, and campuses. Labs and classrooms that require specialized equipment such as microscopes are also designed to this standard.

Faculty Multimedia Center

The Faculty Multimedia Center provides faculty, staff, and graduate students with multimedia services related to teaching and research. The center houses an array of multimedia production resources and services including document and image scanning, CD-ROM creation and duplication, DVD creation and duplication, video encoding and editing, and numerous multimedia creation software packages. The center also supports the College of Graduate Studies by providing a computer lab, training, and assistance for graduate students who are preparing electronic theses or dissertations. The Faculty Multimedia Center hosts a Faculty Multimedia Workshop once per semester. These workshops are recorded and offer faculty members short introductions to teaching technologies and techniques for use in their classes, such as how to create narrated PowerPoint presentations and accessible learning materials. The Faculty Multimedia Center's 2013-2014 annual report is included for reference.

Center for Distributed Learning

The Center for Distributed Learning serves as the central agent for online learning at UCF, providing leadership in distributed learning policies, strategies, and practices. The center supports and expands student access to education through the advanced application of instructional technology, data analysis, policy, and strategic planning for distributed learning programs and courses. The center collaborates with partners to investigate, design, deliver, assess, and support online learning through faculty development, course production, and research, which are all aligned with institutional goals. Results about center's services have been positive. In the 2013-2014 academic year, there was a 93 percent satisfaction rate regarding the center's services among credentialed distance learning faculty.

The Center for Distributed Learning provides many resources to support online teaching through the Teach Online website. Best practices in online course design and development are shared, including elements such as accessibility, copyright, media selection, and assessments. Other resources offered are the Teaching Online Pedagogical Repository, a collection of best practices from an international faculty audience, and the Online Tools and Taxonomy Resource, which guides instructors to select technologies that are appropriate to specific course objectives. A Web page on research also exists for those faculty members interested in implementing research in their classrooms to explore effective teaching practices in higher education. The Teach Online website is extensively used, with more than 59,000 page views between August 1, 2014, and August 4, 2015.

Eighteen undergraduate degree programs, 27 graduate degree programs, and 34 graduate certificates are offered online through Canvas, the university's learning management system or Panopto, a lecture-capture system. In addition, over 1,100 blended learning course sections were offered in academic year 2014-2015 through Canvas. The availability and convenience of online learning allows access to education and affords students flexible scheduling options. Extensive faculty development and support for online students and instructors, provided by the Center for Distributed Learning, results in high online student success rates and low withdrawal rates.

University Writing Center

The University Writing Center, a unit within the Department of Writing and Rhetoric and the College of Arts and Humanities, is a campus resource with a dual mission. One goal is to provide individual and small-group writing support via student peer tutors to UCF students, faculty, and staff from first-year to graduate in every discipline. Writing consultations are offered face-to-face and online. The purpose is not merely to fix papers or to make better writers, but to teach writers strategies to understand and to navigate complex situations for writing, both in and outside the university. Writers may visit at any stage of the writing process, from understanding complex assignments, to brainstorming, to organizing ideas, to revising, to proofreading and editing. The Writing Center also provides a variety of writing resources for students and faculty, both print and online. A second goal is to provide student peer tutors with a rich teaching and learning experience via ongoing tutor education and professional development in writing center research, theory, and tutoring practice.

Assessment

All UCF units participate in institutional effectiveness assessment with the goal of improving services and educational experiences and to enhance student learning, as well as the success of students and faculty members, as described in Comprehensive Standard 3.3.1. Assessment of library services, spaces, and collections is key to ensuring the UCF Libraries is supporting the educational and research mission of the university as well as the Libraries' goal of continuous

improvement. A variety of assessment approaches is used to evaluate the Libraries, including the standardized library survey instrument, called LibQual, developed by the Association of Research Libraries. The survey was most recently administered in 2011 and 2012. In 2012, the Libraries participated in the pilot of the LibQUAL+ TRIADS survey [LibQUAL+ Annual Report]. UCF was one of 10 institutions selected by the Association of Research Libraries to pilot TRIADS, a variation of the LibQUAL+ survey. This initiative, which asked that survey participants prioritize and rate services, facilities, and access, did not extend beyond 2012. This was followed by the Ithaka S+R Local Faculty Survey, which was administered in Spring 2014. [Ithaka UCF Faculty Survey Report, Ithaka Summary UCF, Ithaka US Faculty Survey Results].

In addition to standardized surveys, the UCF Libraries drafted and administered the UCF Graduate Student Survey, which gathered information and suggestions from UCF graduate students regarding library services and resources that they used and valued as well as needs [2012 Library Graduate Student Survey Report]. Results from this survey informed recent decisions to add a suite of graduate student services including expanding the number of study rooms and the length of time that they can be used, adding additional "Quiet Study" areas in the John C. Hitt Library, updating the Library Presentation Practice room, and creating a Graduate Student Services online Research Guide to market graduate student resources and services.

During Spring 2013, user feedback focusing on facilities was obtained using the Learning Space Toolkit developed by North Carolina State University and its collaborators, with the Institute of Library and Museum Services. The Toolkit is "a resource for designing and sustaining technology-rich learning spaces." Using Toolkit questions, 19 librarians conducted interviews with 60 students and faculty members to learn about facility needs for teaching and research. An example of action taken as a result of this input was to review library noise and designate an additional floor of the John C. Hitt Library for quiet study [Undergraduate Survey Summary, Renovation Interviews Faculty, Renovation Interviews Graduate Students].

The Libraries also routinely receives other types of feedback from students, faculty, and staff. The Library Advisory Board, appointed by the Faculty Senate, meets with library administration at various times throughout the year to stay apprised of issues important to faculty and researchers, such as collections, budgets, and digital and instructional initiatives. The Student Advisory Board is a dynamic group of graduate and undergraduate students who attend meetings as a result of their leadership roles on campus, through recommendations by faculty members and administrators, or because they have shown interest in the library by making suggestions and comments. Library administration discusses resources, library technology, facilities, and more with the Student Advisory Board. For additional information on UCF Libraries assessment, see Core Requirement 2.9 and Comprehensive Standard 3.8.2.

As part of the academic program review process that occurs on an ongoing seven-year cycle, academic departments evaluate the quality and adequacy of resources needed to support the academic programs for which they are responsible; learning and information resources are among them. During 2013-2014, all programs in UCF's College of Education and Human Performance were evaluated. An example of a self-study completed by the college's Department of Child, Family, and Community Sciences is provided and includes an analysis of the quality and adequacy of learning and information resources relative to the programs for which it is responsible. Resources available online are included in the analysis. External consultants, who are experts in the fields being evaluated, review the self-studies and other materials and meet with program faculty members, students, and other stakeholders to inform their own assessment of the quality and sufficiency of available resources, among other factors. A consultant report from the review of the college's

counseling and school psychology programs housed in the Department of Child, Family, and Community Sciences is provided as an example of such an assessment.

Conclusion

The University of Central Florida provides facilities and learning and information resources that are appropriate to support its teaching, research, and service mission. This document provides evidence of compliance by describing relevant physical facilities and infrastructures; learning and information resources, such as the print and digital materials available through the libraries; and online teaching resources, such as the Teach Online website. UCF clearly demonstrates compliance with this standard.

3.8.2 Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida ensures that students and faculty have access to regular and timely instruction in the use of the library and other learning and information resources by providing comprehensive resources, training, and support. Access to these services and resources is provided through a combination of regularly scheduled instructor-led training opportunities, just-in-time training and consultation opportunities, and convenient, self-service media-based and online resources. The university's instruction and support services range from point-of-need to formal instruction and from on-site to online, and are designed to foster information literacy in regard to locating, retrieving, using, and assessing the full range of information and learning resources that may be required by students, faculty members, or staff members.

Instructional Services and Programming

As noted in its mission statement, the University Libraries "support learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience" by providing a variety of instructional opportunities in the use of information resources. The library instruction program promotes information literacy and instills lifelong learning and research skills in students and faculty through individual and group instruction. The Libraries instruction program and many of its online learning options were accelerated by the selection of Information Fluency as the institution's SACSCOC Quality Enhancement Plan in 2006. Additional data regarding these programs is included below. The Libraries supports information literacy through library instruction, an online course available through the university's learning management system (Webcourses@UCF), Information Literacy modules, streaming videos, and workshops and classes for faculty and students.

Instruction in the use of library and other learning resources is offered at every UCF primary and partner location, including the John C. Hitt Library, located at the Orlando main campus; the Curriculum Materials Center, located in the College of Education and Human Performance at the Orlando main campus; the Universal Orlando Foundation Library, located at the Rosen College of Hospitality Management; the Harriet F. Ginsburg Health Sciences Library, located at the College of Medicine on the Lake Nona campus; the joint-use presences at nine UCF regional campus locations throughout Central Florida; and the Fernando Belaunde Terry Library, located at Universidad San Ignacio de Loyola (a UCF instructional site), in Lima, Peru.

Students and faculty members joining the UCF community learn about opportunities for library instruction at events such as New Faculty Orientation, New Student Orientation, Graduate Student Orientation, International Services Center Welcome Events, the Student Academic Resource Center Learning Fair, the UCF Welcome Expo, the Campus Resource Fair, the Campus Housing Block Party, the Campus Partners Fair, the Multicultural Academic and Support Services Extravaganza, Transfer

Success Seminars, and individual college orientations. Librarians also deliver several workshops each year at the Faculty Center for Teaching and Learning's Summer and Winter Faculty Development Conferences; many of these are dedicated to faculty learning about instructional options.

In addition to orientations, the Libraries works with the Office of Undergraduate Research to provide programming for the UCF Summer Research Academy, hosts students from area high schools who are conducting research at the UCF Libraries, and collaborates with the College of Graduate Studies to provide workshops and programming on such topics as citation management tools, writing literature reviews, and data stewardship, among others. Library instruction is offered each semester for individual class sections at the request of faculty members.

When providing specific library instructional sessions, UCF librarians work closely with classroom faculty to ensure that their instructional sessions meet learning objectives identified for the specific discipline and course level. One example of this collaboration is the Introduction to Library Research Strategies online course in Webcourses@UCF. This course was designed by classroom faculty from the Department of Writing and Rhetoric, representatives from the Office of First Year Experience, subject librarians, and instructional designers from the Libraries and the Center for Distributed Learning. The course won the university's Outstanding Collaboration Award in 2014.

Training provided in course-specific sessions helps students learn to select, use, and evaluate sources pertinent to their research needs. Resources covered generally include reference materials, government documents, bibliographies, indexes to journal articles, and Internet resources in a variety of formats. These course-specific instructional sessions typically include development of a search strategy, use of the Libraries' online catalog, specific reference sources relevant to assignments, use of subject-specific journal indexes, identification and location of journal subscriptions in the UCF Libraries collection, critical thinking about source content and authenticity, and ethics related to intellectual property.

During the 2014-2015 academic year, 349 such library instruction sessions were delivered to 10,257 students in the John C. Hitt Library's two state-of-the-art electronic classrooms and the Special Collections Reading Room. Similarly, librarians at the Universal Orlando Foundation Library at the Rosen College of Hospitality Management delivered 63 sessions with 2,948 attendees, and the Curriculum Materials Center in the College of Education and Human Performance hosted 30 sessions with 1,035 attendees. The John C. Hitt Library and the joint-use regional campuses have librarians embedded in classes and reported 41 classes and 191 classes, reaching 1,307 and 4,750 students, respectively. The number of course-specific classes taught in 2014-2015, either through traditional face-to-face instruction sessions or through librarians embedded in courses, is 674, reaching 20,297 students.

Librarians at the Harriet F. Ginsburg Health Sciences Library follow a different model: UCF College of Medicine students, faculty, and staff are trained to use the Harriet F. Ginsburg Health Sciences Library in a number of ways, including lectures, one-on-one instruction, small groups, and presentations. Health Sciences Library faculty librarians provide instruction to medical students on accessing and using electronic library resources, including e-books, e-textbooks, e-journals, and online databases. Instruction to medical students is provided through the Personal Librarian program, whereby each medical student is assigned to one librarian. Such instruction occurs throughout the year mostly in small groups and one-on-one instructional sessions.

In addition to course-specific classroom instruction sessions, the UCF Libraries offers online instruction options that can be used by students on a point-of-need basis or that can be assigned by instructors. One of the most successful elements of the instruction program is the Information Literacy Modules. Supported by funds allocated from the university's Quality Enhancement Plan, 13 online modules were created between 2007 and 2014. Module content addresses such topics as avoiding plagiarism, citing sources, understanding the information cycle, and conducting a literature review. Each module includes content (both text and media), practice questions with immediate feedback, and assessment. The modules are especially useful to complement on-site library instruction, for classes that cannot attend an on-site library instruction class, and for students who are taking courses from a distance.

The use of these modules has grown each year, used by 1,317 classes in 2012-2013, 1,551 in 2013-2014, and 1,750 in 2014-2015. Robust assessments are built into each module, and assessment completions serve to indicate the number of uses across all modules. This number has also increased over time, from 42,046 in 2012-2013, to 52,759 in 2013-2014, and 54,014 in 2014-2015. In 2014-2015, 12,694 unique students completed at least one online information literacy module assessment, with an average assessment score of 83.06 percent.

Introduction to Library Research Strategies, a separate online course, was created in collaboration with classroom faculty and other academic support units. The course includes short modules on using the Libraries' Web pages, catalog, and databases, as well as how to cite sources and identify scholarly resources. All students in ENC 1102 (Composition II) and SLS 1501 (Strategies for Success) are automatically enrolled in the course (via Webcourses@UCF). It has become a prerequisite for some face-to-face library instruction sessions, allowing for a flipped-classroom approach and more hands-on practice in the library classrooms. The course was beta-tested in Summer 2013, then initially offered in Fall 2013. From launch through Spring 2014, 2,896 students completed the course. In 2014-2015, 144 classes assigned the course, and 3,432 students completed it. Not including orientations or workshops, this brings the total of UCF students reached by library instruction to 36,423 in 2014-2015.

Complementing the formal instruction program are point-of-need options that include various "how to use the library" videos, Research Guides, a KnowledgeBase of frequently asked questions (LibAnswers), and in-person and virtual research assistance available from the reference desk, research consultations, and online assistance. The following summary of usage statistics for 2014-2015 serves to illustrate that these instructional options are robust and highly used: 30 videos hosted on the Libraries' YouTube channel received 25,278 views, 380 active, online Research Guides were available, and the 498 question-and-answer pairs in the KnowledgeBase were viewed nearly 27,000 times. In-person point-of-need assistance is offered at each of Libraries location: in 2014-2015, the John C. Hitt Library fielded 22,584 queries; the Curriculum Materials Center, 3,023; and the Rosen Library, 1,102. Subject librarians also are available for more in-depth research needs, and, in 2014-2015, they conducted 515 consultations with faculty, students, staff, and the public. Through online research assistance services, library staff answered 6,363 chat questions, 2,612 phone calls, 526 emails, and 150 text messages, for a total of 9,201 interactions.

At the Harriet F. Ginsberg Health Sciences Library, which serves the College of Medicine, librarians work together to provide library reference and information services, user instruction in the use of e-resources, and assistance with research services. Library staff members are knowledgeable about current regional and national information resources and data systems. Access to e-resources is provided through the medical school EZproxy that is housed on a College of Medicine server and is managed by library and information technology staff. All College of Medicine students, staff, and

faculty members are given an orientation on using and accessing library e-resources from off campus. Workshops are conducted for volunteer faculty members and new faculty members, and librarians work closely one-on-one with students, staff, and faculty.

Dissemination of Library Instruction Options

Faculty and students are made aware of instructional opportunities through the Libraries' website, brochures, signage in various library facilities, subject librarians' faculty newsletters, notices in the all-campus news email, articles by librarians in weekly Faculty Center for Teaching and Learning listserv posts, Graduate Student Center brochures and emails, announcements at all orientation sessions, library newsletters InSTALLments and Illuminations, and participation in Faculty Center for Teaching and Learning workshops. Librarians also participate in a number of informational fairs and orientations in which library instruction options are advertised. An example is the annual Welcome Expo for new students, at which librarians provide an orientation presentation.

Collaborations with the Center for Distributed Learning have been useful for bringing library instruction options to faculty. One example is "Library Tools," which was developed in 2013 for Webcourses@UCF and is automatically included in every online course, in turn facilitating faculty use of library information for their classes. Another example is a badging initiative developed using scores from the Information Literacy Module assessments. A user can earn badges for completing individual modules with a score above 80 percent. Earning multiple badges in a category leads to a silver badge, and earning all silver badges allows the user to claim the Information Literacy gold badge.

Instructional Spaces

The UCF Libraries provides specialized classrooms and learning spaces for instruction in the use of library and other learning resources. There are two dedicated classrooms and a Presentation Practice Room at the John C. Hitt Library and instruction rooms at many of the other library locations, which are used to deliver instruction on accessing, evaluating, and using information and technology. Classroom response devices (i.e., clickers) are available in the John C. Hitt Library classrooms to provide interactivity and quick assessment options. The library classrooms have projection capabilities, an instructor podium, and multiple media outputs.

The classrooms in the John C. Hitt Library hold about 20 people each. A Technology Fee funded the purchase of 50 instructional laptops that can be used in a third room when more classroom space is needed or to supplement the desktop computers in the two instruction rooms. These improvements allow more flexibility with classroom spaces and accommodate larger class sizes. Both classrooms recently were painted and re-carpeted, and one classroom was outfitted with new desks, which allow for better movement and provide additional space for students to work with their own laptops.

The UCF Libraries provides a Presentation Practice Room equipped with a camera/recorder, monitor, VCR and DVD player, and a PC, for media viewing and collaboration. The room is generally used to practice presentations and for students to provide critical feedback to each other in preparation of a presentation. Subject librarians also meet with students and faculty members to discuss research projects in media-equipped consultation rooms, which hold up to three people.

The Harriet F. Ginsburg Health Sciences Library is integrated into the College of Medicine building and includes a Library Training Room featuring multimedia capabilities and 40 computers for use

by students, faculty, and staff. The building also has four lecture halls, 24 problem-based learning rooms, and a Faculty Collaboration Center. Please see Comprehensive Standard 3.4.12 for more information about instructional facilities.

Assessment and Evaluation of Library Instruction

The UCF Libraries is committed to continual assessment of library instruction by various methods, including formative assessments in online and face-to-face instruction, summative assessments included in online learning courses and modules, user satisfaction surveys, and user experience focus groups.

Instruction librarians use formative assessment strategies in their face-to-face instruction in the form of "one-minute papers" or worksheets that are completed in class. The papers and worksheets are reviewed out of class with the goal of improving instruction in the next session. For immediate feedback and assessment of learning, each of the instruction rooms in the John C. Hitt Library are equipped with clickers, which allow students to select a response to a question to assess their knowledge of a topic. This method lets the instructor know whether students understood the concept and whether reinforcement or remediation is needed. The Information Literacy Modules and the Introduction to Library Research Strategies online course contain questions that students can answer to self-assess their understanding of a topic before moving on to the next section or completing the summative assessment.

The summative assessments in the Information Literacy modules and the online course were developed with instructional designers, who aligned assessment questions with course content and pertinent learning outcomes. Not only are the assessment scores reported to the course instructors, but librarians also review scores to continually improve the instruction being delivered. The average assessment score for the Information Literacy Modules in 2013-2014 was 82.64 percent. Over the past year, the average score has increased to 83.06 percent. Although it is difficult to attribute the gain to the efficacy of the instruction, a conscious effort was made to review the content that students were having difficulty with and to improve the information and instruction provided in those areas.

The Webcourses@UCF library course provides another example of acting on assessment information to improve instruction. In Fall 2013, the course content was reviewed, and a bank of alternate questions was developed to increase the rigor of the final quiz. After analyzing quiz scores for potential issues, several edits were made to content and problematic questions. Student scores showed an improvement on these questions in Spring 2014. Overall, the quiz appears to be effective, with an average student score of 84 percent the first year. The Libraries administered a survey that evaluated instructor perception of student learning after the Introduction to Library Research Strategies course was launched. Responses were generally positive; however, critical feedback was reviewed and acted upon to improve the course.

Librarians at the Harriet F. Ginsburg Health Sciences Library assess instruction primarily through library and College of Medicine surveys administered to students, staff, and faculty. Questions about library resources and access are asked on the year-end College of Medicine survey sent to medical students; the library also deploys its own year-end survey to students, staff, and faculty, as well as after specific events such as the HSL Info Expo.

Realizing that instruction occurs outside of the formal instruction program, a recent student focus group revealed that library-subscribed videos were difficult to locate and that users wanted more

seamless access to research assistance. The Libraries responded by making online searching for videos and media easier to locate on the website and by making online research assistance more visible by placing it in locations where students were most likely to have questions about accessing, locating, and using library collections.

The Libraries also participates in external projects dedicated to assessing students' information skills, library instruction efficacy, and lifelong learning. Examples include two recent projects. The first is the national Project Information Literacy study, which assessed alumni learning and use of information for professional and personal needs. The second is serving as a beta administration site for the recently developed Threshold Achievement Test of Information Literacy.

Online and Distance Education

For those students taking online and online-enhanced courses, resources are offered by both the UCF Libraries and the Center for Distributed Learning.

To reach students in fully online courses, librarians have been embedded in select classes in cooperation with the teaching faculty. The librarian is enrolled in the class in the Teaching Assistant role within Webcourses@UCF, the university's learning management system. Often, student interaction is managed via an Ask A Librarian discussion board where the librarian can access and answer questions from students. Specialized research guides for select online courses, including instructional modules and assessments, have been created. In 2014-2015, embedded librarians reached 6,057 students in 232 classes.

Online@UCF: Center for Distributed Learning

To ensure student and faculty member success in online learning, a comprehensive approach has been adopted that includes multiple online delivery modalities, dedicated support units, a solid infrastructure, ongoing assessment, and thorough campus-wide coordination. Key components of the Online@UCF process include:

- Policy, Planning, Standards, Credentialing, Reporting
- Faculty Development
- Course Design
- Course Production
- Technical Support
- Assessment

Supplemental online learning resources for students include the student area of the Online@UCF website called Learn Online and the Online@UCF Support website. The Learn Online site provides direct access to an orientation on taking online courses called Knights Online, technology requirements, instructions on how to register for online courses, frequently asked questions, rules of conduct and online expectations, and a number of other resources. For the 2014 calendar year, there were more than 142,000 page views (January 1 - November 23 and November 23 - December 31) for the Learn Online site. Knights Online was accessed more than 6,800 times (January 1 - November 23 and November 23 - December 31) in the 2014 calendar year. The Online@UCF Support site provides information on academic integrity, a searchable database of help documentation and tutorials, contact information for reaching support specialists (including an immediate chat feature), and other technical and academic support resources that many students need to succeed in the online environment.

The Teach Online website supports online faculty members through access to a range of resources, including pedagogical and technical tips, tools for online instruction, forms for requesting services, tips/techniques, faculty development information, information about open labs and workshops for those requiring assistance in using Webcourses@UCF, and many other resources. The Teach Online website is extensively used, with more than 59,000 page views from August 1, 2014, through August, 4, 2015.

Professional development is offered by the Center for Distributed Learning in various forms. Faculty members interested in teaching online must complete IDL 6543, an award-winning, non-credit course that models how to teach online using a combination of seminars, labs, consultations, and Web-based instruction. To date, more than 1,200 faculty members have completed this training, with a 98 percent satisfaction rate in the 2013-2014 academic year. ADL 5000 is an online course offered for those interested in teaching online courses that already exist, with the purpose of helping familiarize faculty with the design and delivery elements of the courses. To date, more than 700 faculty have completed ADL 5000, with a 99 percent satisfaction rate in the 2013-2014 academic year. Offered in 2014, Essentials of Webcourses@UCF is a self-paced online training program for those interested in learning how to use Webcourses@UCF. Nearly 200 faculty members have completed this training. Finally, Faculty Seminars in Online Teaching have been offered each semester since 2011 in order to promote collegial dialogue around best practices in online teaching.

Results of surveys regarding the Center for Distributed Learning's services have been positive. In the 2013-2014 academic year, there was a 93 percent satisfaction rate concerning the center's services among credentialed distance learning faculty.

Conclusion

The University of Central Florida ensures that students and faculty have access to regular and timely instruction in the use of the library and other learning-information resources by providing comprehensive resources, training, and support. Access to these services and resources is provided through a combination of regularly scheduled instructor-led training, just-in-time training and consultation, and convenient, self-service media-based and online resources. In addition, instruction in library use and learning resources is accessible and effective in supporting students and faculty.

3.8.3 Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The mission statement of the University of Central Florida, approved by the UCF Board of Trustees on May 21, 2009, states that:

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

The mission statement's emphasis on "impactful research," "pioneering scholarship," and the "intellectual" needs of the local city-state provides a foundation for the university to maintain a thriving research environment anchored by the UCF Libraries and supported by the Center for Distributed Learning, Computer Services and Telecommunications, and the Office of Instructional Resources. Information provided below demonstrates ways in which our institution maintains compliance with this standard.

Student Support Programs and Services

The vice provost for Information Technologies and Resources and chief information officer provides leadership and support for a division that supports the mission of the university through the university Libraries, the Center for Distributed Learning, the Office of Instructional Resources, Space Planning, Analysis, and Administration, and Computer Services and Telecommunications. The division of Information Technologies and Resources provides computing, distributed learning, multimedia, research, telephone, and network support to the campus community for both online and on-campus students. The division's organizational chart is included for review. Additionally, the Harriet F. Ginsburg Health Sciences Library is overseen by the director of the Health Sciences Library and director of medical informatics. This director reports to the College of Medicine's associate dean for academic affairs and the chair of medical education. The organizational chart for the College of Medicine's Harriet F. Ginsburg Health Sciences Library is included for review.

UCF Libraries

UCF Libraries consists of the John C. Hitt Library on the main campus, the Curriculum Materials Center in the College of Education and Human Performance, the Universal Orlando Foundation Library at the Rosen College of Hospitality Management, joint-use libraries at regional campuses, and the Harriet F. Ginsburg Health Sciences Library at the Lake Nona Health Sciences Campus.

The university adheres to the standards and guidelines set forth by the Association of College and Research Libraries (ACRL) on faculty status for librarians and academic status of librarians. All library faculty members are required to hold a master's degree from an American Library Association-accredited program. Typically, this degree is supplemented by a graduate degree in a relevant field of study in accordance with ACRL standards, which state that "the master's degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians." As reflected in the roster included here, all librarians hold a master's degree or higher.

The Libraries' activities are organized around a set of key services as illustrated in the organizational chart. The five primary areas are:

1. Communications, Assessment, and Public Relations
2. Administrative Services
3. Information Services and Scholarly Communication
4. Collections and Technical Services
5. Information Technology and Digital Initiatives

Each department and functional area is headed by a librarian who holds faculty rank, with functional titles ranging from associate director to department head.

UCF Libraries employs the following full-time positions across the John C. Hitt Library, the Curriculum Materials Center, the Universal Orlando Foundation Library, and joint-use campus libraries (not including the College of Medicine's Harriet F. Ginsburg Health Sciences Library):

- Thirty-six faculty members, including three senior "out-of-unit" administrative faculty members
- Six administrative and professional staff members, all of whom possess bachelor's degrees
- Fifty-five university support personnel staff members, most of whom have earned a bachelor's degree or higher

Faculty promotions are based on A Guideline for the Appointment, Promotion, and Tenure of Academic Librarians, promulgated by the American Library Association and the Association of College and Research Libraries. Minimum criteria established by the university serve as professional standards that provide for ongoing assurance of professional integrity and quality of performance. As stated under Promotion in Academic Rank, library faculty members are promoted on the basis of professional effectiveness and a demonstrated record of sustained achievement.

The university makes continued educational opportunities available to all non-tenure-earning in-unit faculty members and administrative and professional staff members through a professional development leave program. Eligible library faculty apply for and receive in-unit professional development leave according to university guidelines. The professional development leave program is designed to enhance opportunities for professional rewards, research, continued formal education, or other experiences of professional value. The university provides continued training to enhance its employees' knowledge, skills, and abilities, such as supervisory skills, leadership enhancement, teamwork, and university business processes training. The Libraries' personnel office provides in-house training opportunities for all librarians and library staff and disseminates information about on-campus and other training opportunities. The university's faculty professional development programs are explained fully in Comprehensive Standard 3.7.3.

The UCF Libraries also offers an opportunity for its faculty to receive support through the Professional Development and Research Awards. The awards encourage and provide funding for meaningful faculty development through pursuit of professional and scholarly activities. Priority is given to projects that explore research opportunities or the acquisition of new skills that will benefit the faculty member and the Libraries.

All faculty and staff members are required to be evaluated annually, at which time the opportunity is given to review the performance appraisal, discuss the review, acknowledge any deficiencies and plans for correction, and plan for the next year. This plan may include the professional development plan for the employee.

Additionally, UCF Libraries participates in the campuswide assessment program. This assessment and evaluation, along with other evaluative surveys, ensures that the UCF Libraries is meeting the needs of the ever-changing student body. Information collected through assessment informs the Libraries of areas in which the staff may need additional training or in which additional resources may be needed. Assessment also assists in the development of hiring priorities for new positions or revised qualifications for existing positions. Finally, assessment and evaluation may also assist in allocation of resources in future years.(Measures 1.1, 1.2, 1.3, 1.4).

Sufficient staff and faculty to deliver library services is reflected in user satisfaction as shown in a number of surveys:

- Measures such as LibQUAL+ surveys have shown consistent overall satisfaction with the delivery of Libraries services.
- Results from the 2014 Graduating Seniors Survey show that 96.4 percent of respondents rated the quality the Orlando campus library positively; 96.0 percent rated the quality of Libraries' electronic resources positively; and 95.8 percent rated the quality of the regional campus libraries positively.
- Faculty responded favorably to the 2014 Ithaka S+R Local Faculty Survey. Responses to questions 10.1 to 10.6, for example, show that faculty have come to depend on library services and resources.

Harriet F. Ginsburg Health Sciences Library

The Harriet F. Ginsburg Health Sciences Library has a collaborative relationship with the John C. Hitt Library but does not have a direct reporting responsibility to the director of libraries. The director of the Health Sciences Library reports to the College of Medicine's associate dean for academic affairs and the chair of medical education. Funding for the Health Sciences Library is managed through the college. The State University System of Florida libraries' online catalog, ALEPH, is used to display the Health Sciences Library's holdings as well as those of the John C. Hitt Library. The primary focus of the Health Sciences Library is to provide electronic access to quality, current peer-reviewed medical and clinical e-resources. In addition, a small print collection is maintained.

Six professional librarians, a library director, two electronic resources librarians, a head of public services librarian, a reference librarian, and a medical informatics librarian work in the Health Sciences Library. These professional librarians work together to provide library reference and information services, instruction in the use of e-resources, and assistance with research services. The electronic resources librarians, under the supervision of the library director, provide contract negotiations, licensure, implementation, and management of e-resources. The library staff members are knowledgeable about current regional and national information resources and data systems.

Access to e-resources is provided through the medical school EZproxy that is housed on a College of Medicine server and is managed by library and information technology staff. All College of Medicine faculty members, staff members, and students are given an orientation on using and accessing library e-resources from off campus. Workshops are conducted for volunteer faculty members and new faculty members. Future plans call for some increase in the number of positions as the use and demand for librarian services at the Health Sciences Library grows.

The Health Sciences Library encourages its faculty members to engage in professional development opportunities to remain current in the field. Expectations for promotion in rank include scholarly and/or creative activity, research and publication, professional presentations, and service. Professional development is also assessed as part of the annual evaluation process. Librarians are provided annual professional development stipends to encourage attendance and participation at association conferences, training programs, workshops, webinars, and virtual desktop conferences. Additional support is provided for Health Sciences Library professionals to attend specific training workshops and seminars in health informatics.

Other Support Units

The Center for Distributed Learning provides administrative and academic support services for students and faculty members who are teaching or learning online. The center's focus is the success of students and faculty members as they engage in technology-assisted teaching and learning. The unit works collaboratively with an advisory committee made up of faculty and distributed learning coordinators from each college as well as representatives from other institutional units. The unit employs 17 full-time instructional designers that hold faculty rank.

The Office of Instructional Resources supports the university's multimedia classrooms and associated faculty support services to further academic, research, and administrative activities. The office employs seven administrative and professional staff members and 15 university support personnel.

Computer Services and Telecommunications supports the university's core technical infrastructure: networks, communication services, and enterprise software applications. The unit operates the university's data center, as well as the campus telephone system and service desk. The Computer Services and Telecommunications staff engages in multiple training opportunities annually. The unit operates under Information Technology Infrastructure Library standards, which are industry standards for efficient and effective use of information technology resources and service delivery. Computer Services and Telecommunications employs 99 administrative and professional staff members and 39 university support personnel.

Conclusion

The University of Central Florida demonstrates compliance with this standard by employing a sufficient number of qualified staff who have appropriate education and experience, in library and other learning/information resources to support the work of UCF students, faculty, and staff in achieving the mission of the university. The university also provides opportunities for non-unit administrative and professional staff to participate in the Professional Development Program described above. Staff are encouraged to participate in professional development programs offered through the university or through other providers. A spreadsheet is included showing staff qualifications including education, experience, and professional development. This spreadsheet includes professional staff at the coordinator level and above in Information Technologies and Resources and in the Health Sciences Library at the College of Medicine.

3.9.1 Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. The following narrative provides evidence of compliance by describing student rights and responsibilities, and how, when, and to whom information regarding student rights and responsibilities is disseminated.

UCF Student Rights and Responsibilities

The UCF Golden Rule Student Handbook was created to provide answers to students' questions regarding their rights and responsibilities and associated university rules and regulations. The goal in creating and disseminating this handbook is to cultivate a learning environment in which the core values of the UCF Creed—integrity, scholarship, community, creativity, and excellence—guide student conduct, performance, and decisions. Student rights include freedom of assembly and expression, and a learning environment free from harassment and discrimination. The Golden Rule states that students are expected to be responsible members of the university community and to comply with both public law and university rules and regulations. The statement also outlines the procedures for disposition of charges involving alleged violations of the rules of conduct and the appeal process. The Office of Student Rights and Responsibilities within the division of Student Development and Enrollment Services is responsible for assembling and providing information regarding the Golden Rule.

The Golden Rule is published annually and made available to members of the university community. (Additional information about dissemination is included below.) This document defines the following policies:

- Student Rights and Responsibilities, which includes Provisions for Responding to Incidents Involving Acts of Violence, Smoking Statement, Alcohol Emergencies Procedure, Student Care Services, University Crisis Committee Procedure, Mandated Assessment Procedure, Involuntary Withdrawal Procedure
- UCF HEOA Compliance Program for Peer to Peer (P2P) File Sharing and Copyrighted Materials
- Rules of Student Conduct for Students, Student Conduct Review Process, Student Rights during the Conduct Review Process, Sanctions and Appeals Process
- Parental Notification Policy
- Organizational Rules of Conduct, Student Organizational Rights during the Organizational Conduct Review Process and Sanctions and Appeals Process
- Student Academic Behavior Standards
- Student Academic Appeals Procedure: Undergraduate Students
- Student Academic Appeals Procedure: Graduate Students
- Student Grievance Procedures

- Student Record Guidelines and Student Communication Responsibility Policy
- Drug-Free Workplace/Drug-Free Schools Policy Statement, Campus Alcoholic Beverages Policy, Student Organizations and Serving Alcohol on University Premises Procedure, Drug/Alcohol Counseling, Treatment, or Rehabilitation and/or Re-entry Programs Available to UCF Students and Employees, Legal Sanctions, Biennial Review Statement regarding Drug-Free Workplace/Drug-Free School Policy Compliance
- Student Activities and Organizations
- Facilities and Operations (this portion addresses advertising and signs)
- Solicitation on Campus Policy
- Golden Rule Review Committee

Responsible Offices

The Office of Student Rights and Responsibilities publishes the Golden Rule and disseminates information to faculty, staff, and students regarding university policies and procedures pertaining to students. The Office of Student Rights and Responsibilities includes the Office of Student Conduct, Student Care Services, and the Office of Integrity and Ethical Development. These offices offer a wide range of services designed to promote a campus climate of integrity, civility, accountability, and student well-being by providing a wide array of resources, education, and support services for the university community. The Office of Student Rights and Responsibilities serves as a forum that contributes to the individual growth and development of the student's knowledge of community responsibility, due process, conflict resolution skills, and university conduct rules.

Review and assessment of student rights, responsibilities, and the Golden Rule are conducted annually by the Golden Rule Review Committee, a standing committee charged specifically with making recommendations for updating the document. Membership consists of seven students, four of whom are appointed by the president of the Student Government Association and three of whom are selected by the vice president for Student Development and Enrollment Services. Meetings of the committee are open to faculty, students, staff, and university administrators.

Dissemination of Information

New students are informed of their rights and responsibilities in the Golden Rule Student Handbook and orientation manual during new student orientation. The university disseminates the Golden Rule at the beginning of the fall and spring semesters to all currently enrolled students, faculty, and staff through email notices that provide instructions on how to access and view the handbook, describe major changes to the handbook, and request input from the UCF community. These examples illustrate notification to students and faculty and staff about such changes. The email explains the purpose and contents of the handbook, and students are asked to read and familiarize themselves with the sections on student rights and responsibilities. Students are encouraged to bookmark the page in their Web browser for future reference. The handbook is available online, and a printed copy of the handbook is available upon request from the Office of First Year Experience and the Office of Student Rights and Responsibilities for all students, faculty, and staff. A separate email is also distributed to solicit applications for the Golden Rule Review Committee. Additional information on the Golden Rule Student Handbook and the dissemination of academic policies may be found in Comprehensive Standard 3.4.5.

Information regarding student rights and responsibilities is presented to graduate students in electronic format in the Graduate Student Handbook and on the College of Graduate Studies

website. The information is also presented to new faculty members at New Faculty Orientation [Critical University Policies, Faculty Resources Flyer, Faculty Resources Handout].

Conclusion

The University of Central Florida publishes the UCF Golden Rule Student Handbook, which provides a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. UCF is in compliance with this standard.

3.9.2 Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. The following narrative describes the kinds of records the university maintains, related policies and procedures, and the entities responsible for handling those records.

Types of Student Records

UCF manages a number of types of student records that require varied security, confidentiality, integrity, and data-protection and backup measures. The types of records are described below.

Directory Information

Directory information includes the student's name, current mailing address, telephone number, date of birth, major field of study, dates of attendance, enrollment status, degrees and awards received, participation in officially recognized activities and sports, and, in the case of a student athlete, height and weight. Directory information may be released to third parties without the student's prior consent unless the student files a written request to restrict its access.

All students have the right to withhold the release of directory information and can indicate this preference by following instructions on the Registrar's Office website.

Other Types of Records

Other education-related records include, but are not limited to, grades, class schedules, test scores, academic standing, academic transcripts, student fee and account information, student conduct records, and records of student use of university services. These records are considered confidential and, thus, will not be released without the student's written and signed consent (except in legally-sanctioned exceptions such as a health or safety emergency, a judicial order, or a lawfully issued subpoena) in accordance with the Federal Education Rights and Privacy Act of 1974 (FERPA). Information about students' rights to access their own educational records and instructions for requesting the release of these records are disseminated on the Registrar's Office website.

Records Associated With the Service of Medical, Legal, or Financial Professionals

Student records that are created or maintained by a physician, psychologist, attorney, or other professional or paraprofessional acting in his or her professional or paraprofessional capacity and used in connection with providing treatment or services to the student are not available to anyone except by the student's signed authorization or by law, similar to educational records described above. Access to parental financial records and any information contained in them is limited to the professional staff immediately responsible for relevant areas of university operation. No information pertaining to records in this category may be released to the general public.

The primary offices dealing with confidential professional records include the following:

- Counseling and Psychological Services
- Student Financial Assistance
- Student Health Services
- Student Legal Services

Policies and Procedures Governing the Security, Confidentiality and Integrity of Student Records

UCF has several official policies related to student records. Adherence to these policies is measured by both University Audit and the Office of the Chief Inspector General of the state of Florida. Computer Services and Telecommunications is audited regularly by both entities to examine technology-related reviews. The UCF Information Security Office also performs regular scans of the enterprise servers to identify vulnerabilities. Relevant examples of policies and additional consequences of noncompliance are listed below.

UCF Policy 4-002.1 Use of Information Technologies and Resources

UCF's computing and telecommunications resources provide a wide range of capabilities for students and employees to communicate, store, and process information that is essential to the academic, research, and administrative functions of the university. It is the policy of the university that all students and employees use these resources ethically, responsibly, and in compliance with all applicable federal and state laws, university policies, and as prescribed by this policy's procedures. Violation of this policy may result in immediate loss of network and computer access privileges, seizure of equipment, disciplinary action, or removal of inappropriate information posted on university-owned computers or university-supported Internet sites.

UCF Policy 4-007.1 Security of Mobile Computing, Data Storage, and Communication Devices

The University of Central Florida protects university-owned assets, such as mobile computing devices, storage devices, and communication devices, from loss or theft and protects restricted data that may reside in such devices from unauthorized access or disclosure. Highly restricted data must not be stored on mobile devices or personally owned Internet cloud storage services. Restricted data (e.g., student grades identified by ID number) can be saved on university-owned mobile devices or in a university-sanctioned Internet cloud data storage service only if encrypted and protected by a strong password. It is the responsibility of all university employees who use mobile devices to contain, process, transmit, or access university restricted data to recognize data security and network risks and take the necessary steps to protect the devices and the sensitive information they may contain or to which the employee may have access. Violation of this policy may result in immediate loss of network and computer access privileges, seizure of equipment, loss of research laboratory access, disciplinary action, or removal of inappropriate information posted on university-owned computers or university-supported Internet sites.

UCF Policy 4-008.1 Data Classification and Protection

All members of the university community have a responsibility to protect the confidentiality, integrity, and availability of data generated, accessed, modified, transmitted, stored, or used by the university, irrespective of the medium on which the data resides, such as electronic, paper, or other physical form, or the means by which the data may be transmitted such as email, text message, facsimile, or other means. It is the policy of the university to classify types of data in use at the university and to provide the appropriate levels of information security and protection. Individuals

working for or on behalf of the university who create, view, or manage university data are responsible for implementing appropriate managerial, operational, physical, and technical controls for access to, use of, transmission of, storage of, and disposal of university data in compliance with this policy. The UCF information security officer must be notified immediately if data classified as highly restricted or restricted is lost, or is suspected to have been lost or disclosed to unauthorized parties, or if any unauthorized use of university information systems is occurring or is suspected to have occurred. In the event of a suspected information security incident, users should take no action to delete any data or attempt to investigate. Violation of this policy and procedures may result in immediate loss of network and computer access privileges, seizure of equipment, loss of research laboratory access, disciplinary action, or removal of inappropriate information posted on university-owned computers or university-supported Internet sites.

UCF Policy 4.012 Collection and Use of Social Security Numbers

UCF is committed to ensuring the privacy of the confidential information it collects and maintains on students, employees, and others. Social Security numbers are sensitive data that are required by many university business processes but whose misuse or inadvertent disclosure can pose privacy risks to individuals as well as compliance or reputational risks to the university. It is the policy of UCF to request and use SSNs only as required for the performance of the university's duties and responsibilities and to secure this information from inappropriate release or disclosure.

Additional relevant policies, procedures, and laws include:

- UCF Policy 2-100.4, Florida Public Records Act - Scope and Compliance
- UCF Policy 2-103, Use of Copyrighted Material
- UCF Policy 3-206.4, Cardholder Information Security Procedures
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Electronic Communications Privacy Act of 1986
- Fair and Accurate Credit Transactions Act (Red Flag Rule)
- Gramm-Leach-Bliley Act (disclosure of nonpublic personal information)
- Digital Millennium Copyright Act

Records Management

The University Registrar is the university-designated custodian of student academic records. Academic supporting documents and general education records are maintained in this office. Working files related to academics are maintained at regional campuses to meet operational needs. Prior to 2000, there was no imaging system in the Registrar's Office, and records were stored in traditional files in a vault. UCF currently uses both paper and electronic files and is converting paper records to electronic records and clearing out the vault. The records are being imaged into ViewStar, a system for archiving scanned documents. This project is 85 percent complete and will continue until all files have been transferred. Student information databases are password-protected.

Files containing various types of student records are maintained in the following offices:

- Alcohol and drug prevention records (Alcohol and Other Drugs Prevention Programming Office)
- Counseling records (Counseling and Psychological Services)
- Dispute resolution records (Integrity and Ethical Development)
- Financial aid records (Student Financial Assistance)

- Law enforcement records (UCF Police Department)
- Medical records (Student Health Services)
- Student disability records (Student Accessibility Services)
- Student disciplinary records (Office of Student Rights and Responsibilities)
- Student legal services records (Student Legal Services)
- Student repayment records (University Comptroller)
- Veterans' records (Veterans Academic Resource Center)

The majority of these records are maintained in electronic form and thus subject to the policies listed above and the electronic records maintenance regulations listed in the next section of this document. Exceptions include:

- Limited student and employee health records that may be created and/or kept in a nonelectronic format by Student Health Services: these records are secured behind a locked door and further protected by a barrier alarm system. Any unauthorized access or entry during hours in which Health Services is closed engages the alarm, which sounds within the building and alerts the monitoring services, in turn alerting the UCF Police Department. Additionally, student and employee prescription records are stored in the pharmacy area, in accordance with Board of Pharmacy regulations. These records are secured behind two locked doors and are also protected by a barrier alarm system.
- Office of Student Conduct files are retained in hard copy for seven years from the calendar year of record. All files are scanned into the electronic database as they are retrieved. Suspension and expulsion hard copy files are retained permanently. Hard copies are secured in locked cabinets and are kept in a locked area.

Electronic Data Security, Confidentiality, and Integrity

UCF's division of Computer Services and Telecommunications centrally manages the main Enterprise Resource Planning (ERP) systems, which include the Human Resources, financials, and student databases, following university policies and best practices in IT security.

University ERP systems are protected at the network level using host-based firewalls. They are regularly scanned for vulnerabilities and are regularly patched on vendor patch cycles. Remote Business Continuity access is reviewed and vetted prior to allowing direct connections.

Access to the ERP databases is strictly controlled with unique accounts and strong password requirements. Database system backups are in place with replication capabilities occurring at the university's data recovery site, and backup media are fully encrypted.

The university has a Security Incident Response Team and well-established procedures for handling security incidents. Information related to security breaches and incident response can be found on the Incident Response Web page.

Disaster Plan for Records Retrieval

Computer Services and Telecommunications has contracted with Sungard Availability Services for an off-site data center that can be used if the university declares a disaster. The data center is located in Philadelphia, Pennsylvania, approximately 900 miles from the Orlando campus. All major ERP applications (i.e., PeopleSoft Student, Financials, and Human Resources) can be brought online within a few days after declaration of an emergency. To protect university data, the ERP systems transfer data continuously between the Orlando campus and the Sungard site in Philadelphia.

Should the Orlando campus data center become unavailable, a copy of the ERP data can be restored at the Sungard facility. The Computer Services and Telecommunications staff practices restoring services at the Philadelphia location once a year.

Additionally, Computer Services and Telecommunications is continuously backing up the ERP systems to both local disk and tape. All tapes are sent off-site for storage to Iron Mountain Inc., an enterprise information management services company. The backup tapes can also be shipped to Sungard Availability Services for restoration during a disaster.

Dissemination of Information About Expectations Related to Student Records

The UCF Information Security Office provides students, faculty and staff members information and resources to facilitate the proper access and use of systems and data. They can access information through the department's website, scheduled meetings, and Security Day events. Faculty members receive information regarding FERPA and related records issues at New Faculty Orientation, in various professional development venues including department and college meetings, and via the UCF online training website, which includes a FERPA training module. Staff members who deal with student records are required to complete the university FERPA training. The campus community works together to follow the institution's policies related to student records protection.

See Federal Requirement 4.8.2 for additional information about the protection of the privacy of online students.

Conclusion

The University of Central Florida protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. The institution is in compliance with this standard.

3.9.3 Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida provides student services supporting the mission of the university by employing qualified personnel to ensure the quality and effectiveness of its Student Development and Enrollment Services division. Recognizing that qualified, competent, and motivated staff are required to accomplish its mission, UCF recruits and hires personnel with appropriate education and work experience to support student success. Training and professional development are offered through both on-campus opportunities and training from local, state, national, and international professional organizations.

Student Support Programs and Services

The vice president for Student Development and Enrollment Services (SDES) provides leadership and support for a comprehensive division that engages students in the total collegiate experience: from identification, recruitment, matriculation, and investment to successful progression, graduation, and employment or advanced education. This engagement is accomplished by providing opportunities for enriched student development, leadership growth, experienced-based learning, values education, and civic engagement leading to overall student success. The division's organizational chart illustrates the various departments in SDES.

Working with UCF Human Resources and following the requisite search guidelines, SDES makes every effort to recruit highly qualified staff . The Human Resources guidelines for student affairs professionals emerge from practices established by the College and University Professional Association for Human Resources. Positions are advertised internally at UCF, locally, regionally, and nationally in various media outlets and in professional association publications as well as on their websites. Additional information on the hiring process at UCF can be found in Comprehensive Standard 3.2.9.

SDES consists of 30 departments and multiple other programs staffed with 648.75 full-time equivalency (FTE) professional staff members, 115.68 FTE other personnel services (OPS), non-student staff members, and 610.66 OPS student staff members, for a total professional and student staff of 1,375.09 FTE. A predetermined formula for the combination of credentials and experience is articulated for each position and staff members are carefully screened and selected based on their professional qualifications. A roster of SDES professional staff (coordinator level and above) is provided for review. Staff members are divided into the following nine areas:

Enrollment Services

- Undergraduate Admissions
- Student Financial Assistance
- Student Outreach Services
- Registrar's Office

First Year Transition

- First Year Experience
- First Year Advising and Exploration
- Sophomore and Second Year Center
- Transfer and Transition Services

Learning Support

- Student Academic Resource Center
- Student Accessibility Services
- Inclusive Education Services
- University Testing Center
- Academic Services for Student-Athletes
- Veterans Academic Resource Center
- Career Services

Community Support

- Multicultural Academic and Support Services
- Social Justice and Advocacy
- LGBTQ+ Services
- Multicultural Student Center
- PRIME STEM Project

Student Life

- Student Government Association
- Office of Student Involvement
- Fraternity and Sorority Life
- LEAD Scholars
- Student Union
- Recreation and Wellness Center
- Activity and Service Fee Business Office

Wellness

- Student Health Services
- Counseling and Psychological Services
- Wellness and Health Promotion Services
- Student Care Services
- Alcohol and Other Drug Prevention Plan

Student Rights and Responsibilities

- Dean of Students
- Office of Student Conduct
- Integrity and Ethical Development
- Student Legal Services

Support Services

- Creative School for Children
- Neighborhood Relations and Safety Education

Housing and Residence Life

Sufficiency of Professional Staff and Evaluation

SDES engages a number of mechanisms and approaches to assess the sufficiency of staff to accomplish the mission of the institution.

First, SDES participates in the UCF assessment program through the office of Operational Excellence and Assessment Support. Units in the division use outcomes from the institutional effectiveness reports to drive hiring decisions. Below are two examples.

The 2013-2014 Student Academic Resource Center (SARC) assessment results report states, "As a result of this assessment, we learned that: 1.) most students agree that a 1-2 business day response time to their email inquiry is adequate, 2.) the addition of a part-time staff member dedicated to assist with MPT during peak periods resulted in higher student satisfaction and quality of services, and 3.) policies and procedures for the MPT need to continue to be more clearly defined for students." In this case, the division used the assessment process to identify the need for additional staffing, made that change, and evaluated its impact in a later assessment cycle.

Another example from the same unit can be found in the 2012-2013 assessment results report, which states that "**Planned changes** in Learning Skills includes training two new learning specialists who will provide learning skills consultations to UCF students. We have also promoted SARC's learning skills consultations through outreach programs this fall 2013 semester. We will continue to reach out to every student after they attend a learning consultation to capture their feedback through the survey. Additionally, SARC is able to provide online learning skills consultations using Adobe Connect to students at Regional Campuses who may not be able to attend a face-to-face learning consultation at the Orlando campus." This example also shows how institutional effectiveness/assessment plans assisted SDES leaders to identify places in which increased staffing could improve student services and better enable the division to fulfill the institutional mission. For additional assessment data from select SDES entities, please see Comprehensive Standard 3.3.1.3.

In addition to its internal formal institutional assessment efforts, SDES participates in various on-campus and national surveys and is actively engaged in professional organizations to determine student satisfaction, best practices in student affairs, and potential areas for improvement at UCF.

Additionally, SDES personnel are evaluated annually as required by UCF policy, which states that all personnel will be evaluated and will discuss the evaluation with their supervisor. This discussion includes a time to set goals for continued professional development and to discuss how the individual's performance contributes to the mission of the division and the university. For more information on hiring and evaluation of personnel, please see Comprehensive Standard 3.2.9.

Professional Development for UCF Student Affairs Personnel

Diversity Training

In 2008, SDES began Phase I of a diversity training certificate program, in which staff members took 23 hours of approved diversity classes through the UCF Office of Diversity and Inclusion, including 17 hours of a set curriculum and two elective courses. Within the first three years of this

professional development series, 71 percent of the SDES division had completed the diversity certification program. In Fall 2014, planning began for Phase II of the diversity certificate program, where the focus will be on the further application of the knowledge and skills acquired in Phase I.

Climate Survey and Resulting Staff Professional Development

During the spring of 2012, SDES implemented a climate survey to obtain feedback from staff members regarding morale within the division. The survey had the following goals: (1) to identify what SDES does well as an organization, (2) to identify areas that may need improvement, and (3) to utilize results in order to better support SDES and its departments. From the survey results, SDES identified five core areas of concern to employees: job satisfaction, resources to do my job, support to do my job, staff recognition, and communication. In response to staff feedback, the division renewed its focus on communication and professional development.

SDES Building Blocks Program

A professional development series, the SDES Building Blocks, was designed for division staff members and has been offered each fall and spring semester since its implementation in Fall 2012. The Building Blocks professional development series is based on the National Association of Student Personnel Administration and the American College Personnel Association Professional Competencies for Student Affairs Practitioners (see Table 1). There are 10 competencies with three knowledge levels within each competency: basic, intermediate, and advanced. The competencies are "intended to define the broad professional knowledge and skills of student affairs professionals . . . regardless of their area of specialization or positional role within the field." Within the Building Blocks series, specific competencies are targeted each fall and spring semester with sessions designed to meet the three levels and their associated indicators. The Building Blocks series is used in conjunction with conferences, webinars, and other professional development opportunities that are provided (both within the division and university-wide), such as the Leadership Enhancement Program through the UCF Office of Diversity and Inclusion.

Table 1. NASPA/ACPA Professional Competencies for Student Affairs Practitioners

Competency	Description
Advising and Helping	Providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.
Assessment, Evaluation, and Research	Ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.
Equity, Diversity, and Inclusion*	Create learning environments that are enriched with diverse views and people; create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.
Ethical Professional Practice**	Understand and apply ethical standards to one's work; focuses specifically on the integration of ethics into all aspects of self and professional practice.
History, Philosophy, and Values	Connects the history, philosophy, and values of the profession to one's current professional practice; embodies the foundations of the profession from which current and future research and practice will grow; understanding of our history, philosophy, and values

Competency	Description
Human and Organizational Resources	Selection, supervision, motivation, and formal evaluation of the elective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources.
Law, Policy, and Governance	Knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their elect on one's professional practice.
Leadership	Knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together electively to envision, plan, elect change in organizations, and respond to internal and external constituencies and issues.
Personal Foundations**	Knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective, maintain excellence and integrity in work, be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.
Student Learning and Development	Concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.
Technology***	Use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals.

*In the proposed updated version (Spring 2015), the competency name has been changed to Social Justice.

**In the proposed updated version (Spring 2015), these two competencies have been combined, and the name been changed to Ethical Professional Practice and Personal Foundations.

***In the proposed updated version (Spring 2015), this is a new competency added to the list.

Leadership Training

Within SDES, there are 30 directors who oversee the departments that offer the services and programs that engage UCF students in the total collegiate experience. In Fall 2014, the directors began training and development in the Leadership Challenge Model from Jim Kouzes and Barry Posner. The initial training session occurred in the fall, and currently each director is in the LPI Multi-Rater stage, where a 360-degree evaluation will be conducted and from there, each director will undergo training according to their specific needs and challenges.

Ongoing Needs Assessment

In Spring 2015, SDES completed a professional development needs survey, where feedback was solicited from the division in order to better serve their professional development needs. That data is currently being analyzed for next steps and recommendations.

Conclusion

The University of Central Florida Student Development and Enrollment Services division recruits highly qualified personnel and conducts ongoing program evaluation and professional development efforts to ensure that the UCF mission is accomplished. UCF is in compliance with this standard.

3.10.1 Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Note: The financial statements for fiscal year ended June 30, 2015, are not available. In conjunction with the implementation of GASB 68 for the fiscal year ended June 30, 2015, the University will include its proportionate share of the Florida Retirement System's net pension liabilities in its financial statements. The University has not yet received its allocated amounts to record in its 2015 financial results from the State of Florida.

Narrative

The University of Central Florida has a history of financial stability. Financial resources are sufficient for the university's mission and the scope of its programs and services. The financial outlook is stable despite reductions in state funding over recent years. The supporting information demonstrates financial stability and a well-managed institution.

Financial Stability

The annual audited financial statements document an increase in net position over the five-year period that ended June 30, 2014 [UCF Financial Audit 2010-2011, 2011-2012, 2012-2013, 2013-2014]. This increase is an indicator of the university's financial stability. From June 30, 2009, to June 30, 2014, the university's total net position increased $214.2 million, or 23.6 percent. The unrestricted net position excluding investment gains and losses increased $126.6 million, or 65 percent. This increase occurred during a period of continued enrollment growth coupled with declining state support that began in 2007-2008 [Comparative Summary of Revenue, Expenses and Changes in Net Position].

Unrestricted Net Position, excluding gains and losses on investments
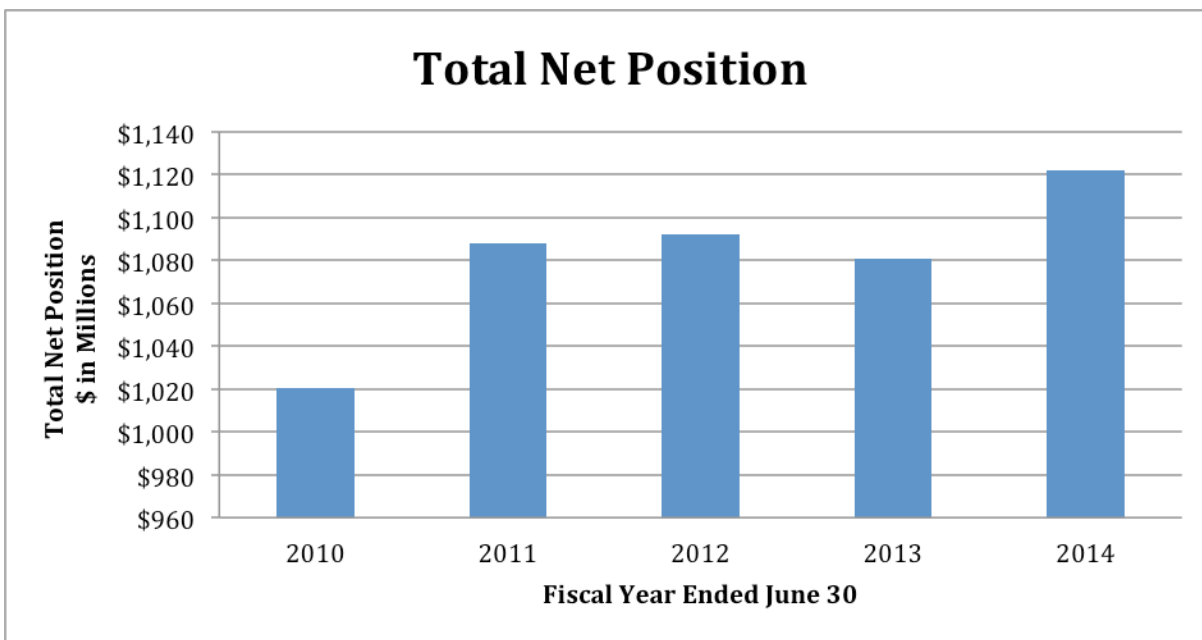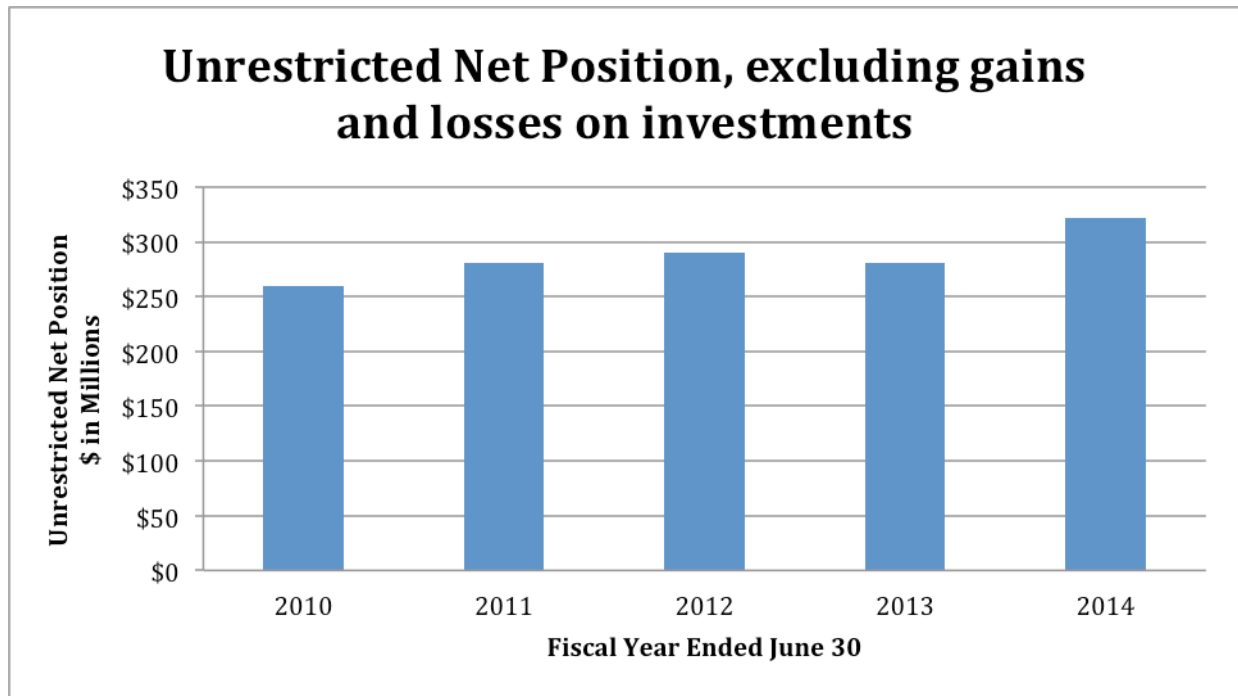
In addition, the university's contribution to each component of net position has remained relatively stable. As of June 30, 2014, total net position constituted 59 percent invested in capital assets, net of related debt; 14 percent restricted net position; and 28 percent unrestricted net position.

Components of Total Net Position
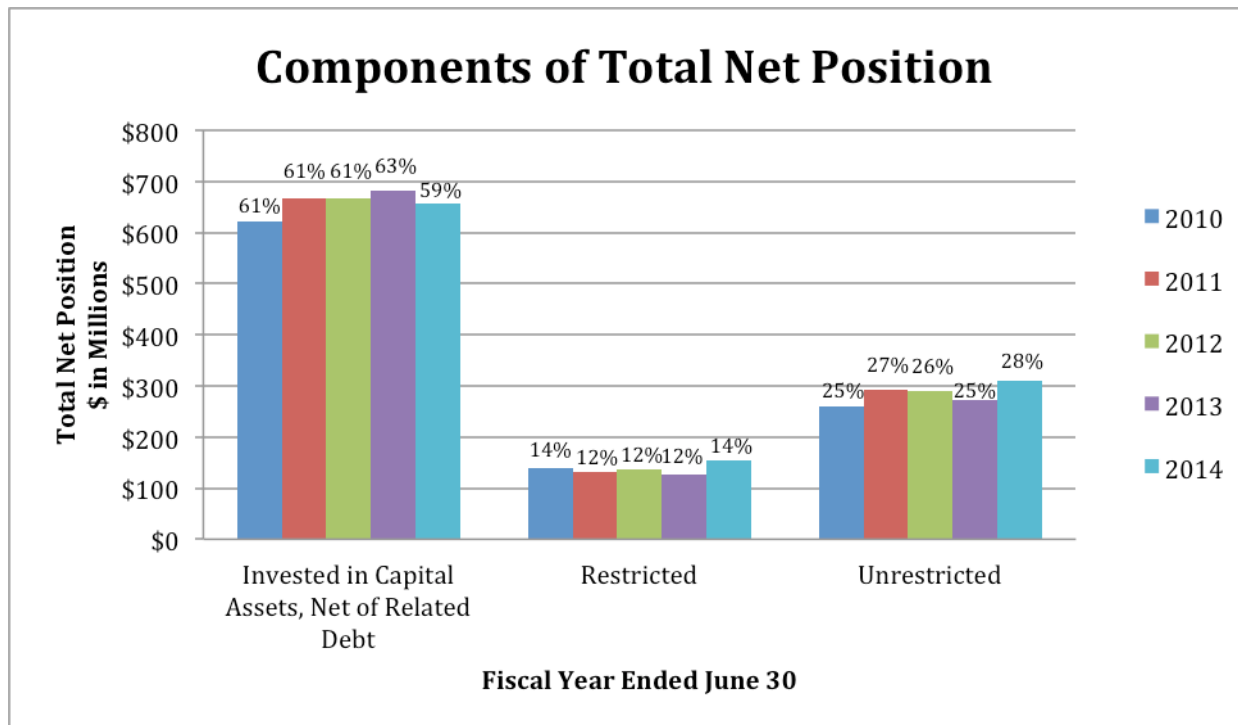
UCF's operations are primarily funded by state appropriations, tuition and fees, sponsored grants and contracts, sales and services, and investment income. These sources of revenue totaled $594.3 million for the year ending June 30, 2010, and $734.3 million for the year ending June 30, 2014, an

increase of $140 million, or 23.5 percent. These sources of revenue have been steady, with the exception of state appropriations [Five year annual education and general funding summary]. This is addressed further below.

Primary Sources of Revenue
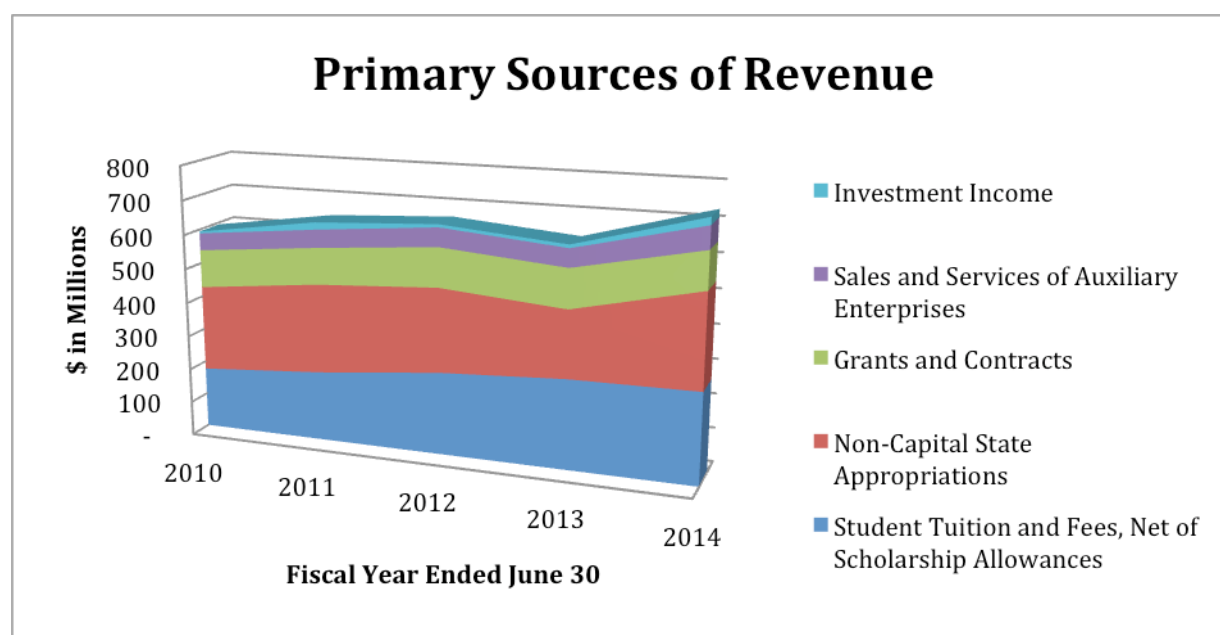
The state of Florida has not provided funding for enrollment growth since 2007-2008. Since that time, UCF's student headcount has increased 22.7 percent, from 48,699 in Fall 2007 to 59,770 in Fall 2013. Undergraduate students constitute 85 percent of the total student population. Undergraduate tuition was increased 9 percent in 2008-2009 and then 15 percent annually for four consecutive years, beginning in 2009-2010. These increases were necessary to mitigate reductions in state funding and to serve the growing student population with a consistent level of quality. There was a modest 1.2 percent increase in 2013-2014 and no increase in 2014-2015.

The university's executive leadership promotes a culture that emphasizes entrepreneurship, planning for the future, and the good stewardship of resources. Funds allocated but not used by the end of year, or carryforward funds, are not swept centrally at the end of the year; rather, operating units' are asked to document their plans for those funds, typically for a three year period. Funds to support carryforward plans, restricted balances, and a reasonable reserve are retained by the units to be used for future commitments. Excess funds are considered available to support strategic priorities across the university. Decisions driven by this approach generated reserves that were strategically set aside for a number of years.

The budget adopted by the Florida Legislature for 2012-2013 included a $300 million nonrecurring budget reduction to Florida's State University System. UCF's share of that reduction was $52.6 million, as depicted in the Primary Sources of Revenue table above. This was the most significant budget reduction the university had received in any one year, and it contributed to the decline in net position from June 30, 2012, to June 30, 2013, as depicted in the Total Net Position table above. Tuition increases, cost efficiencies and restructuring implemented in prior years, as well as the use of nonrecurring reserves enabled the university to sustain operations and continue investing in strategic initiatives.

Since then, the Florida economy has improved. The $52.6 million budget reduction from 2012-2013 was restored on a recurring basis in 2013-2014. A three-metric performance-based funding model

was adopted in 2013-2014, with $20 million allocated among the 11 public universities in Florida. UCF received $2.6 million, tying for first place among the participating 11 universities. In 2014-2015, a 10-metric performance funding model was adopted, with a total of $200 million, including $65 million in base funds, allocated among the 11 public universities in Florida. UCF received $30.8 million. Scoring was based on excellence and improvement. UCF scored 34 points from an available 50, tying for third among the participating 11 universities. The majority of this funding will be used to hire new faculty members and reduce the student-to-faculty ratio. The university is committed to investing in initiatives related to these performance measures.

Endowment Management

The annual audited financial statements include the University of Central Florida Foundation, Inc., as a discretely presented component unit. The foundation has an annual independent audit [UCF Foundation Annual Financial Report 2010-2011, 2011-2012, 2012-2013, 2013-2014]. For the year ending June 30, 2014, its net position totaled $253.2 million, an increase of $69.5 million, or 37.8 percent for the five years since June 30, 2009.

As the university has grown, the endowment balance has increased from $102.1 million as of June 30, 2009, to $152.7 million as of June 30, 2014. The permanently restricted nonexpendable portion of this endowment balance has increased from $108.6 million as of June 30, 2009, to $119.1 million as of June 30, 2014.

Capital Investment and Bond Indebtedness

The financial strength of the institution has enabled the university to obtain financing for capital investments in housing and parking facilities that were needed to keep pace with the growth of the student population. The university has not needed to borrow to support day-to-day operations. Further, investment gains and other non-E&G resources have been invested in building maintenance and other capital projects.
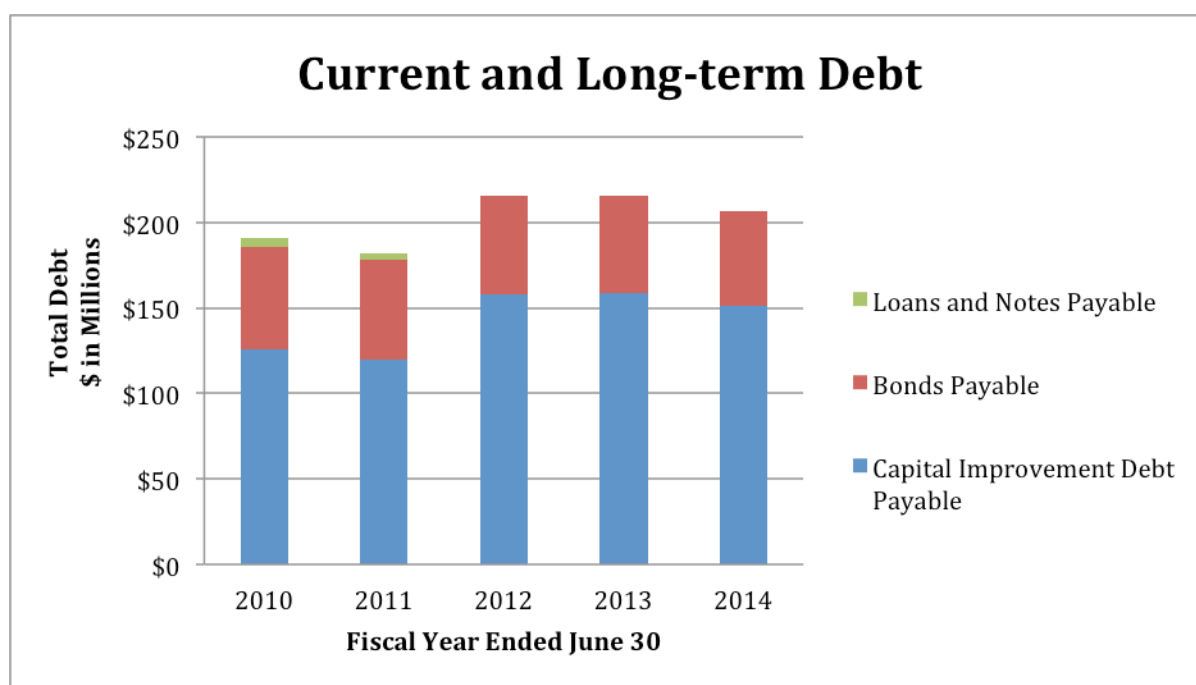
Qualified Personnel

The vice president of administration and finance and chief financial officer is primarily responsible for managing and sustaining the institution's financial stability. This position reports directly to the university president. The organization chart for this division shows the areas of responsibility and the reporting structure developed to meet the mission of the division.

The Division of Administration and Finance provides high-quality services and a safe and effective campus environment to support the university's mission of education, research, and community service.

The associate provost for budget, planning and administration and associate vice president for finance and university controller is also responsible for managing and sustaining the institution's financial stability. This position overseas all finance and accounting operations of the university and several direct support organizations, and budget, planning and administration for the university and academic affairs. The commitment to hiring the best-qualified professional staff assists the division in meeting both its divisional mission and the university mission. The Administration and Finance division is also committed to hiring a diverse workforce and sponsors an annual diversity workshop. The university reviews the background and experience of all prospective employees in relation to established qualifications for the position. All critical financial personnel have been found to have the requisite credentials to perform their jobs.

Personnel take part in annual employee performance evaluations (see Comprehensive Standard 3.2.9 for additional information on performance appraisals) to ensure the continued quality of work. Employees are encouraged to participate in professional development through the university and at the state and national levels. UCF is a member of the National Association of College and University Business Officers, and employees attend seminars and conferences sponsored by the organization. Additionally, personnel attend conferences, workshops, and seminars sponsored by the Florida Inter-institutional Committee on Finance and Accounting, the Florida Association of Bursars and Student Accounting Administrators, the National Council of University Research Administrators, and the Higher Education User Group. Employees who are certified public accountants are also members of the American Institute of CPAs and the Florida Institute of CPAs, both of which provide accounting updates and training.

The university uses the services of an investment consulting firm to assist in the management and investment of its operating cash resources. The Bogdan Group, an independent investment consulting firm, provides investment performance monitoring and investment advisory services to the university and the university's board of trustees with respect to invested funds.

Additional information on key financial personnel is provided in Comprehensive Standard 3.2.8.

Conclusion

The University of Central Florida demonstrates recent financial stability in a number of ways and is in compliance with this standard.

3.10.2 Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida audits all financial aid programs as required by the appropriate federal and state agencies. Funding is available for all qualified students, including those at the main campus, regional campuses and instructional sites, and those participating in online education. Funding sources consist of a comprehensive set of programs including federal, state, institutional, and external financial aid programs. Some of these programs are Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Direct Stafford Loan, Work-Study, state scholarships and grants, and other external financial support.

Institutional Audits

The university is included in the annual statewide audit by the State of Florida Auditor General's office. As a condition of receiving federal funds, the U.S. Office of Management and Budget requires an audit of the state's financial statements and major federal awards programs (e.g., Compliance and Internal Controls over Financial Reporting and Federal Awards, State of Florida, Fiscal Year 2014).

The audits for fiscal years 2012, 2013, and 2014 have been completed in accordance with generally accepted audit standards. Auditors test for compliance with federal and state laws and review internal controls used in administering federal financial aid programs, as directed by the Single Audit Act Amendments of 1996 and the Office of Management and Budget Circular A-133.

Audit Summaries:

Fiscal Year 2014: Summary Schedule of Prior Audit Findings

- Finding 1: The university did not always document attendance in at least one class for students who received Title IV HEOA funds, nor return Title IV HEOA funds to the applicable federal program, in a timely manner.
- Correction Action: The university implemented a policy effective for the 2014-2015 academic year that requires faculty members to document students' academic activity at the beginning of each course.

Fiscal Year 2013: Summary Schedule of Prior Audit Findings

- Finding 2: The university needed to improve its procedures for determining the last day of attendance for student who unofficially withdrew and received Title IV HEOA funds.
- Corrective Action: The Office of Student Financial Assistance now reviews the academic calendar drafts prepared for the calendar committee and is present at calendar committee meetings.

- Finding 3: The university did not always document attendance in at least one class for students who received Title IV HEOA funds and return applicable Title IV HEOA funds to the applicable federal programs.
- Corrective Action: The Office of Student Financial Assistance implemented a Withdrawn Attendance Status page within PeopleSoft. Faculty members were instructed to review students listed on this page and confirm whether or not the student had or had not begun attendance.
- Finding 4: While the university's satisfactory academic progress policies and procedures were in accordance with federal regulations, university personnel did not consistently apply the institution's policies to all students.
- Corrective Action: Further review by the U.S. Department of Education determined a file review for the satisfactory academic progress audit finding was not necessary. The policy was properly updated to reflect that the university would include all accepted transfer credit hours in the satisfactory academic progress review.

FY 2012:

- Summaries of the A-133 audit findings for fiscal year 2012 indicate that the university received no audit findings pertaining to its financial aid processes and procedures.

UCF's most recent Program Participation Agreement with the U.S. Department of Education shows approval through March 31, 2017. No known complaints have been filed with the Department of Education regarding the university.

Conclusion

All UCF financial aid programs are audited by the appropriate federal and state agencies. The University of Central Florida is in compliance with Comprehensive Standard 3.10.2.

3.10.3 Financial Resources: Control of finance

The institution exercises appropriate control over all its financial resources.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Note: The financial statements for fiscal year ended June 30, 2015 are not available. In conjunction with the implementation of GASB 68 for the fiscal year ended June 30, 2015, the University will include its proportionate share of the Florida Retirement System's net pension liabilities in its financial statements. The University has not yet received its allocated amounts to record in its 2015 financial results from the State of Florida.

Narrative

The University of Central Florida recognizes its fiduciary responsibility and operates within control environments developed from requirements of state regulations and university policies and procedures to ensure protection and monitoring of financial resources. These environments include the functions of budgeting, accounting, disbursements, and cash management. Controls are independently reviewed and tested through internal audits by University Audit and through external audits by the state of Florida auditor general. The following narrative provides evidence of compliance by describing state and university mandates, systems, and procedures that are in place to ensure control over financial resources, including:

- Qualifications of key personnel in leadership positions for finance-related functions
- Independent monitoring controls via external and internal audits
- Controls regarding information technology access and training for finance-related applications
- Controls provided by review and approval of planned spending
- Controls related to actual spending via procurement and disbursements
- Financial reporting to those charged with governance and centralized internal reviews of financial reports
- Controls over cash and investments
- Risk management via insurance coverage

Organization and Qualifications of Key Personnel

The vice president of administration and finance and chief financial officer oversees the Division of Administration and Finance, which includes Finance and Accounting, Debt Management, Human Resources, Facilities and Safety, Police and Emergency Management, and University Support Services. University Support Services includes Purchasing, Parking and Transportation Services, and Business Services [Administration and Finance Organization Chart]. The CFO has primary responsibility for the establishment and communication of policies, procedures, and controls for financial resources to support the university's mission and strategic goals. The CFO is also responsible for the maintenance and reporting of the university's operating budget and supports the president and provost in making decisions that pertain to the allocation of the education and general portion of the operating budget, which is primarily composed of state appropriations and student fees. The CFO has direct oversight of the administrative areas mentioned above, which are

led by qualified and competent individuals. For qualifications of the CFO and those in leadership positions, see Comprehensive Standard 3.2.8.

External Audits

A financial audit is conducted annually by the state of Florida auditor general. The university has consistently received unqualified audit opinions and no reported material weaknesses in internal controls [for example, Financial Audits: FY 2013-14; FY 2012-13, FY 2011-12].

The auditor general also conducts operational audits at least once every three years as required by Florida Statutes, Section 11.45(2)(f), but these can occur more frequently at the auditor general's discretion [Florida Statutes, Section 11.45]. The operational audits assess compliance with applicable laws, rules, and regulations, the safeguarding of assets, and whether the university has taken adequate corrective actions for prior period findings [Operational Audit: FY 2013-14 (most recent)].

For detailed information on the audit of programs as required by federal and state regulations, see Comprehensive Standard 3.10.2.

Internal Audits

The mission of University Audit is to serve the university by providing independent assurance to help the institution achieve its objectives. This work includes recommendations to strengthen internal controls and processes, evaluation of adherence to policies and procedures to reduce the risk of noncompliance to university and external regulations, and identification of opportunities to improve operations and customer service.

University Audit serves as the university's internal auditor, providing internal audits and reviews, management consulting and advisory services, investigations of fraud and abuse, follow-up of audit recommendations, evaluation of the processes of risk management and governance, and coordination with external auditors.

University Audit follows the International Standards for the Professional Practice of Internal Auditing adopted by the Institute of Internal Auditors. These standards and the related code of ethics govern the audit process. In 2013, University Audit received a Quality Assurance Review, including an independent verification of the department's self-assessment, which was completed to verify conformity to the Institute of Internal Auditors' International Standards for the Professional Practice of Internal Auditing [University Audit Quality Assurance Review Report].

University Audit reports administratively to the Office of the President and functionally to the Audit, Operations Review, Compliance, and Ethics Committee of the UCF Board of Trustees. This reporting structure promotes independence and full consideration of audit recommendations and management action plans. An Internal Audit charter was approved by the UCF Board of Trustees Audit, Operations Review, Compliance, and Ethics Committee on July 21, 2011 [Internal Audit Charter].

The annual work plan for audits and major consulting projects is based on the performance of a risk assessment process and includes all areas of the university. The annual work plan is evaluated and updated quarterly, and ongoing adjustments are made.

Factors incorporated into the risk assessment include strategic changes by the university, creation of new departments, processes, or functions, emerging industry risks, changes in regulation, new

management or significant turnover, and evaluation of prior audit results and related issues. Management requests for specific audit work are also included in the planning process [University Audit - Audit Themes and Audit Portfolio].

University Audit uses the 2013 version of the Committee of Sponsoring Organizations Framework when performing individual audits. The framework includes five internal components and 17 related principles that are evaluated as part of the audit planning and scope determination processes.

At the completion of an audit, University Audit sends the full report to the president, all members of the UCF Board of Trustees Audit, Operations Review, Compliance, and Ethics Committee, and appropriate members of university management [Example University Audit Report].

At least two public meetings of the UCF Board of Trustees Audit, Operations Review, Compliance, and Ethics Committee are held each year to provide status updates, discuss key issues facing the university, and potential changes to the annual audit plan. In addition, monthly conference calls are held with the chair of the committee.

Every six months, University Audit follows up on outstanding audit recommendations and provides a report of follow-up results to the president, all members of the UCF Board of Trustees Audit, Operations Review, Compliance, and Ethics Committee, and appropriate members of university management [Example University Audit Follow-Up Results Report].

In addition, an annual report summarizing each audit and describing accomplishments is sent to the president and all members of the UCF Board of Trustees Audit, Operations Review, Compliance, and Ethics Committee [University Audit Annual Report 2013-14].

Accounting System for Financial Controls

UCF uses the PeopleSoft enterprise resource planning system, referred to internally as myUCF, to provide financial control over accounting, payroll, human resources, accounts payable, purchasing, budgeting, and student billing and receivables. Access is granted to university employees via security roles, which must be requested, reviewed, and approved by appropriate supervisors and administrators, and are granted only after users complete specific training related to applicable modules [Financials Access Requirements; Financials On-line Training Courses; Financials Instructor-led Training Courses; Additional Access Request Form for Employees of Finance and Accounting and Purchasing departments].

Budgets

The university operating budget consists of education and general (E&G) and non-E&G budgets. The E&G budget includes instruction, research, and public service activities of the university and is funded by state appropriations, student fees, and other revenue. Non-E&G budgets consist of auxiliary, sponsored research, financial aid, and other budgets. The student tuition and fees budget is developed internally by the Budget Office based on enrollment projections developed by Institutional Knowledge Management. Non-E&G budgets are developed by compiling and reviewing detailed budgets prepared by applicable department budget managers. The Budget Office analyzes and compiles the overall university budget for Board of Trustees and Board of Governors approval [BOT approved budget 2014-15; BOT minutes- budget approval; BOG minutes- SUS budget approval]. See also Comprehensive Standard 2.11.1.

Procurement

The UCF Purchasing Department reports under the division of Administration and Finance and is separate from disbursement functions, which are a part of the Finance and Accounting Department. The mission of the Purchasing Department is to support the academic and administrative departments in the timely procurement of goods and services to sustain, foster, and promote the educational and research mission of the university. These goals are accomplished in the most ethical, efficient, and courteous manner possible while adhering to the letter and intent of all applicable laws, regulations, and policies. Formal purchasing policies that meet statutory requirements of the state of Florida and rules and directives established by the Board of Governors and the UCF Board of Trustees are documented in the UCF Purchasing Procedures Manual, which is posted on the department website, along with additional guidelines for university departments and vendors [BOG Regulation 18.001; UCF Reg. 7.130; Purchasing Procedures Manual].

Generation and approval of the purchase requisition process for departments outside of University Purchasing is controlled by way of assignment of security access codes in PeopleSoft. All departments or projects must have a designated dean, director, or chair (DDC), Responsible Fiscal Officer (RFO), and Property Custodian (PCT). These individuals are charged with establishing and maintaining an electronic Department Authorization List (DAL) within PeopleSoft to designate authority and security access roles to generate and approve financial transactions (such as the generation and approval of purchase requisitions). An annual DAL verification is required for all departments or project to be performed by the DDC or RFO [Department Authorization Lists Policy]. A signature authority policy exists to establish limits on authority to bind the university by contract [Signature Authority Policy].

Disbursements

Purchasing Card

The UCF procurement card (PCard) program is administered by the Finance and Accounting Department following the guidelines provided in the Procurement Card Manual [PCard Manual]. PCards are credit cards designed for use by UCF faculty, staff, graduate assistants, and full-time OPS employees who make purchases or arrange travel for official university business. PCards can be issued only to individual employees whose dean, director, or chair authorizes the request. Additionally, mandatory trainings for cardholders must be completed prior to card issuance, and each cardholder must sign a Cardholder Agreement and an Ethics and Purchasing Certification form [Training Guide: PCard Cardholders; Cardholder Agreement; Ethics and Purchasing Certification]. All PCard purchases must have a clear business purpose and must be verified and approved by PCard approvers who have completed mandatory training [Training Guide: PCard Approvers]. Approvers are responsible for obtaining receipts from cardholders and electronically processing appropriate charges based on those receipts. Every PCard transaction is also subject to review by Finance and Accounting personnel. Each month, Finance and Accounting obtains certifications from all cardholders, their supervisors, and the reconciler of the monthly statement attesting that all purchases are valid and for official UCF-approved purchases only [PCard Statement Certification]. These certifications must accompany the bank statement and copies of all receipts. Finance and Accounting personnel select a sample of the statements and receipts for additional review on a regular basis. Cardholders are personally responsible for use of their PCards and are subject to disciplinary action for misuse.

Vendor Payables

Purchase orders are required to pay invoices through Vendors Payable. Department's must also complete receiving and indicate approval for payment. PeopleSoft workflow controls exist to ensure appropriate levels of approval, including system matching of purchase orders, invoices and receiving documentation. Security access is segregated based on user defined roles to control authority for vendor set-up, payments, approvals and ACH/Check processing. Controls are in place to ensure ACH transactions match data received at the bank, and reconciliation procedures exist to prevent possible check duplication.

Payroll

Human Resources procedures ensure that payments to employees are appropriately authorized [HR Website – Managers & HR Liaisons]. Properly approved personnel action forms are required before an employee can be paid or an employee's rate of pay can be changed. Access to the time system for processing and approving payroll is granted only after appropriate training and approval by an employee's supervisor. Additionally, functions within Human Resources are organized with separate areas having responsibility for employment, compensation, benefits, and payroll functions [HR Organization Chart].

Financial Reporting and Reviews

Expenditures are monitored in relation to the current budget on a regular basis. Expenditures in excess of the budget and transfers of budget allocations between departments must be approved at the divisional level. A commitment control feature within PeopleSoft financial systems requires an override if a transaction will cause the sum of the encumbrances and expenditures for a department to exceed its budget. The budget may be overridden only with approval from an authorized individual within the university's Finance and Accounting Department.

Reports comparing expenditures to budget along with revenue, cash, and fund-balance information are generated monthly for each department. In addition, the Finance and Accounting Department performs centralized reviews, including variance analyses comparing current year results to the same period for the prior year. Also, quarterly financial reports that include revenues and expenditures compared to the budget and to the same period of the prior fiscal year are presented to the Finance and Facilities Committee of the UCF Board of Trustees [Example Operating Budget Status Report: Finance and Facilities Committee, Meeting Minutes including Agenda Item INFO-4 (University Operating Budget Status Report Ended December 31, 2014)].

Cash and Investments

The Finance and Accounting Department is responsible for the administration of all cash-handling policies and procedures. The department follows university policy for receipt and deposit of funds by departments and provides detailed procedures for cash handling and deposits on its website [Receipt and Deposit of Funds Policy; Cash Handling & Deposit Procedures]. These procedures include internal controls designed to safeguard cash and to prevent errors and misappropriations of funds.

Finance and Accounting also oversees the university's banking relationships, manages cash and investment balances, and reconciles financial records with bank accounts. Segregation of duties exists between cashier's office/student accounts (collections and deposits), vendor and travel payables (disbursements), and general accounting (reconciliations) [F&A Organization Chart].

The university has adopted an Investment Policy and Manual that includes objectives, performance measures, and guidance on authorized investments, portfolio composition, risk, and diversification [Investment Policy and Manual]. The purpose of these is to provide for safety of capital, liquidity of funds, and investment income. The optimization of investment returns is secondary to the requirements for safety and liquidity.

Quarterly reports of investment portfolio composition and performance are provided to the Finance and Facility Committee of the UCF Board of Trustees [Example Quarterly Investments Report: Finance and Facilities Committee, Meeting Minutes including Agenda Item INFO-3 (UCF Investments Quarterly Report Ended December 31, 2014)]. The Finance and Facility Committee also reviews and approves all changes to the Investment Policy and Manual.

Risk Management

The university participates in state self-insurance programs providing insurance for property and casualty, workers' compensation, general liability, fleet automotive liability, federal civil rights, and employment discrimination liability. For property losses, the state retains the first $2 million per occurrence for all perils except named windstorm and flood. The state retains the first $2 million per occurrence with an annual aggregate retention of $40 million for named windstorm and flood losses. After the annual aggregate retention, losses in excess of $2 million per occurrence are commercially insured up to $50 million for named windstorm and flood losses. For perils other than named windstorm and flood, losses in excess of $2 million per occurrence are commercially insured up to $200 million, and losses exceeding those amounts are retained by the state. No excess insurance coverage is provided for workers' compensation, general and automotive liability, federal civil rights, or employment action coverage. All losses in these categories are completely self-insured by the state through the State Risk Management Trust Fund. Payments on tort claims are limited to $200,000 per person, and $300,000 per occurrence as set by Florida Statutes. Insurance certificates are maintained on the university's Environmental Health and Safety Department's website [UCF EH&S Insurance website].

Conclusion

The University of Central Florida exercises appropriate control over all of its financial resources and is in compliance with this standard.

3.10.4 Financial Resources: Control of sponsored research/ external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Externally funded research and programs at the University of Central Florida are subject to the same financial administration policies and procedures that apply to other university operations, a situation that ensures that externally funded or sponsored research and training programs follow appropriate federal, state, and university regulations. Comprehensive Standard 3.10.3 may be reviewed for additional information.

The university president maintains final university authority and responsibility for sponsored research and related programs and delegates the fiscal administration of internally and externally funded or sponsored research and training projects to the vice president for research and commercialization.

Control Processes and Procedures

The Office of Research and Commercialization has established guidelines and procedures that provide oversight and management of external funds for research, sponsored training, and community service. The mission of the office is "to cultivate and support world-class research, commercialization and economic growth," which relates directly to the university's mission of "providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community."

Policies related to research and commercialization may be found on the office's website as well as on the UCF Policies and Procedures website. Some of these policies are Conflict of Interest, Human Research Protections, Export Control Policy, Research Misconduct Policy, and Reporting a Potential Conflict of Interest or Conflict of Commitment in Research.

The Office of Research and Commercialization also provides training support for principal investigators, center directors, and college- or department-level research administrators to ensure that current research administration policies and procedures at UCF are followed and that all federal and state requirements are met.

As detailed in university regulation UCF-2.027, the fiscal management and integrity of UCF's research program is the joint responsibility of the vice president for research and the university comptroller. The university comptroller is responsible for budget control, record keeping, accounting, and agency financial reports for all sponsored research funds. The Office of Research and Commercialization, in coordination with the university comptroller's office, has established management procedures to ensure that the university follows federal cost principles for

institutions of higher education, as required under the Office of Management and Budget Circular A-21.

The Office of Research and Commercialization, in conjunction with the UCF Research Foundation, administers financial control over copyright and patent licensing funds, fees, and royalties generated from sponsored research and training activity by requiring faculty to submit all patent, copyright, and other intellectual property through the Office of Research and Commercialization's Technology Transfer Office. The Technology Transfer Office tracks revenues earned and expenditures incurred as a result of licensing agreements and is accountable for the distribution of all licensing funds as required under university regulation UCF-2.029.

Yearly internal and external audits are conducted to proactively ensure that university practices and procedures enforce compliance with appropriate state and federal rules and regulations. The external Office of Management and Budget Circular A-133 federal audit is conducted by state of Florida auditors, while the internal audits are conducted by University Audit. Both types have proven to be valuable tools for ensuring proper compliance and control of externally funded and sponsored research and programs. As reported to the UCF Board of Trustees, all of the recommendations included in those two audits have been successfully implemented. For the most recent external audit of federal awards, the Auditor General had no negative findings related to research funding for the university [Audit Report Summary]. Additionally, the Office of Research and Commercialization and the division of Finance and Accounting use UCF's internal auditors during the development stage or when revising policies and procedures.

Also, as a member of the University Budget Committee, the vice president for research and commercialization prepares and recommends university operational budgets that provide personnel and data system resources to track, oversee, and report costs incurred under sponsored research and training programs in accordance with federal cost and audit standards.

Recent Upgrades and Future Planning

In October 2013, the university upgraded the accounts receivable PeopleSoft database system, resulting in significant changes to the institution's sponsored project business practices and management oversight procedures. The increases in sponsored program funding have compounded the administrative processing and procedural challenges inherent in any new system. In response to these changes, the university has implemented improved financial control procedures including the following:

1. Improved time-and-effort reporting procedures to track and account for personnel effort assigned to sponsored contracts and grants as required under Office of Management and Budget Circular A-21
2. New close-out monitoring procedures to track and account for salary, equipment, subcontracts, and travel expenditures as outlined under Office of Management and Budget Circular A-21.

The Office of Research and Commercialization and the university comptroller's office are also actively engaged in developing revised policies and procedures to meet the federal Office of Management and Budget's new uniform guidance circular (effective Dec. 26, 2014), which affects the following subheadings: Pre and Post Award Standards for Financial and Program Management, Cost Principles, and Audit Requirements.

Conclusion

The University of Central Florida maintains financial control over externally funded or sponsored research and programs. The institution is in compliance with this standard.

3.11.1 Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida is in compliance with this standard on the basis of the policies, procedures, and programs it has in place to obtain, sustain, and maintain its physical assets. Major areas of supporting evidence include the following:

- Property Control Regulations
- Audits
- Physical Inventory and Reconciliation of Assets
- Asset Disposal
- Management of Deferred Maintenance
- Management of Risk as It Relates to Physical Resources

Responsibility to record, inventory, transfer, and surplus state-owned property is delegated by UCF's president to the vice president and chief financial officer, who oversees the division of Administration and Finance. The CFO appoints a university property board to manage the surplus property, and the Property and Inventory Control unit of Finance and Accounting is responsible for property management. The university has custodial responsibility as provided in the following Florida Statutes and UCF regulations:

- UCF Regulation 7.302 - Surplus Property
- F.S. 273.04 - Property Acquisition
- F.S. 273.05 - Surplus Property
- F.S. 273.055- Disposition of State-Owned Tangible Property

Property Control Regulations

Control over property at UCF is governed by Florida Board of Governors regulations and UCF Board of Trustees directives and procedures. The following Board of Governors regulations provide direction for recording, marking, inventorying, and disposing of tangible personal property for all Florida state universities:

- 9.001 - Definitions
- 9.002 - Recording and Marking of Property
- 9.003 - Property Inventory
- 9.0031 - Disposition of Property

The Property and Inventory Control unit within Finance and Accounting establishes guidelines and procedures such as the Property Accountability and Inventory Control manual to govern the accountability, control, and transfer of property owned and controlled by the university. Ultimate custodial accountability and responsibility for property are assigned to the dean, director, or chair (DDC) of each college, department or unit. The DDC or Responsible Fiscal Officer designates one employee as Property Custodian for each department or project. The Property Custodian is

responsible for maintaining property records for the department or project, locating university property for inventory purposes, and submitting DDC-approved requests for property surplus.

Audits

The auditor general of the state of Florida conducts an annual financial audit and a periodic operational audit of UCF. These audits verify valuations and expenditures for fixed assets, construction in progress, and appropriate controls and processes related to fixed assets. Over the years, these audits have noted no material weaknesses in internal controls. Within UCF, University Audit provides internal audits and reviews, management consulting and advisory services, investigations of fraud and abuse, follow-up of audit recommendations, evaluation of the processes of risk management and governance, and coordination with external auditors.

Physical Inventory and Reconciliation of Assets

Property purchases for departments and projects are initiated by staff through the University Purchasing Department, by way of purchase orders. All tangible personal property with an original cost or value of $5,000 or more at acquisition date and library resources with a cost or value of $250 or more at acquisition date and having a useful life of one or more years are recorded into the UCF PeopleSoft Financials Asset Management subsystem. The asset management module's financial information is reconciled to the general ledger monthly. Vendors Payable and Property and Inventory Control staff members ensure that purchase orders are recorded with taggable account codes and assigned unique profile identification numbers. Barcoded decals are affixed to property items and used for inventory control.

Finance and Accounting maintains the University Asset List (June 20, 2015) comprising the asset ID, department or project number, university assigned tag number, description, cost, accumulated depreciation, net book value, acquired date, status of the asset, account code, category code, life expectancy (shown in months), and location code. The University Asset List is available upon request to all department managers and project investigators through the asset management module of the university's financial system.

For verification of financial records, all tangible personal property is inventoried on an annual basis using three phases:

> **Phase 1** (July–December): Notifications are sent via email to departmental Property Custodians, DDCs, and Responsible Fiscal Officers regarding the current Fiscal Year List of Assets that require scanning for inventory and recertification of all off-campus assets. Departments arrange for a physical inventory to scan their assets.

> **Phase 2** (January–March): In the event that the items were not located or were inaccessible during the initial property inventory appointment, an updated University Asset List is sent to the Property Custodians identifying assets not scanned. Follow-up appointments are scheduled in an attempt to scan the remaining items.

> **Phase 3** (March–June): A final list of unscanned inventory is sent to each department's Property Custodian, DDC, and RFO, as well as to the Senior Associate Controller with oversight for Property and Inventory Control. Follow-up appointments are scheduled in an attempt to scan any remaining items.

At the end of the fiscal year, Finance and Accounting assesses departments a fee for property classified as lost or missing, thereby increasing departmental accountability for property. Items stolen will not be categorized as such without a police report.

Asset Disposal

The UCF Surplus Property Department handles the transfer, disposal, or trade-in of property, equipment, or other assets for which the originating department no longer has a justifiable use (no longer needed, damaged, worn out, or obsolete). When a Property Custodian has been given instruction to surplus university property, a detailed request is entered into the Surplus Property Online Database. The item is made available to other university colleges and departments during a one-week adoption period. Items not adopted are evaluated with regard to their condition and potential sales value. Items awaiting surplus designation are classified in electronic summary format, and their certified disposition is determined by the Property Board. Upon approval, the Surplus Property Department sells items deemed for recycle through direct sale to recyclers, and surplus items are sold online through UCF GovDeals. All proceeds are deposited to the Surplus Program account. Samples of final distribution from the Property Board are included to illustrate that the process was followed and to show the disposal of university assets (Held Back for Resale, Non-Retail Disposals, Rejected by Surplus Team, Recycled).

Management of Deferred Maintenance

In 2011, the university contracted with ISES Corporation, an independent third-party firm and leader in facility condition assessments, to analyze and benchmark the condition of all educational and general buildings. ISES delivers a complete life cycle model for each building, which details the plan of action for renewal and renovation of the physical assets. Assessments conducted by professional architects and engineers identify three categories of needs: capital renewal, deferred maintenance, and plant adaptation. Using both internal and external assessment, equipment and building systems corrective actions are prioritized, and a deferred maintenance list is developed. Projects are undertaken subject to available funding, which is requested annually from the state. The university has been proactive about reducing its deferred maintenance through use of potential carryforward funding.

Management of Risk as It Relates to Physical Resources - Property Insurance

UCF's buildings and contents are insured through the State Risk Management Trust Fund, administered by the Department of Financial Services, Division of Risk Management, as shown in this Property Certificate. The fund has established procedures for insuring buildings and their contents, as well as procedures for reporting losses. The deductible for a property claim is $2,500.

To insure against the risks of a new building under construction, the university purchases a Builders' Risk policy. Coverage is provided on an "all risks" basis and includes items that are in a standard Builders' Risk policy, such as ordinance and law changes, pollutant cleanup and debris removal, construction equipment, landscaping, and signs for the estimated total cost of the building. Valuation is replacement cost at the time of the loss, with a minimum deductible of $5,000. Builders' Risk insurance is required for major construction projects, as shown in the Builder's Risk Procedure.

The provisions established under the State Risk Management Trust Fund are set by the Florida state legislature and are subject to Chapter 284 of the Florida Statutes. Under those provisions,

valuation for property damage or loss is completed on the basis of actual cash value. Although the fund provides only actual cash value, the statute allows the purchase of additional insurance to mitigate any gaps in coverage. Currently, the university self-insures for the gap, but is investigating the cost of insuring older buildings at replacement cost to mitigate the risk of a total loss to a building with a difference of $1 million or greater in actual cash value and replacement cost. This investigation will allow the university to determine the most appropriate course in managing this risk.

The university holds additional insurance policies to insure university contents against any gaps or perils not covered by the state's property policy, such as theft or water damage. University departments can participate voluntarily in these policies. For example, a Fine Arts Policy provides coverage for both indoor and outdoor works of art, such as paintings, sculptures, and stained glass, and an Electronic Data Processing Policy provides additional coverage for equipment such as laptops and projectors.

Conclusion

The university exercises appropriate checks and balances through inventory and reconciliation of assets, management of deferred maintenance, and management of risk associated with its physical resources. UCF is in compliance with Comprehensive Standard 3.11.1.

3.11.2 Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida is in compliance with this standard as demonstrated by the health, safety, and security measures in place to support its faculty, staff, students, and surrounding community. Major areas of supporting evidence include:

- Safety Plans
- Emergency Communication Plan
- Review and Testing of Facilities and Grounds for Health and Safety Concerns
- Campus Security
- Dissemination of Emergency Procedures
- Other Health-Related Procedures

UCF provides collaborative, full-service health services, police, environmental health and safety, and emergency management operations. Administrative responsibility for these functions is split among three divisions. The vice president for administration and finance oversees the UCF Police Department, the Office of Emergency Management, Environmental Health and Safety, and Human Resources; the vice president for Student Development and Enrollment Services oversees Health Services and the Office of Student Rights and Responsibilities; and the vice president for communications and marketing oversees News and Information and University Marketing.

Safety Plans

UCF has a comprehensive emergency management plan in place to ensure the safety of UCF's Orlando campus, regional campuses, and all university-owned property. The plan identifies the decision-making structure, assigns responsibilities, and outlines the emergency response process. UCF maintains a public version of the university-wide plan on the Office of Emergency Management website.

Emergency Communication Plan

UCF maintains a Emergency Communication Plan, which is administered by UCF News and Information, the university's primary media-relations office. The plan uses multiple communication tools to disseminate information to students, faculty and staff members, parents, and the community during crisis situations. UCF Alert, operated collaboratively by the Office of Emergency Management, the UCF Police Department, and News and Information, uses a multimodal approach to broadcast information. To reach as much of the campus population as possible, both primary and secondary notifications may be used, depending upon the scale and significance of the emergency. Primary notifications include the university's home page, text messaging, email messages, outdoor sirens, and weather radios. Secondary notification options include the UCF main phone line, two-way radios, the Bright House Networks emergency alert system, vehicle public address speakers,

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media releases and press conferences, indoor speakers, and social media platforms such as Facebook and Twitter.

The UCF Alert system is tested at least three times each year to ensure operational readiness. Primary and secondary notification tools are tested once a semester to ensure that the comprehensive UCF Alert system is functioning properly. Individual elements of UCF Alert are tested more frequently by the three departments to ensure that all necessary staff members are properly trained.

The UCF Emergency Communication Plan has been implemented during actual emergency responses and has also been exercised during tests. The plan is reviewed for effectiveness after each activation and is updated at least twice a year to ensure efficient and effective delivery of emergency information.

Review and Testing of Facilities and Grounds for Health and Safety Concerns

The Department of Environmental Health and Safety operates in accordance with UCF Policy 3-122, Campus Safety and Health, to ensure compliance with university environmental health and safety policies. The department presents an overview of its services at orientation programs for new employees, key faculty, and students. Degreed, professional staff conduct training covering more than 30 topics and offer support for the following programs, many of which have online service request forms and online manuals or presentations:

- asbestos management
- biological safety
- building and fire codes
- chemical and laboratory safety
- emergency management
- environmental management
- hazardous waste
- indoor air quality
- radiation safety
- risk management and insurance
- workplace safety (occupational safety and industrial hygiene)

Nearly 1,200 staff and faculty members completed biological safety, laboratory safety, and radiation safety classes in the first two quarters of 2015.

Environmental Health and Safety performs inspections to monitor for compliance with safety and health policies and procedures, and documents deficiencies, provides recommendations, requests corrective action, and, if necessary, will require that an area cease operations until issues are resolved. The number of unsatisfactory findings in inspections has dropped significantly since 2012, even as the department has started to track unsatisfactory findings in a more comprehensive way.

UCF also uses Crime Prevention Through Environmental Design (CPTED), a multidisciplinary approach to deterring criminal behavior through environmental design. Construction managers, landscape architects, CPTED-trained UCF Police personnel, and design project managers work together to ensure that current CPTED recommendations are incorporated into the design of all

new construction and renovation projects. The UCF Police Department also performs five to six major CPTED surveys per year to identify changes that will make a location more secure, focusing on entire buildings or complexes of buildings, and three to four minor surveys per year, focusing on offices within a single building. Survey locations are determined either as a security survey in conjunction with a university audit or as a response to a specific incident.

Campus Security

Police Department

The UCF Police Department is a nationally accredited full-service police department that provides law enforcement services and crime prevention assistance to the UCF community. The department facilitates the achievement of the academic, research, and public service missions of the university through safety and security programs, commitment to the protection of individual rights, and a police presence that reduces the community's fear of crime.

The department employs about 40 civilian workers and 75 sworn law enforcement officers. Under the provisions of Section 1012.97 of the Florida Statutes, UCF police officers are declared to be law enforcement officers of the state and conservators of the peace and have the right to arrest, in accordance with the laws of the state, any person for violation of state law or applicable county or city ordinances when such violations occur on or within 1,000 feet of any property or facilities that are under the guidance, supervision, regulation, or control of the university, a direct support organization of the university, or any other organization controlled by the university, or when such violations occur within a specified jurisdictional area as agreed upon in a mutual aid agreement entered into with another law enforcement agency. Uniformed officers patrol the campus 24 hours a day, seven days a week, 365 days a year. For all who have been impacted by crime, violence, or abuse, UCF's Victim Services program is available 24 hours a day. Its trained, professional practitioners provide free, comprehensive victim advocacy.

The police department provides a full range of services, including, but not limited to, investigating all crimes committed in its jurisdiction, making arrests, providing crime prevention and community services programs, enforcing traffic laws, and coordinating law enforcement coverage at concerts and other special events on campus. The UCF Police Department maintains excellent working relationships with local law enforcement agencies, including, but not limited to, the Orange County Sheriff's Office, the Seminole County Sheriff's Office, the Orlando Police Department, the Oviedo Police Department, Florida Highway Patrol, and the Florida Department of Law Enforcement. The UCF Police Department maintains legal agreements with neighboring law enforcement agencies to help accomplish this mission. Criminal activity at off-campus locations that involves recognized UCF student organizations is monitored and recorded through local law enforcement agencies.

Police officers complete regular training exercises. One exercise in March 2015 was a large-scale regional exercise involving an active shooter incident at UCF that included law enforcement officers and firefighters from departments across Central Florida, as well as 15 area hospitals.

The UCF Police Department supports the overall academic mission of the university through the direct provision of traditional law enforcement and emergency services, and the design and delivery of proactive, broad-based educational, outreach, and crime prevention programs. The agency is responsible for ensuring compliance with federal Clery Act standards and Uniform Crime Reporting statistics.

Office of Emergency Management

The Office of Emergency Management is responsible for creating a culture of emergency preparedness across the university and for coordinating a comprehensive, all-hazards approach through all cycles of an emergency—prevention, protection, mitigation, response, and recovery. The Florida Board of Governors Regulation 3.001 requires the development and maintenance of an emergency management program. The UCF Comprehensive Emergency Management Plan provides the framework for coordination and full mobilization of university and external resources in response to emergencies. The Office of Emergency Management has developed emergency management, incident-specific, operational, and continuity of operations plans. Incident-specific plans include bomb threat, fire, hazardous materials, severe weather, and wildfire responses; operational plans include campus violence prevention, communications, emergency recall, lockdown/shelter in place, and an emergency plan for individuals with disabilities. In addition to university-wide efforts, the office provides guidance for departments and colleges to develop and improve their internal emergency plans, as well as to work with local and state stakeholders to ensure community coordination before, during, and after emergencies.

Regional Campus Procedures

Each regional site has an Inter-Institutional Agreement in place with the partnering institution (state college) that addresses cost-sharing for the provision of security services. Although the terms of each agreement may differ slightly, the partnering institution provides security services for each regional site the same way that institution provides security services on each of its own sites. In addition to the provision of security services from the partnering institution, the UCF Police Department sends a UCF police officer to each site on a rotating basis for a weekly site visit. Administrative staff members from each regional site and partnering institution meet on a regular basis to discuss emergency management operations and procedures. In an emergency situation, each partnering institution follows a protocol for notification to the regional site. If the notification involves a Clery Act offense, the attached protocol is followed. Each partnering institution publishes an annual safety and security report that includes incidences that occur in or near the joint-use building. For site closures due to weather, chemical spills, or other emergencies that require site closure, the regional site closes if the partnering institution closes.

Dissemination of Emergency Procedures

Comprehensive information on emergency preparedness, guidance, and planning is found on the Office of Emergency Management website.

The UCF Police Department website publishes pertinent information, including the daily campus crime and fire logs, crime prevention tips, and crime alerts. The department also publishes the Annual Security and Fire Safety Guide, which contains information about the police department, crime prevention tips, and crime and fire statistics from the previous academic year. The document is published online, and hard copies also are available at the UCF Police Department and upon request.

Other Health-Related Procedures

Student Health Services provides health care and wellness services to faculty, staff, and students. First accredited with the Accreditation Association of Ambulatory Health Care (AAAHC) in 2000, Student Health Services has maintained continual accreditation by adhering to the highest standards and established best practices set forth by AAAHC. The policies and procedures

established and maintained at Student Health Services are supported by the standards and best practices defined by AAAHC.

The services provided by Student Health Services include the following:

- Primary/urgent care
- Pharmacy
- Dental care
- Specialty care
- 24-hour nurse line (live nurse available 24/7)
- Student Health Insurance Plan (advisement and application process) including for international students

Student Health Services is staffed by 20 board-certified providers. All clinical staff maintain credentialing and privileging requirements as defined by AAAHC and Student Health Services. Student Health Services maintains a safety, emergency, and disaster plan, which all staff review upon hire during new employee orientation and annually thereafter (per AAAHC requirement). The plan includes active fire drills conducted quarterly, as well as "code" drills conducted annually. Student Health Services maintains an internal Lockdown and Shelter-in-Place Plan and policy as part of the overall university plan. Additional training in Risk Management includes Blood Borne Pathogens, Fire Safety, Health Insurance Portability and Accountability Act, chemical safety, fire safety, and ergonomics conducted upon hire and then annually thereafter (per AAAHC requirement).

The Office of Student Rights and Responsibilities is responsible for educating students about their rights and responsibilities. Students are expected to abide by UCF Regulation 5.008, Rules of Conduct, and administrators are expected to enforce these rules. In the event of a conduct violation, a formal Student Conduct Review Process is followed.

Human Resources is also involved with health, safety, and environmental issues. The Leave Administration section administers the insurance programs for UCF employees and oversees workers' compensation. All UCF employees are covered by the state of Florida's workers' program, which provides health care and leave for employees who have been injured or who have become ill on the job. Human Resources and Environmental Health and Safety work closely with Amerisys, a workers' compensation case management company, to help employees return to work in a safe and timely manner after absence due to a workplace-related injury. Through this collaboration, every effort is made to establish and maintain ongoing communication with the injured employee, commencing immediately after the injury occurs and continuing throughout the recovery period. Environmental Health and Safety schedules workers' compensation case management meetings with Human Resources, AmeriSys, and, when necessary, a representative of the Florida Department of Risk Management.

The university also provides travel accident and sickness insurance for faculty and staff members traveling outside of the United States on university business, as well as for students traveling outside of the United States on university-sponsored educational activities. The policy provides broad coverage for hazardous activities and preexisting conditions, as well as coverage for medical expenses (excluding routine care); evacuation for emergency medical issues, military or political unrest, and natural disasters; repatriation of remains; and accidental death and dismemberment benefits. Additionally, 10 days of non-university-related travel is covered under the policy. The policy carries a $0 deductible, is written on a primary basis, and applies first before the traveler's personal health insurance or workers' compensation insurance.

Conclusion

The university is committed to providing faculty, staff, students, and members of the campus community with the best possible environment for academic, professional, and personal growth.

UCF takes a comprehensive approach to safety, which means that faculty and staff members from across campus receive training and information about campus security and emergency procedures. UCF regularly reviews safety protocols to ensure effectiveness, and critical staffers regularly train for everything from a severe weather threat to an active shooter.

In sum, frequent training, constant communication, and tested protocols help to ensure that UCF is effectively equipped to respond to a campus emergency. UCF is in compliance with this standard.

3.11.3 Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The University of Central Florida is in compliance with this standard on the basis of the policies, procedures, and programs it has in place to provide adequate, well-maintained facilities that serve its constituents and enable the university to achieve its educational goals. Major areas of supporting evidence include the following:

- Campus Master Plan
- Technological Infrastructure
- Routine, Preventive, and Predictive Maintenance
- Deferred Maintenance
- Support of Educational Programs and Other Mission-Related Activities
- Off-Site Facilities
- Facilities Needs Assessment Surveys
- Quality Assurance and Satisfaction Surveys
- Capital Budgets

Campus Master Plan

In compliance with Section 1013.30 of the Florida Statutes, the university prepares and adopts a 10-year campus master plan and updates it every five years. Eight elements are required, and nine additional elements are optional. In order to ensure compatibility with the surrounding community, UCF chooses to address all 17 possible elements. Comprehensive in nature, the master plan addresses topics such as future land use, academic facilities, urban design, intergovernmental coordination, capital improvements, facilities maintenance, recreation and open space, general infrastructure, utilities, housing, conservation, transportation, general location of structures, and the university's academic mission and programs. The master plan's goals, objectives, and policies contain standards for on-site development, site design, and environmental management. The university's updated master plan covering the years 2015-2025 was adopted by the UCF Board of Trustees on November 20, 2014.

Technological Infrastructure
Infrastructure Supporting Online Learning

UCF has been engaged in online learning since 1996 and has developed extensive infrastructure and support services to support students and faculty members learning and teaching online. Current online learning modalities are fully online and blended Web-based courses and degree programs delivered through the Instructure Canvas learning management system, and lecture-capture courses and degree programs delivered through the McGraw-Hill Tegrity platform. Both

Canvas and Tegrity are cloud-based platforms run by the respective vendors, ensuring robust, reliable, secure, and highly scalable infrastructure support for the respective services.

Table 1. Online Learning Trends

	2011-2012	2012-2013	2013-2014
Fully online Web course sections	1,638	1,807	1,884
Fully online Web course registrations	87,274	94,993	98,985
Blended Web course sections	851	950	1,011
Blended Web course registrations	32,479	36,871	38,464
Lecture Capture course sections	837	819	707
Lecture Capture course registrations	40,210	40,483	40,536

Online learning courses are supported by ancillary online services, including TurnitIn (plagiarism detection), Adobe Connect and Microsoft Lync (Skype videoconferencing), UCF central authentication services (log-in identification), and Knights Email (Office 365, hosted by Microsoft). All UCF students and faculty members have access to these services from all on- and off-campus locations.

The Center for Distributed Learning, Computer Services and Telecommunications, and UCF Libraries provide support for the design and delivery of online courses. The Center for Distributed Learning employs approximately 80 total staff members, including more than 60 full-time employees whose primary mission is to support the successful design, development, and delivery of online, blended, and lecture-capture courses across the university. The center's staff includes 19 instructional designers, four instructional technologists, four video producers, four graphic artists, and three full-time learning management system administrators, as well as full- and part-time help desk support dedicated to online faculty and students and full- and part-time programmers and application developers.

Computer Services and Telecommunications supports the UCF data network, central authentication services, integrations between online learning platforms and the student information system, and the central IT service desk. Library staff provide support to online faculty members and students regarding the use of library materials and online research.

UCF Data Network
The UCF campus data network is segmented for scalability and reliability. Each of four segments operates at 10 gigabits per second and communicates with the network core at up to 40 gigabits per second. This capability can be readily expanded to 80 gigabits per second if and when required. Individual campus buildings are connected to the network core by means of single or dual fiber-optic links operating at one gigabit per second or 10 gigabits per second, as may be required. All UCF attendance centers—the nine regional campuses, UCF Downtown, the Rosen College of Hospitality Management, the Florida Interactive Entertainment Academy, and the Medical City at Lake Nona—are connected to the network core by dedicated data circuits operating at 10 to 100 megabits per second. All UCF buildings and classrooms, as well as many outdoor areas, are equipped with high-speed wireless network access points. All classrooms, laboratories, library spaces, meeting rooms, and offices are equipped with high-speed wired and wireless data service. High-density wireless network service is available in several auditoriums, and power outlets for every seat are being deployed.

The UCF data network is connected to Internet2 and multiple commodity Internet providers through dual, redundant fiber-optic links to Florida LambdaRail. Each link operates at 10 gigabits per second, which includes 1.2 gigabits of commodity Internet bandwidth. UCF residence halls (ResNet) are equipped with an additional, independent one-gigabit commodity Internet service.

Table 2. UCF Data Network

	Bandwidth (Megabits)
Core data network	10,000
Florida LambdaRail primary connection	10,000
Florida LambdaRail secondary connection	10,000
Commodity Internet service	1,200
Campus interbuilding connections	1,000 or 10,000
ResNet	1,000 or 10,000
Wireless network (typical)	100
Links to remote campus sites	10 to 100

The UCF data network is managed by UCF Computer Services and Telecommunications and backed by vendor-provided maintenance services and external consultants, as required.

UCF Instructional Spaces

All UCF classrooms and seminar rooms are equipped with advanced multimedia presentation systems, consisting of a main console with a computer, touch panel control, audio reinforcement, and high-resolution projector(s) and screen(s). A project is underway to upgrade classroom presentation technology to fully digital high definition. Classroom technology configurations are designed and supported by the Office of Instructional Resources. The office also manages the Faculty Multimedia Center, where instructors are provided access to equipment and expert staff support for the design and production of multimedia instructional materials. Day-to-day support for multimedia classrooms is shared by the Office of Instructional Resources (most general-purpose classrooms) and college IT personnel (college-specific classrooms).

Specialized Technologies

Facilities and Safety uses specialized technology that is critical to facilities operations and maintenance. AiM is a state-of-the-art Computerized Maintenance Management System from Assetworks that is used to manage facilities, space, assets, materials, and employees. This system records work tasks, frequency, and history; documents all methods of task completion; supports each customer's mission by ensuring effective communication; generates reports for management analysis; and reduces cost through effective maintenance planning and scheduling.

The zoned workforce uses iDesk on mobile Apple devices to receive assignments. This iTunes application allows employees to access task-specific supporting information, document all labor and materials used, and record any notes before closing a work order. iDesk enables employees to be better informed and ensures that mission-critical tasks are completed quickly and efficiently.

A permit tracker database was created to store compliance data and permits and to notify appropriate personnel when permit conditions need to be addressed. Typically, activities that include the construction or alteration of university buildings and grounds require various state and federal permits or approvals to protect environmental resources and the public. Facilities and Safety developed a compliance and regulatory requirements procedure that identifies regulatory

permits and authorizations that are mandatory to construct, alter, modify, or improve facilities and site development (existing or new) throughout the university campus.

The SkySpark data analytic software platform is used to focus on building automation, facilities management, energy management, utility data analytics, and remote device and equipment monitoring.

Geographic information systems (GIS) are used to map and inventory all landscape and hardscape assets, irrigation zones, and conservation areas using the Esri ArcGIS platform. This system enables efficient calculation of maintenance requirements and workforce needs and can be accessed through a mobile app.

ArborPro software, a comprehensive GIS asset management database, provides campus arborists a dynamic link between our campus tree survey and tree mapping. The software is used to track maintenance tasks, schedule planned maintenance and work orders, and maintain a photo record of individual trees within the campus tree canopy.

Routine, Preventive, and Predictive Maintenance

Routine, preventive, and predictive maintenance are essential to university operations because they afford a greater degree of protection to the university's capital assets—university buildings, infrastructure, utilities, grounds, and residence halls. The university employs effective maintenance management through proper staffing, an efficient organizational structure, use of appropriate technologies, full workflow documentation, policies and procedures, metrics to monitor performance, predictive analysis, and quality assurance techniques to provide customer satisfaction. Through these methods, the following are established: the acceptable use and capacity of each building; the desired level of performance for building elements; a prioritized maintenance schedule for campus facilities; and a work planning and scheduling process.

The facilities responsibilities are shared by several departments within Facilities and Safety: Facilities Operations, Sustainability and Energy Management, Facilities Planning and Construction, and Landscape and Natural Resources. Facilities Operations is responsible for maintenance and housekeeping of university buildings and residence halls, the work control center, and a reliability unit. Maintenance functions include heating, ventilation, air-conditioning, fire alarm and fire sprinkler compliance, emergency generator maintenance, solid waste management, and recycling services. Buildings with similar functions are maintained in geographic zones and staffed by technicians with building-specific skill sets. A reliability-centered maintenance unit develops all standard operating procedures and provides oversight for preventive and predictive maintenance in a structured, planned, and scheduled environment.

The Department of Sustainability and Energy Management provides energy-efficient operations of building systems and fosters sustainable growth through education and leadership. The department provides critical support functions that result in substantial energy savings, reductions in energy consumption, and cost avoidance to the university. The utilities group is responsible for the maintenance and repair of all on-campus commodity infrastructure and generation, including electric, regulated and deregulated utility partner procurement, potable water, and chilled water. The department oversees campus energy and emissions and provides safe and reliable utility generation, utility asset maintenance, building automation and optimization to control indoor air quality, and continued support and research of the campus community on sustainable objectives. As the university continues to expand, the department's focus remains on infrastructure revitalization

to meet new capacity demands, support of future growth, and evaluation of alternative fuels and generation sources to reduce our carbon footprint.

The Facilities Planning and Construction Department handles approved requests for minor renovations, such as moving a wall, dividing or adjoining existing spaces, adding an electrical receptacle, modernizing a restroom, or replacing aged building systems. The projects are generally funded by the requesting college or department but may be funded by utility infrastructure funding. All projects must have prior approval from Space Planning, Analysis, and Administration within the Provost's Office.

Landscape and Natural Resources provides landscape and hardscape maintenance, landscape design and installation, campus irrigation, and management of natural areas and campus storm water. The department supports the university's mission by creating and maintaining a landscape and open space system that enhances the living, working, and learning environment of the university; unifying the campus and giving it a distinct sense of place; helping the university achieve its goal of environmental sustainability; and integrating with the existing campus master plan. Current goals include increased tree plantings to improve the campus tree canopy, reduced maintenance requirements through proper plant selection and design, and reduced irrigation water demand through irrigation system efficiencies.

Work Flow

The maintenance work flow includes detailed text and graphical representations of each work step in the 64-page manual. Work relationships for each step in the work flow are shown by matrices to include parties responsible for the work, parties accountable for the work, those providing support, and those providing or receiving information.

After the work is identified and accepted, it is forwarded electronically through the organization. Dedicated planners identify all materials, permits, and trades needed to properly execute the work. This information is relayed to schedulers, who, in turn, coordinate staff and equipment availability with classroom schedules.

Metrics

Various metrics are calculated, published, and used by management to monitor the execution and effectiveness of the work order process. The metrics identify and include preventive maintenance compliance, schedule compliance, schedule completion rate, preventive maintenance priority completion rate, and many other measures.

Predictive Maintenance

Predictive maintenance work orders are used to determine the condition of equipment and predict when maintenance should be performed. Using predictive techniques and tools allows for convenient scheduling of corrective maintenance and prevents unexpected equipment shutdowns and failures. Predictive maintenance uses nondestructive testing technologies such as infrared, vibration analysis, acoustical detection, and oil analysis.

Deferred Maintenance

Deferred maintenance is identified through both in-house evaluations and contracted facility condition assessments. In-house supervisors conduct routine inspections of the facilities, employing a variety of inspection programs focused on assessing infrastructure, building systems, and equipment (e.g., infrared roof scans). In 2011, the university also contracted with ISES Corporation, an independent third-party firm and leader in facility condition assessments, to

analyze and benchmark the condition of all educational and general buildings. ISES delivers a complete life cycle model for each building, detailing the plan of action for renewal and renovation of the physical assets. Assessments conducted by professional architects and engineers identify three categories of needs: capital renewal, deferred maintenance, and plant adaptation. Using both internal and external assessment, equipment and building system corrective actions are prioritized; a deferred maintenance list is developed; and projects are undertaken, subject to available funding.

Support of Educational Programs and Other Mission-Related Activities

All UCF facilities support the mission of the university:

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

UCF's campus is designed to meet the teaching, study, research, recreation, conservation, service, and living requirements of our constituencies. According to data from Fall 2014, during a 40-hour-week period, UCF had a room utilization rate of 53.2 percent and a seat (or station) utilization rate of 63.7 percent, providing one measure of the sufficiency of UCF physical resources to support the campus mission, programs, and services.

Additionally, over the past five years UCF has constructed an additional 697,164 gross square feet (GSF) to support academics, housing, parking services, athletics, and university infrastructure. UCF built three new teaching facilities: the Morgridge International Reading Center (16,726 GSF), Classroom Building II/ROTC (79,998 GSF), and a Mechanical and Aerospace Engineering building (10,700 GSF). Housing and Residence Life constructed new residence halls and additional Greek housing, which added 214,072 GSF and 745 student beds on campus. Parking Services constructed a 345,624 GSF parking garage with 1,037 spaces, and UCF Athletics expanded the baseball facility. The university also constructed a combined heat and power plant that now produces one-fourth of the university's electricity, reduces environmental impact, and saves millions of dollars in annual energy costs, which benefits the university and the local community.

UCF is currently constructing UCF Global (56,000 GSF), a facility dedicated to supporting the international students' experience at UCF. The facility will aid their transition into a campus learning environment and includes 18 classrooms, three computer labs, common areas, conference rooms, and faculty offices. The estimated completion of the building is February 2016.

The Wayne Densch Center for Student-Athlete Leadership is under construction and will serve as the headquarters for personal, professional, and academic development of nearly 500 student-athletes. The three-story, 22,000-square-foot structure will be completed by December 2015. The center will house UCF's Academic Services for Student-Athletes, Student Services, and Compliance. The building will include a multipurpose classroom with space for up to 200 students, a computer lab, tutoring and mentoring rooms, study space, and conference and resource rooms.

The Student Health Center is constructing a 10,400 GSF facility with a partial renovation of some existing spaces. The project will be complete by March 2016. The addition will provide space for an

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international clinic, additional substance abuse and mental health treatment, and record keeping. The facility will include 15 new patient care rooms and 15 provider offices.

The Bennet Buildings (100,000 GSF) are being renovated to accommodate research labs and business incubation needs. The renovations include the addition of five labs and three fume hoods, modernization of 110 offices and conference rooms, replacement of three roofing systems, and upgrades to the mechanical and electrical systems. The renovations are scheduled to be completed by March 2016.

The university currently has a number of approved renovations in design. The John C. Hitt Library will undergo a complete renovation that will add 41,000 GSF. The project will accommodate a four-story automated retrieval system.

Colbourn Hall will undergo a comprehensive renovation of all building systems and interior spaces, as well as replacement of the entire exterior brick façade. Renovations will also address building systems, lighting upgrades, interior finishes, ADA compliance, and information technology upgrades. The 83,957-square-foot facility has been in continuous operation since it was completed 41 years ago.

Trevor Colbourn Hall will be a 95,000 GSF academic building, intended to match the overall space categories and square footage of the existing Colbourn Hall, while adding an additional floor for departmental growth. The new building will support the academic programs and support units currently housed in Colbourn Hall. Estimated completion is Summer 2017. The new building will be pragmatic, functional, and maintainable, while maximizing usable square footage.

The Interdisciplinary Research and Incubator facility (64,413 GSF) will house nanoscience technology, advanced materials processing and analysis, optics and lasers, energy research, and the incubator program. It will include 30 research or incubator labs, 20 material characterization rooms, conference rooms, offices, and ancillary spaces. The project is expected to be complete in April 2017.

Partnership IV, once constructed in the Central Florida Research Park adjacent to the UCF campus, will enhance the UCF/Department of Defense partnership in modeling, simulation, and training. Partnership IV creates classified laboratory space for both the military and UCF. This space will support not only the continued space-sharing relationship between UCF and Research Park military commands, but also the advanced research and development work required to meet emerging missions (e.g., cyber defense training).

Off-Site Facilities

UCF has additional sites to support the education and research mission and progress of the university. These include the Center for Emerging Media, which houses digital media programming; the Executive Development Center, supporting executive graduate business education; the UCF Health Sciences Campus at Lake Nona, which houses the College of Medicine, including the M.D. program and biomedical research facilities; the Florida Solar Energy Center, supporting research and community education on East Florida State College Cocoa Campus; and the Rosen College of Hospitality Management. All of the physical resources at these sites are owned and maintained by the university.

UCF also has regional campuses that are housed in joint-use facilities or other shared facilities located on Florida community and state college campuses; these are approved to offer more than

50 percent of an academic program. Two other locations offer more limited programming. The regional campus system is a partnership-driven organization strategically located to extend UCF's reach to the communities of Central Florida. Joint-use facilities are placed on the inventory of the community or state college, and each community college is responsible for operating and maintaining buildings on its campus. In addition to classroom and support service spaces, regional campus students are provided with library access and other support areas, sometimes including wellness centers. The regional campus locations include UCF Cocoa, UCF Daytona Beach, UCF Leesburg, UCF Ocala, UCF Palm Bay, UCF Sanford/Lake Mary, UCF South Lake, UCF Valencia Osceola, and UCF Valencia West. Additionally, UCF Kennedy Space Center is also approved for instruction of 50% or more of an academic program. Classes meet in a training room at the Kennedy Space Center Welcome Center. These facilities provide graduate and undergraduate programming. Regional campus and extended campus students also have access to the facilities and services on the Orlando campus.

UCF is committed to its students at the regional campus sites, as evidenced by a UCF-Valencia College partnership in Osceola County. The county has experienced an increased demand for higher education services due to its rapid growth. UCF and Valencia College constructed a classroom building on the Osceola campus to meet that demand and provide crucial educational and support spaces to an underserved community. UCF contributed $7.5 million toward expanding the building's size to accommodate the growing number of UCF students enrolled on that campus.

UCF's partnership with Universidad San Ignacio de Loyola (USIL) in Lima, Peru, allows participating students to pursue the UCF Bachelor of Science in Industrial Engineering (B.S.I.E.) degree as well as a baccalaureate degree in engineering from USIL, with programming beginning in March 2015. USIL provides physical facilities and equipment necessary to deliver UCF's B.S.I.E. degree program on the USIL campus. All UCF courses delivered face-to-face on USIL's campus are delivered at the university's Center for Global Education. USIL classrooms designated for the delivery of B.S.I.E. program courses include appropriate multimedia equipment, Internet access, and technical support.

In addition to extended and regional campuses, the university also leases property, such as that owned by the UCF Foundation. The Office of Contracts and Real Estate Management is charged with oversight of UCF real property, as well as the university real estate strategy for all space, both leased and owned. The office coordinates the acquisition, disposal, and leasing of all university real estate, and works closely with university Space Planning, Analysis, and Administration to recommend space assignments on campus and determine if requests to lease space off-campus are warranted.

Facilities Needs Assessment Surveys

The Educational Plant Survey (EPS) is used to identify educational and general space needs by the university. Per Section 1013.31 of the Florida Statutes, representatives from the Board of Governors and from Florida universities perform an EPS every five years, surveying buildings that have been constructed since the last EPS. The first portion of the EPS allows for the survey team to verify categorizations of space, while the second portion is a needs assessment presentation made by the university. The EPS team will recommend approval to the Board of Governors for additional funding to construct or renovate buildings on campus on the basis of Form B categories within the EPS.

Quality Assurance and Satisfaction Surveys

A Quality Assurance-Quality Control unit routinely reviews process compliance, completeness of work, quality of work, regulatory compliance, and customer satisfaction. The unit is managed independently from facilities operations, has oversight over all facility functions, and reports its findings to management.

Sightlines, a facility asset adviser, is contracted to provide facility asset solutions that allow the university to make operational and capital decisions in comparison to those of peer institutions. Sightlines provides an annual assessment and report using facilities benchmarking and analysis, facility inspections, and a customer satisfaction survey.

Capital Budgets

The university actively and systematically prioritizes its programmatic needs. Annually, the university submits the Five-Year Fixed Capital Improvements Plan, comprising Public Education Capital Outlay projects, Capital Improvement Trust Fund projects, projects to be funded from other state sources, and projects from other than state resources to the Board of Governors. University officials meet with the Board of Governors Facilities Committee and present their case for funding requests. Compelling reasons to construct or renovate buildings are quantified in measurable deliverables, among them numbers served, number of jobs created, graduation rates, jobs in Florida, and local economic impact.

Approximately 12 months prior to the beginning of the fiscal year, the Florida Board of Governors requests the university's Five-Year Fixed Capital Outlay Budget Request for incorporation into the statewide university system Legislative Budget Request. The associate vice president for administration and finance works with the vice president for administration and finance, the provost, and the president to develop the plan, taking into consideration the current buildings on campus, enrollment and degree plans, and the future direction of the university as defined in the strategic goals and initiatives. The capital projects in this plan are listed in order of priority, with high priority being given to utilities infrastructure funding, which is used to reduce critical deferred maintenance. The plan is presented to the UCF Board of Trustees for approval, and subsequently sent to the Florida Department of Education's Division of Colleges and Universities. It is incorporated into the State University System budget request that is submitted to the Florida legislature and governor for consideration.

Staff at the Department of Education review the budget requests for all Florida public universities and develop a recommended Three-Year Public Education Capital Outlay Priority Project List for approval by the Board of Governors. After this list is approved, the request is submitted to the Florida legislature and governor. The governor's budget recommendation, typically presented in January for the fiscal year beginning the following July, includes funds for the fixed capital outlay budget. The Florida legislature typically meets during April and May, and during its session develops a budget recommendation that is submitted to the governor at the end of the legislative session. For projects not vetoed by the governor, the funds will be made available during the next fiscal year for use by the university.

Information on completed buildings is provided to the state annually. This information serves as the basis for requests for funds to operate and maintain buildings.

Conclusion

The University of Central Florida operates and maintains physical facilities that serve the needs of the institution's educational programs, support services, and other mission-related activities. This includes the main Orlando campus, regional campuses and educational sites. The university is in compliance with Comprehensive Standard 3.11.3.

3.12 Substantive Change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (See Commission policy "Substantive Change for Accredited Institutions.")

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. The university does so by establishing and following university policy for substantive change reporting as well as comprehensive procedures accompanied by common definitions and guiding principles for evaluating changes as substantive. Evidence of correspondence documenting submission of notification and approval to the Commission regarding substantive changes that have occurred since the university's 2006 reaffirmation of accreditation is provided

Robust Policies and Procedures for Identifying and Reporting Substantive Changes

The University of Central Florida has established robust policies and procedures for identifying and reporting substantive changes in order to assure compliance with the Commission's policy "Substantive Change for SACSCOC Accredited Institutions." UCF Policy 4-505 Reporting of Substantive Change makes clear that "Any unit initiating a substantive change to the nature and scope of UCF's current accreditation must notify the UCF SACSCOC liaison in the Office of Academic Affairs as soon as the change is considered." As noted in the policy, typically, such notification would occur nine to 12 months in advance of the possible change but should always take place during the initial planning stage, even if it exceeds this timeframe.

UCF Policy 4-505 also requires that the UCF SACSCOC liaison establish internal procedures for identifying and reporting substantive changes and post them on an appropriate web site. These Substantive Change Reporting Procedures identify all types of substantive change identified in the SACSCOC policy. Furthermore, they explicitly identify university leaders who are responsible for helping to monitor potential changes and for notifying the UCF SACSCOC liaison accordingly. Also identified are "safeguard" university processes that are utilized to provide an "early warning" flag about planned activity that could trigger reporting requirements. For example, the university has established procedures for an annual review of off-campus instructional activity to assure that program offerings at a given off-campus location do not exceed allowable limits. The methodology used for the annual review generally results in flagging a program as exceeding a threshold prior to it actually exceeding the limit. Each year, all colleges are asked to review reports of actual and planned off-campus instructional activity using the Early Warning methodology and to report to academic affairs expected impact on the percent of programming offered at a given site. Again, the lower threshold helps to assure that an increase in activity at a non-approved site gets flagged prior to it actually being a problem.

One of the most useful aspects of UCF's Substantive Change Reporting Procedures are the accompanying UCF Definitions and Guiding Principles for Evaluating Changes as Substantive.

Common definitions and guidelines are helpful to assure common understanding of expectations for reporting and what constitutes a substantive change. Even so, UCF Policy 4-505 and the UCF Substantive Change Procedures emphasize that all questions about whether a change is substantive should be directed to the UCF SACSCOC liaison in the Office of Academic Affairs. These documents further enforce that all university correspondence with SACSCOC be directed through either UCF's Chief Executive Officer or the designated UCF SACSCOC liaison.

Evidence of Compliance with SACSCOC Substantive Change Policy

The table below documents all substantive changes that have occurred since the university's 2006 reaffirmation of accreditation. Note that only actions that meet current definitions and reporting requirements are reported. For example, in the past, several notifications of adding substantially different programs to an approved off-campus site were reported to SACSCOC but such activity is no longer reportable so it is excluded here. Also, in addition to the changes reported below, the institution has reported several dual degree programs to SACSCOC. The corresponding documentation is extensive and is captured in both CS 3.4.7 and CS 3.13.2 and is not reproduced here.

Type of Substantive Change	Specific UCF Change	Date UCF Submitted Substantive Change Notification/Prospectus	Date of SACSCOC Approval/ Acknowledgement
Closing an approved off-campus instructional site	The site has been inactive in terms of course offerings since Spring 2012 and was then used only as a testing facility until Spring 2013 when all activity ceased at the site. The university will retain the land leased to UCF by the state for future use but currently has no plans to offer instruction at this location again due to lack of demand.	August 26, 2015	Pending SACSCOC approval
Initiating a new off-campus instructional site where 25-49% of a program is offered	Initiated UCF Site at Health First Training Center 3470 N. US Highway 1 Melbourne, FL 32935	July 14, 2015	awaiting response
Initiating an off-campus site where a student can obtain 50 percent or more credits	Initiated UCF site at Universidad San Ignacio de Loyola at: Center for Global Education (formerly the Center for American Education)	June 23, 2014	September 19, 2014 Site visit planned for February 2015

Type of Substantive Change	Specific UCF Change	Date UCF Submitted Substantive Change Notification/Prospectus	Date of SACSCOC Approval/ Acknowledgement
toward a program	Avenida La Fontana 550 La Molina, Lima 12, Peru		
Initiating a new off-campus instructional site where 25-49% of a program is offered	Initiated UCF site at Public History Center 301 W. 7th Street Sanford, FL 32771	August 8, 2013	October 17, 2013
Initiating an off-campus site where a student can obtain 50 percent or more credits toward a program	Initiated UCF Health Science Campus at Lake Nona (HSCLN) at: 6850 Lake Nona Blvd. Orlando, FL 32827	May 5, 2010	December 14, 2010
Initiating a new off-campus instructional site where 25-49% of a program is offered	Initiated Caracol Archeological Reserve Cayo District Belize, Central America	June 12, 2009	October 12, 2009
Initiating a new off-campus instructional site where 25-49% of a program is offered	Initiated Ross Jefferies Professional Development Center 1200 Vermont Ave. St. Cloud, FL 34769	August 17, 2012	November 1, 2012
Closing a program – institution to teach out its own students	Closed the following degree programs due to the ongoing reductions in state financial support: Cardiopulmonary Sciences, B.S. Electrical Engineering Technology, B.S.E.E.T. Engineering Technology, B.S.E.T.	August 11, 2009	January 5, 2010

Type of Substantive Change	Specific UCF Change	Date UCF Submitted Substantive Change Notification/Prospectus	Date of SACSCOC Approval/ Acknowledgement
	Information Systems Technology, B.S. Management Information Systems, B.S.B.A. Management Information Systems, M.S. Radiological Sciences, B.S. Technology, M.S.		
Initiating an off-campus site where a student can obtain 50 percent or more credits toward a program	Initiated UCF Leesburg site at: 9501 U.S. Highway 441 Leesburg, FL 34788

*Note: This change was caught through the institutions' annual review of off-campus instructional activity and disclosed to SACSCOC, prospectus submission followed | December 10, 2008 | March 9, 2009 |

Conclusion

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. UCF complies with Comprehensive Standard 3.12.

3.13.1 Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement: *Any institution seeking or holding accreditation from more than one U.S. Department of Education-recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.*

Documentation: *The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.*

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida holds one institutional accreditation, from the Southern Association of Colleges and Schools Commission on Colleges. UCF's status with the agency has not changed nor has UCF applied for other institution-level accreditations.

Below is a table of UCF programs that are accredited by agencies recognized by the U.S. Department of Education. The accrediting bodies that require university-level descriptions have links in the table to excerpts from those accreditation reports to demonstrate that the university describes itself consistently with regard to its purpose, governance, programs, degrees, diplomas, certificates, personnel, and finances. These excerpts, if applicable, contain highlighted sections in which these terms are described.

The table also includes the program levels that are accredited (B = bachelor's, M = master's, S = specialist, Prof. = professional doctoral, D = research doctoral), the name of the corresponding agency, the last year of review by the accrediting agency, and the outcome of that review.

Institution/Program	Level	Accrediting Agency	Review Year	Review Outcome
University of Central Florida	B/M/S/D	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	2006	Accredited No additional report required
Physical Therapy	Prof.	Commission on Accreditation in Physical Therapy Education (CAPTE)	2004	Accredited
Clinical Psychology	D	American Psychological Association (APA)	2008	Accredited

Institution/Program	Level	Accrediting Agency	Review Year	Review Outcome
Speech-Language Pathology Audiology	M	American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA) *Audiology program voluntarily resigned from accreditation effective 2006 when the program was discontinued.*	2008	Accredited Resigned
Doctor of Medicine	Prof.	Liaison Committee on Medical Education (LCME)	2012	Accredited
Nursing	B/M Prof.	Commission on Collegiate Nursing Education (CCNE)	2007 2010	Accredited Accredited
Nursing	B/M	National League for Nursing (NLN) *Nursing program voluntarily resigned from accreditation effective 2006 when the program was accredited by the Commission on Collegiate Nursing Education (CCNE)*	2006	Resigned
Center for Multilingual Multicultural Studies	All center activities, including the Intensive English Program	Commission on English Language Program Accreditation (CEA)	2006	Accredited
Radiologic Sciences	B	Joint Review Committee on Education in Radiologic Technology *Radiologic Sciences program voluntarily resigned from accreditation effective 2012 when program was discontinued.*	2008	Resigned
Music Music Education	B/M B	National Association of Schools of Music Commission on Accreditation (NASM)	2014	Accredited
Education	B/M/D	National Council for Accreditation of Teacher Education (NCATE)	2007	Accredited

Change in Status

UCF's institution-level accreditation has not undergone a change in status. There has been no reason to apprise another Department of Education-recognized accrediting agency of an institution-level status change.

UCF chose not to reapply for accreditation by the National League for Nursing for its nursing baccalaureate and master's programs in 2006. Instead, it chose to apply for accreditation to the Commission on Collegiate Nursing Education. The change in status was intentional to take advantage of CCNE's focus on baccalaureate and higher-degree nursing. In addition to their initial accreditation for the bachelor's and master's programs from CCNE, the university applied for and was granted accreditation for the doctoral degree in nursing practice in 2010. In all these cases, the nursing programs described the institution accurately for the time of submission.

UCF voluntarily resigned from two Department of Education-recognized accrediting agencies when the Audiology and Radiologic Technology programs were discontinued.

Conclusion

The University of Central Florida is in compliance with this standard based on the evidence presented.

3.13.2 Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement: Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Per UCF Policy 4-505 Reporting of Substantive Change, the University of Central Florida ensures timely SACSCOC notification of collaborative academic arrangements in accordance with the SACSCOC policy on Agreements Involving Joint and Dual Academic Awards. It does so by requiring signed written agreements that delineates the responsibility and roles of all parties to the agreement. Through various levels of agreement pre-approvals described in 3.4.7 and various safeguard processes (e.g., faculty curriculum review) identified in UCF's Substantive Change Reporting Procedures, the university assumes responsibility for the integrity of the collaborative academic arrangements, the quality of credits recorded on participating students' transcripts, and compliance with accreditation requirements.

To date, UCF has not established any joint degree agreements as defined in SACSCOC policy nor in UCF's Substantive Change Reporting Procedures. The university has, however, established several dual degree programs that are described below. As noted in 3.4.7, in each of the university's dual degree agreements, standard institutionalized quality control mechanisms apply. In order to participate in the program, students must meet all UCF admission requirements and all UCF graduation requirements in order to receive a UCF degree. Standard UCF transfer of credit policies apply, including the maximum number of allowable credits and required reviews by qualified UCF faculty members if the courses requested for transfer are not part of Statewide Common Course Numbering. Transfer credits from partner institutions are identified appropriately on the student's UCF transcript. UCF degree programs in which participating dual degree students enroll, are subject to normal UCF quality oversight procedures. These procedures include academic program review, institutional effectiveness assessment, faculty qualifications review, student perception of instruction evaluations, and graduating senior surveys. Each of these procedures is described in detail in other sections of the Compliance Certification Report, including CR 2.5, CS 3.3.1.1, CS 3.4.1, 3.4.3, 3.4.4, 3.4.6, 3.5.2, 3.6.3, CS 3.7.1, and CS 3.7.2.

The documentation provided below provides evidence that the university has reported to the Commission all collaborative academic arrangements as defined by SACSCOC policy. These

notifications included signed final copies of the agreements, which are reproduced here. Note that unless otherwise indicated, normally the institution does not notify SACSCOC of agreement renewals.

Dual Degree Agreements Established (or continued) Since UCF's 2006 Reaffirmation

Universidad San Ignacio De Loyola (USIL) – Lima, Peru

- USIL dual degree agreement signed February 6, 2014 (3 years)
- USIL SACSCOC site approval and acknowledgment of the dual degree, transmitted to UCF September 19, 2014
- USIL substantive change prospectus including dual degree agreement, transmitted to SACSCOC June 23, 2014

*Renewal review scheduled for Spring 2017

Overview: UCF offers its B.S. in Industrial Engineering on USIL's campus in Lima, Peru, specifically at USIL's Center for Global Education (formerly the Center for American Education). Brevard College offers its A.A. degree on campus as well, which allows for the seamless transition of USIL students into UCF's bachelor's degree program due to the Florida Statewide articulation agreement that includes Brevard College and UCF. Participating students also have the ability to pursue a bachelor's degree in engineering from USIL.

Capital University of Economics and Business (CUEB) - Beijing, China

- CUEB dual degree agreement signed May 20, 2013 (3 years)
- CUEB dual degree notification, transmitted to SACSCOC January 21, 2014
- CUEB SACSCOC acknowledgement of dual degree, transmitted to UCF January 31, 2014

*Renewal review scheduled for Spring 2016

Overview: Participating students from CUEB pursue the UCF Master of Science in Statistical Computing degree and in particular, its data mining track. Students also pursue a Master of Applied Statistics or other master of science degree at CUEB.

Sino-American CHEPD Undergraduate/Graduate Transfer Program (formerly the Sino-American 1+2+1 Dual Degree Program)

- CHEPD umbrella agreement between the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU) signed: May 28, 2008 (4 years)
- CHEPD Addendum Agreement between UCF and Hainan University signed December 2, 2011(3 years)
- CHEPD dual degree agreement notification, transmitted to SACSCOC December 21, 2011
- CHEPD SACSCOC approval response to December 21, 2011 notification, transmitted to UCF May 30, 2012

*Hanain agreement renewed following review April 3, 2015

- CHEPD renewal agreement between AASCU and CCIEE, signed May 23, 2013 (5 years)
- CHEPD notification of updated umbrella agreement between AASCU and CCIEE and

addenda regarding new dual degree partnerships with Chinese institutions, transmitted to SACSCOC August 27, 2015.

New addenda for the following new partners signed as indicated (5 years):

- Agreement Addendum on Undergraduate Transfer Program, Graduate Transfer Program, Youth Exchange Students Program, signed February 9, 2013
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Anhui Normal University and University of Central Florida, signed April 3, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Inner Mongolia University of Technology and University of Central Florida, Signed June 4, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Jinan University and University of Central Florida, signed April 3, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Nanjing Normal University and University of Central Florida, signed May 21, 2015
- Addendum AASCU-CCIEE Sino-American, Cooperation or Higher Education and Professional Development (CHEPD), 1+2+1 Undergraduate Transfer Program Between Southwest Jiaotong University and University of Central Florida, Signed May 5, 2015

SACSCOC Response Received: pending

*Review scheduled for Fall 2020 (3 years)

Overview: In December 2011, the University of Central Florida (UCF) notified the commission that it had joined the Sino-American 1+2+1 Dual Degree Program. The China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU) jointly initiated the Sino-American 1+2+1 Dual Degree Program in March 2001. Membership in the program includes over 80 Chinese universities selected by CCIEE and approximately 20 public universities selected by AASCU. Qualified students receive diplomas from both Chinese and U.S. partner institution's after completing each university's degree requirements.

UCF's initial 2011 notification included a copy of the umbrella Sino-American 1+2+1 Dual Degree Program agreement as well as a copy of an addendum to that agreement that established UCF's first associated dual degree partnership with Hainan University. On August 27, 2015, UCF transmitted an update to SACSCOC that included a copy of the renewed umbrella agreement as well as copies of six recently initiated addenda.

University of Bordeaux (UB) – Talence, France
The original agreement was signed in 2005, prior to the SACSCOC policy on Agreements involving Joint and Dual Academic Awards and prior to UCF's 2006 SACSCOC reaffirmation of accreditation.

- UB renewal agreement, signed March 22, 2012 (3 years)
- UB notification of agreement renewal, transmitted to SACSCOC November 21, 2013
- UB SACSCOC response to renewal agreement, transmitted to UCF January 22, 2014

*Renewal review currently underway

Overview: This agreement always intended to first and foremost establish a mechanism for joint (doctoral) research supervision across institutions; however, it also allows for the possibility that participating students can choose to pursue doctoral degrees at both institutions and use their dissertation research to meet degree requirements at both partners. Since it was initially established prior to the SASCCOC policy on agreements Involving Joint and Dual Academic Awards, it had not been identified as a dual degree agreement at the time it was renewed in 2012. Upon becoming aware of the partnership and the dual degree element, UCF contacted SACSCOC to update their files with this information. The renewal review is currently underway.

Instituto Superior de Ciências do Trabalho e da Empresa, (ISCTE)
- ISCTE Agreement signed April 3, 2009 (3 years)
- ISCTE notification of changes, transmitted to SACSCOC June 12, 2009
- ISCTE SACSCOC response to June 12, 2009 notification of changes, transmitted to UCF October 12, 2009
- ISCTE response to SACSCOC October 12, 2009 request, transmitted to SACSCOC October 29, 2009
- ISCTE SACSCOC response to October 29, 2009 notification, transmitted to UCF March 3, 2010
- ISCTE renewal agreement, signed following review on May 23, 2013

Initially called a "Twinning Agreement," this dual degree program was established prior to the SACSCOC policy on agreements Involving Joint and Dual Academic Awards. Participating students pursue UCF's M.S. in Hospitality and Tourism Management degree and may also credit apply credits earned at UCF toward a master's degree in business administration from ISCTE following completion of the UCF portion of the program.

Master in Laser Materials Interactions (MILMI) project
Partners: Bordeaux University (formerly Universite Bordeaux 1) and Fridrich-Schiller-Universitat Jena (FSUJ)

- MILMI Cooperation Agreement signed December 23, 2009 (8 years)
- MILMI dual degree agreement notification, transmitted to SACSCOC May 20, 2010
- MILMI SACSCOC response to May 20, 2010 notification, transmitted to UCF August 26, 2010

*Renewal review scheduled for Fall 2017

Overview: This dual degree program received support from a U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE) Atlantis grant. UCF-originating students pursue the M.S. in Optics - International Track, which requires that a certain number of credits be completed at a partner institution abroad. Students can then also apply those credits toward a degree at the host institution. Students originating at UB and FSUJ have the same opportunity to apply credits to master's degrees from UCF and their home institution.

Conclusion
The university notifies SACSCOC and provides signed final copies of agreements governing its collaborative academic arrangements as defined in the Commission's policy on Agreements Involving Joint and Dual Academic Awards. The agreements address the requirements set forth in the SACSCOC policy and procedures. For all such arrangements, the university assumes responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of

credits recorded on UCF transcripts, and (3) compliance with accreditation requirements. UCF is in compliance with Comprehensive Standard 3.13.2.

3.13.3 Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement: *Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.*

Documentation: *When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)*

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
At the University of Central Florida, students are our most important constituents. They are also vital partners in ensuring the effectiveness of our institution and its learning environments. To promote appropriate communication between students and the many campus entities with which they interact, UCF has in place policies and procedures that are reasonable, fairly administered, and well-publicized for students to appeal decisions made by the university, or file complaints against the university or its agents.

Maintenance of Student Complaint Records
UCF is a large and dynamic multi-campus university. Records of student appeals and complaints are maintained by the units of the university where they are filed. These decentralized records vary based on the type of appeal or complaint. However, each unit, at a minimum, includes the following elements in the record: (1) name of the student submitting the complaint (unless anonymous), (2) the date filed, (3) the completed complaint or appeal form or other means of communication that transmitted the complaint in writing (e.g., email, letter), (4) documentation indicating the resolution or decision of the complaint or appeal, and (5) any other documentation collected in relation to the review or investigation of the complaint or appeal. If a complaint about a particular scenario is filed with the wrong office, the office receiving the complaint is responsible for redirecting the student to the correct office and that office is then responsible for creating and keeping a record of the complaint.

Student Complaint Policies and Procedures

As described in Federal Requirement 4.5, the University of Central Florida has identified three grievance categories for which policies and procedures pertaining to formal, written student appeals and complaints are published. These are: (1) academic appeals (2) non-academic appeals, and (3) other complaints. The three tables that follow represent each unit that is responsible for a particular appeal or complaint type. For each unit represented there is: a link to an image of the Web page where the actual filing mechanism (e.g., form, email address) can be accessed; a link to the policy, procedure, or UCF Regulation regarding each appeal or complaint type; and a link to a summary of records for the appeals and/or complaints that have been filed with that particular unit during the year or longer. *Case examples are provided in Federal Requirement 4.5 to document that UCF fairly administers its policies and procedures on student complaints.*

The University of Central Florida considers grievances filed in accordance with the appeal and complaint procedures and policies listed on these tables to be formal, written complaints for which the university maintains records. The policies and procedures apply to students taking UCF courses at any location or online unless otherwise noted. For example, most regional campuses are located in joint-use facilities on the campuses of various state and community colleges. Thus, while most student grievances would be handled according to standard UCF policies and procedures, a complaint specific to facilities or services contracted with the partner, are handled by the student contacting designated regional campuses personnel posted on UCF's Regional Campuses Student Complaints and Appeals Web page. These personnel then contact appropriate personnel at the partner institution to resolve the complaint. While this practice has long been in place informally, effective Fall 2015, UCF's regional campuses maintains logs of written complaints filed in this manner.

Table 1. Academic Appeals

Appeal Type	Responsible Unit	Filing Information	Policy/Regulation	Summary of Records
Academic Appeals – Undergraduate*	College of Undergraduate Studies	Follow procedures listed in The Golden Rule, Section 4: Student Academic Appeals.	UCF Regulation 5.016: Student Academic Appeals	College of Sciences: Summary of Records and College of Undergraduate Studies: Summary of Records
Academic Appeals – Graduate*	College of Graduate Studies	Follow procedures listed in The Golden Rule, Section 5: Student Academic Appeals or Appeals of Graduate	UCF Regulation 5.016: Student Academic Appeals and UCF Regulation 5.017: Appeals of Graduate Program Actions or Decisions*	Graduate Studies: Summary of Records

Appeal Type	Responsible Unit	Filing Information	Policy/Regulation	Summary of Records
		Program Actions or Decisions		
Academic Misconduct Appeals	Office of Student Conduct	Students found by the university to be "in violation" as a result of an academic misconduct hearing may appeal the finding(s) and sanction(s) imposed by the Director of the OSRR using the Academic Misconduct Appeal Form.	UCF Regulation 5.015 (4i): Student Academic Behavior Standards	OSC: Summary of Records

Table 2. Non-Academic Appeals

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Summary of Records
Student and Student Organization Conduct Appeals	Office of Student Conduct	Students or student organizations found by the university to be "in violation" as a result of a student conduct hearing may appeal the finding(s) and sanction(s) imposed using the Student Conduct Appeal Form.	UCF Regulation 5.010: Student Conduct Appeals and UCF Regulation 5.013: Organization Conduct Review Process; Sanctions; Appeals	OSC: Summary of Records
Housing and Residence Life Appeals	Housing and Residence Life	Appeals of Housing Agreement Terminations or Housing Cancellation Fees follow the same procedures and are submitted to the Housing Termination Appeals Board. *Students Employed by UCF's Housing and Residence Life who wish*	Community Living Guide: Student Conduct Appeal Process (pg. 12) and Housing Agreement Terms.	Housing Agreement Termination: Summary of Records Housing Cancellation Fee: Summary of Records Housing Student

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Summary of Records
		to appeal a termination should read the procedures in the UCF Housing Protocol Guide located on the Housing SharePoint site.		Employment Termination: Summary of Complaint Records
Parking Citation Appeals**	Parking and Transportation Services	Students appeal parking citations through the Parking and Transportation Services Citation Appeal System	UCF Regulation 6.007: Traffic/Parking Regulation and Enforcement	Parking and Transportation: Summary of Complaint Records
	Student Government Association	Students who have appealed a citation through Parking Services and their appeal was denied may appeal the decision using UCF's Student Government Association Parking Appeals Form		
Student Fee Appeals	Student Account Services	Students who desire to appeal a Late Payment Fee and/or a Late Registration Fee may make their appeal to the Fee Appeals Committee by initiating a Fee Appeals Committee Petition.	UCF Regulation 4.019: Fee Policy – Payments, Refunds, and Release of Fee Liability	Student Accounts: Summary of Complaint Records
Student Financial Aid Appeals	Office of Student Financial Assistance	Petition for Dependency Override Professional Judgment Appeals Scholarship Appeals (Including Bright Futures) Satisfactory Academic Progress (SAP) Appeals Florida Student Assistance Grant Appeals	UCF Regulation 4.020: Student Financial Aid	FA Dependency Override FA Professional Judgment FA Scholarship Appeals FA SAP FA UCF Scholarship Appeals

Table 3. Other Complaints

Complaint Type	Responsible Unit	Filing Information	Policy/ Regulation	Summary of Records
Alleged Discrimination Grievances	Office of Equal Opportunity and Affirmative Action	Office of Equal Opportunity and Affirmative Action Discrimination Grievance Investigation Procedure and use the Discrimination Grievance Record to file the formal complaint.	EOAA Discrimination Grievance Policy UCF Regulation 3.0134: Grievances Alleging Discrimination	EOAA: Summary of Complaint Records
Alleged FERPA Violations	Registrar's Office	Alleged FERPA violation complaints are filed using the FERPA Policy procedures listed on UCF's Registrar's website.	UCF Registrar: Procedure on Logging FERPA Complaints FER PA Policy	FERPA: Summary of Complaint Records
Alleged Misconduct by a UCF Employee, Contractor, or Agent	University Compliance, Ethics, and Risk Office	To report misconduct by a UCF employee, contractor, or agent students may file an anonymous report through UCF IntegrityLine at 855-877-6049 or by using the online reporting form.	UCF Policy 2-700: Reporting Misconduct and Protection from Retaliation	Compliance and Ethics: Summary of Complaint Records
Alleged Unprofessional Conduct or Misconduct by UCF Police Personnel	Police Department	To report unprofessional conduct or misconduct by UCF Police Personnel, students may file a Citizen Complaint/Concer n Form on the UCF Police Department website.	UCF Police Department Internal Complaint Investigation Procedures	UCF Police: Summary of Complaint Records
Complaints regarding UCF Health Center Privacy Practices or HIPPA Compliance	Student Health Services	HIPPA complaints may be submitted to the HIPAA Privacy Officer via the UCF Health	UCF Student Health ServicesNotice of Privacy Practices	Health Services: Summary of Complaint Records HIPP A: Summary of

Complaint Type	Responsible Unit	Filing Information	Policy/ Regulation	Summary of Records
		Centercontact form.		Complaint Record
Complaints regarding:

University Libraries**

Computer Services and Telecommunications

Office of Instructional Resources

Center for Distributed Learning | Information Technologies & Resources | TheInformation Technologies & Resources Complaint Formis used to file a complaint with University Libraries, Computer Services and Telecommunications, Office of Instructional Resources, or the Center for Distributed Learning. | UCF IT&R Complaint Procedure | ITR: Memo for Complaint Records |
| Indoor Air Quality** | Environmental Health and Safety Department | Student complaints are filed using the Indoor Air Quality Concern Form | Campus Safety and Health Policy | EHS: Memo for Complaint Records |
| Safety Concerns** | | Student complaints are filed using the Safety Concerns Report | | |

UCF's Appeals and Complaints Policies Are Well-Publicized

In order to help students resolve the issues they would like addressed, UCF has a centralized resource published on the main page of the Student Development and Enrollment Services website. This Web page titled, "Student Complaints and Appeals," includes much of the information listed in the tables above and functions to direct students to the right resources to handle their concerns, including information on how to lodge a formal written complaint if they believe they have been treated unfairly or had their rights violated by the university or its agents. The information posted includes: the types of formal written appeals or complaints that can be filed with the university, the unit responsible for resolving the appeal/complaint, the location of the form or procedure used for filing the appeal or complaint, and the policy or regulation that pertains to the type of appeal or complaint listed.

Appeals of an academic nature (see Table 1) such as grade appeals or appeals of academic program decisions are described in detail in UCF's Regulation 5.016, "Student Academic Appeals," and UCF Regulation 5.017, "Appeals of Graduate Program Actions or Decisions." These regulations are also published as part of UCFs student handbook, The Golden Rule, and in UCF's 2015-16 Undergraduate Catalog (page 12) and UCF's Graduate Catalog.

Appeals of a non-academic nature focus on sanctions or decisions made by the university with which a student disagrees. These include a range of areas (see Table 2) from appeals of student conduct violations, to parking ticket appeals, to registration fees or decisions regarding financial aid. Policies pertaining to the aforementioned areas and all other areas in Table 2 are listed on the Web site of the individual unit and are often repeated in other publications of the particular unit and in UCF Regulations. For example, the Office of Student Conduct publishes information on how to appeal a decision of the Student Conduct Review Board on their Web site and in The Golden Rule Student Handbook. Both of these publications reference UCF's Regulation 5.010, "Student Conduct Appeals."

Other complaint categories (see Table 3) range from filing a grievance for an alleged act of discrimination to filing a report concerning the safety of UCF facilities. As with the other appeal and complaint areas, these policies are published on the individual Web site of the UCF unit, often in other publications produced by that unit. In addition, if applicable, they are referenced as a UCF Regulation. Regulations are published online.

Although students are always encouraged to use the appropriate channel noted in the table to lodge a grievance against the institution or its agents, in instances where the student feels uncomfortable using these channels, the UCF IntegrityLine and its report form may be used to lodge a complaint, including anonymous complaints.

In addition, the UCF Student Complaints and Appeals Web site provides information on how a student, after exhausting all internal university processes and, provided there is no avenue for external appellate review by a court, may file a complaint against the institution asserting noncompliance with state law or Board regulations, with the Florida Board of Governors. In these instances, records are maintained by the board.

Also, UCF's Academic Program Quality unit posts on its Web site information on how members of the public, including students, may contact SACSCOC to lodge a complaint against the institution but only if there is evidence to support significant non-compliance with a requirement or standard.

Conclusion

The University of Central Florida has policies and procedures for addressing written student complaints that are reasonable, fairly administered, and well-publicized. The institution also maintains a record of complaints received by the institution and makes the record available to the Commission upon request. Therefore it is in compliance with Comprehensive Standard 3.13.3.

3.13.4.a Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements: *An institution includes a review of its distance learning programs in the Compliance Certification.*

Documentation: *In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida fully integrates distance learning programs into the university's academic programs, and they are reviewed in the regular course of academic program review. There is no distinction made in program or course quality, student learning outcomes, academic accountability, or academic expectations on the basis of delivery mode. UCF does not offer correspondence courses. Online programs are delivered through online technologies and are asynchronous in design, but faculty members are not restricted from synchronous use of the technology. UCF's program approval and review processes requires that each distance learning course be aligned with the university's mission. The process also ensures that technology is used to meet program or course objectives. Discussion of online programs has been incorporated in the appropriate Core Requirements, Comprehensive Standards, and Federal Requirements throughout the Compliance Certification Report. Unless otherwise noted, the requirements discussed are applicable to all locations regardless of instructional modality.

Evidence of Inclusion

Core Requirement 2.7.1 states that online programs constitute at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the postbaccalaureate, graduate, or professional level.

Core Requirement 2.7.2 states that online programs undergo the same rigorous review process to ensure that content is the same as that delivered in programs offered on campus.

Core Requirement 2.8 shows the adequacy of full-time faculty for distance learning and all other locations.

Core Requirement 2.9 describes the services provided to online students by the UCF Libraries and the Center for Distributed Learning. The same services are offered to online and on-campus students.

Core Requirement 2.10 describes information on the various support services provided to online students including regional campuses, sites, technical support, and a description of Online@UCF.

Comprehensive Standard 3.3.1.1 includes examples of assessment of online student learning. These include the M.A. in English and the B.S. in Technical Education and Industry Training, among others.

Comprehensive Standard 3.4.6 states that the same development and approval process is followed for courses that will be offered in traditional formats and alternative modes of delivery.

Comprehensive Standard 3.4.11 shows that program coordinators oversee curriculum development and assessment of student learning for all program offerings, including those at a distance.

Comprehensive Standard 3.4.12 includes comprehensive information on support for faculty, staff, and students involved in online, blended, and on-campus classes. Information is included from the Center for Distributed Learning, the Office of Instructional Resources, the UCF Libraries, and the division of Student Development and Enrollment Services.

Comprehensive Standard 3.5.4 includes online offerings in the analysis of the percentage of faculty members holding the terminal degree or related degree in the discipline taught.

Comprehensive Standard 3.7.3 describes pedagogical training and other services offered by the Karen L. Smith Faculty Center for Teaching and Learning during the annual summer conference and other faculty workshops. It also includes information from the Center for Distributed Learning and the Research Initiative for Teaching Effectiveness on working with instructors in developing, delivering, and assessing online education.

Comprehensive Standard 3.8.2 describes online resources available through the UCF Libraries, the Center for Distributed Learning, Webcourses@UCF, and the information literacy modules available to all classes regardless of delivery mode.

Comprehensive Standard 3.9.1 describes how students enrolled in online programs are made aware of their rights and responsibilities as a student and how to access services in support of these rights and responsibilities.

Comprehensive Standard 3.13.3 identifies policies and procedures along with the locations in which complaint procedures may be found. Also included is the location for records. All complaint policies and procedures are applicable to all students regardless of the modality of course instruction.

Federal Requirement 4.1 presents student achievement measures and major indicators including retention and graduation rates of full-time first-time-in-college students. The requirement also includes discussion of distance education students.

Federal Requirement 4.2 reviews program curriculum as it relates to the mission of the institution and credentials awarded. Program curriculum is the same for online, mixed-mode, and face-to-face classes.

Federal Requirement 4.3 states that polices apply to all students, including those in distance education and that they are easily accessible.

Federal Requirement 4.4 is applicable to all students in a program and is based on curriculum content regardless of modality of instruction.

Federal Requirement 4.5 reviews the policies and procedures applicable to student complaints. Distance education students have access to complaints including, but not limited to, grade appeals, fee appeals, and financial assistance appeals.

Federal Requirement 4.6 states that recruitment for online programs is coordinated in the department and college offering the specific program. Online courses and programs are also listed on the Online@UCF website, where each course or degree links to the appropriate website.

Federal Requirement 4.8 discusses student credentialing, proctoring of classes online, related policies (e.g., FERPA, Student Use of Technology), and access to university sites for online students.

Federal Requirement 4.9 reviews the UCF definition of credit hour and notes that it is the same as the federal requirement and that of the accrediting body. An online credit hour represents the equivalent amount of work as a credit hour in any other instructional modality.

Conclusion

The University of Central Florida fully integrates distance learning into the university's academic programs, and they are rigorously reviewed at the point of proposal and in the seven-year academic program review. There is no distinction made in program or course quality, student learning outcomes, academic accountability, or academic expectations on the basis of the mode of delivery. UCF does not offer correspondence courses. Evidence presented throughout the Compliance Certification Report documents the university's compliance with this standard.

3.13.4.b Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements: If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida is one of 12 public universities in the State University System of Florida.

Florida Constitution, Article IX, Section 7, State University System:

> (a) PURPOSES. In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

> (b) STATE UNIVERSITY SYSTEM. There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

> (c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

> (d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens

dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

The Florida Board of Governors implements its authority through promulgation of regulations. Board of Governors Regulation 1.001 describes the powers and duties of the university board of trustees. The regulation was enacted to "delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university." Specific authority delegated to the university boards of trustees include, but are not limited to, adoption of a university strategic plan, approve and discontinue academic degree programs, selection of a university president (subject to confirmation by the Florida Board of Governors), establishment of the powers and duties of the president, responsibility for the financial management of institution, and establish tuition in accordance with the Board of Governors regulations.

The public universities in the state university system do not have the same mission. Eight are doctoral-granting universities. Four, including the University of Central Florida, are research universities/very high research activity. Each board of trustees is responsible for the administration of its university in a manner that is consistent with the university's mission, which must be consistent with the mission and purposes of the state university system. The mission statement is reviewed annually as part of the Institutional Work Plan. For more information on the Institutional Annual Work Plan, refer to Core Requirement 2.5.

Conclusion

The University of Central Florida is part of the State University System of Florida, a constitutionally established entity that is under the control of the Board of Governors. The description provided in this standard documents the university's compliance with Comprehensive Standard 3.13.4.b.

3.13.5.a Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement: *All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.*

Documentation: *For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida does not have branch campuses as defined by SACSCOC:

> **Branch campus** - a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is

- permanent in nature
- offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
- has its own faculty and administrative or supervisory organization and
- has its own budgetary and hiring authority.

UCF regional campuses and other extended units are instructional sites that are dependent on the parent university; they do not have separate faculty or independent administrative, supervisory, budgetary, or hiring authority. They use the administrative and supervisory structure of the parent university. They also are under the budget and hiring authority of the parent university. Faculty members who teach at regional campuses and other extended units are members of the academic departments of the Orlando campus. UCF's regional campuses and other extended sites are evaluated during reviews for reaffirmation of the Orlando campus.

UCF instructional sites that have been approved to offer 50 percent or more of programs are shown on the included map (not including Universidad San Ignacio de Loyola).

Site Name and Address
UCF Cocoa
1519 Clearlake Road, Building 3
Cocoa, FL 32922

Site Name and Address
UCF Daytona Beach 1200 W. International Speedway Blvd. Daytona Beach, FL 32114
UCF Leesburg 9501 U.S. Highway 441 Leesburg, FL 34788
UCF Ocala 3001 SW College Road. Ocala, FL 34474
UCF Palm Bay 250 Community College Parkway, Building 3 Palm Bay, FL 32909
UCF Sanford/Lake Mary 100 Weldon Blvd., Partnership Building Sanford, FL 32773
UCF South Lake 1250 N. Hancock Road Clermont, FL 34711
UCF Valencia Osceola 1800 Denn John Lane, Building 3, Suite 319 Kissimmee, FL 34744
UCF Valencia West 1800 S. Kirkman Road, Building 11, Suite 104 Orlando, FL 32811
Rosen College of Hospitality Management 9907 Universal Blvd. Orlando, FL 32819
UCF Center for Emerging Media 500 W. Livingston St. Orlando, FL 32801
UCF Executive Development Center 36 W. Pine St. Orlando, FL 32801
UCF Health Science Campus at Lake Nona 6850 Lake Nona Blvd. Orlando, FL 32827
UCF Kennedy Space Center Florida Space Institute Center for Space Education, M6-306, Room 1130 Kennedy Space Center, FL 32899
Universidad San Ignacio de Loyola Center for Global Education Avenida La Fontana 550 La Molina, Lima 12, Peru

Conclusion

The University of Central Florida is in compliance with this standard. UCF regional campuses and instructional sites that have been approved to offer 50 percent of more of programs are all dependent on the parent university. All students, including distance learning students, faculty and programs are part of the university. This also includes administrative supervision, hiring, and budgetary matters.

3.13.5.b Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement: *If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.*

Implementation*: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit.* ***No response required by the institution.***

Judgment
☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative
The University of Central Florida has no autonomous extended units. The university does have several off-campus instructional sites as described in the Institutional Summary. Each of the university's off-campus instructional sites is under the control of the main campus and the UCF Board of Trustees. This Comprehensive Standard therefore does not apply.

3.14 Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida was initially accredited by the Southern Association of Colleges and Schools Commission on Colleges in 1970. The university was last reaffirmed in 2006 as a Level VI institution and successfully completed its fifth-year interim review in 2012.

The university represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

The official notification is provided on the website of UCF's Academic Program Quality office, and in UCF's undergraduate and graduate catalogs. In each of these locations, UCF's notification of accreditation status reads as follows:

> The University of Central Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the associate, baccalaureate, master's, specialist, and doctoral levels.

> Members of the public may contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Central Florida. Please note the commission's expectation that contact occur only if there is evidence to support significant non-compliance with a requirement or standard.

Conclusion

The University of Central Florida demonstrates compliance with this standard by the consistent and accurate display of its accreditation status with the Southern Association of Colleges and Schools Commission on Colleges in a prominent Web location and in major university publications.

Federal Requirements

4.1 Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida evaluates student achievement using a comprehensive set of criteria and metrics established by the State University System of Florida Board of Governors, as listed below:

- Baccalaureate Student Retention and Graduation Rates
- Overall Degree Production
- Degree Production in Programs of Strategic Emphasis
- Degrees Awarded to Minorities
- Job and Graduate School Placement among Baccalaureate Graduates
- Wages of Baccalaureate Graduates
- Licensure Examinations

The Board of Governors evaluates UCF and other state university system institutions on each of these metrics using targets or benchmarks that start with a threshold of acceptability. Institutions are also assessed using targets for degree of improvement in each metric. Using Board of Governors-mandated work plans and accountability reports, UCF annually reviews its goals and tracks its progress through these metrics; this process enables UCF to identify goals for student achievement consistent with the university's mission. As detailed in Core Requirement 2.5, UCF's ongoing institutional effectiveness strategic planning process enables the university to develop, invest in, and evaluate a number of strategic initiatives that support student achievement, including the use of predictive analytic data.

The following narrative provides evidence of compliance by examining the results and goals for these criteria consistent with the university mission.

State-Established Performance Metrics and Benchmarks

UCF measures student achievement in accordance with Section 1008.31 of the Florida Statutes, which states that "the Board of Governors of the State University System establish performance measures and set performance standards for individual state universities, with measures and standards based primarily on student achievement."

Further, Section 1001.91 of the Florida Statutes states that "the performance-based metrics must include graduation rates, retention rates, post-graduation education rates, degree production, affordability, post-graduation employment and salaries, access, and other metrics approved by the board." Definitions of Board of Governors-designed performance-based metrics may be found here.

In order to facilitate the reporting of these metrics, Board of Governors Regulation 2.002 states that "the Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual [accountability] reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System." To meet these monitoring requirements, UCF submits a work plan and an accountability report annually. These reports are explained in more detail below.

Each year, the Board of Governors reviews criteria and performance metrics for student success, in addition to reevaluating targets or benchmarks—including thresholds of acceptability—for the metrics. 2014-2015 achievement and improvement benchmarks for Board of Governors performance metrics can be found here. The board then uses these metrics and benchmarks to score each institution in the state university system according to relevant data or evidence provided by that institution. Scores on achievement and improvement help determine the university's performance-based funding allocated from the state.

Metrics, Benchmarks, and Evidence of Student Achievement

The metrics below, along with UCF's goals for meeting them, support UCF's mission of "providing high quality, broad-based education." The metrics related to baccalaureate students and graduates support UCF's visionary goal to "offer the best undergraduate education in the state of Florida." The metric related to bachelor's degrees awarded to minorities enhances UCF's visionary goal "to become more inclusive and diverse." The metrics related to degrees in areas of strategic emphasis, job placement rates, and median wages support UCF's mission to "anchor the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs."

Retention and Graduation Rates

In accordance with Board of Governors performance criteria and metrics, UCF measures retention and graduation rates using first-year retention rates for first-time-in-college (FTIC) students and six-year graduation rates for FTIC students who started and ended their careers at UCF.

The Board of Governors' current targets or benchmarks for scoring UCF's performance on these two metrics are included in the table below. Each benchmark designates a percentage corresponding to a "level of excellence" score from 1 to 5, 1 being the lowest. The benchmark corresponding to level 1 is the Board of Governors' and university's threshold of acceptability. A full breakdown of all Board of Governors performance metrics and targets/benchmarks for 2014-2015 may be found here.

Table 1. Retention/Graduation Benchmarks, with Thresholds of Acceptability Highlighted

Criterion/Metric	Level of Excellence Benchmark				
	5	4	3	2	1
First-year retention rates for FTIC students (listed by Board of Governors as "Academic Progress Rate")	90%	87.5%	85%	82.5%	80%
Six-year graduation rates for FTIC students	70%	67.5%	65%	62.5%	60%

Note: The 80 percent threshold of acceptability for FTIC first-year retention rate is consistent with the national average for public universities, and the 60 percent threshold of acceptability for FTIC six-year graduation rate is slightly higher than the national average of 58 percent for public universities, as shown by the National Center for Education Statistics.

Table 2. UCF First-Year Retention Six-Year Graduation Rates for FTIC Students, Including Five-Year Trend and Future Goals

	Five-Year Trend	2014 Goals	2014 Actual	2015 Goals	2015 Actual	2016 Goals
Freshman Retention Rate	+1.0 pts	88% 2012-13	88% 2012-13	88% 2013-14	88% 2013-14	89% 2014-15
FTIC Graduation Rates In six years (or less)	+6.4 pts	67% 2007-13	68% 2007-13	68% 2008-14	69% 2008-14	70% 2009-15

Degrees Awarded

In accordance with Board of Governors performance criteria and metrics, UCF uses multiple degree-related metrics to measure student achievement, including overall degree production, degree production in programs of strategic emphasis, and degrees awarded to minorities. Bachelor's Degrees Awarded to Minorities demonstrates the university's commitment to "become more inclusive and diverse." This is an institutionally selected performance indicator included in the annual work plan and accountability report.

The Board of Governors' current targets or benchmarks for scoring UCF's performance on each metric are included in the table below. Each benchmark designates a number or percentage corresponding to a "level of excellence" score from 1 to 5, 1 being the lowest. The benchmark corresponding to level 1 is the Board of Governors' and university's threshold of acceptability. A full breakdown of all Board of Governors performance metrics and targets/benchmarks for 2014-2015 can be found here.

Table 3. Degree Production Benchmarks, with Thresholds of Acceptability Highlighted

Criterion/Metric	Level of Excellence Benchmark				
	5	4	3	2	1
Overall Bachelor's Degrees Awarded	12,300	12,250	12,200	12,150	12,000
Bachelor's Degrees Awarded in Programs of Strategic Emphasis	50%	45%	40%	35%	30%
Graduate Degrees Awarded in Programs of Strategic Emphasis	50%	45%	40%	35%	30%
Bachelor's Degrees Awarded to Minorities	40%	36%	30%	25%	20%

Table 4. UCF Overall Degree Production, Including Five-Year Trend and Future Goals

Overall Degree Production	Five-Year Trend	2014 Goals	2014 Actual	2015 Goals	2015 Actual	2016 Goals
Bachelor's Degrees Awarded First Majors Only	+24%	12,300 2012-13	12,321 2012-13	12,300 2013-14	12,372 2013-14	12,425 2014-15

Table 5. Degree Production in Programs of Strategic Emphasis, Including Five-Year Trends and Future Goals

Degree Production in Programs of Strategic Emphasis	Five-Year Trend	2014 Goals	2014 Actual	2015 Goals	2015 Actual	2016 Goals
Bachelor's Degrees Awarded First Majors Only	+3 pts	n/a 2012-13	46% 2012-13	48% 2013-14	49% 2013-14	50% 2014-15
Graduate Degrees Awarded First Majors Only	+1 pt	n/a 2012-13	61% 2012-13	61% 2013-14	57% 2013-14	58% 2014-15

Note: The Florida Board of Governors identifies the disciplines that are included in the programs of strategic emphasis. The definitions were originally established in 2007 and updated in Fall 2014.

Table 6. Bachelor's Degrees Awarded to Minorities, Including Five-Year Trends and Future Goals

Bachelor's Degrees Awarded to Minorities	Five-Year Trend	2014 Goals	2014 Actual	2015 Goals	2015 Actual	2016 Goals
Bachelor's Degrees Awarded First Majors Only	+71%	3,200 2012-13	3,403 2012-13	3,425 2013-14	3,676 2013-14	3,800 2014-15

Placement Rates and Median Average Wages

In accordance with Board of Governors performance criteria and metrics, UCF measures bachelor's graduates' placement rates—specifically, the percentage of graduates either employed full-time or continuing their education within the United States—one year after graduation. UCF also measures median full-time wages of undergraduates employed in Florida one year after graduation.

The Board of Governors' current targets or benchmarks for assessing UCF's performance on these two metrics are included in the table below. Each benchmark designates a number or percentage corresponding to a "level of excellence" score from 1 to 5, 1 being the lowest. The benchmark corresponding to level 1 is the Board of Governors' and university's threshold of acceptability. A full breakdown of all Board of Governors performance metrics and targets/benchmarks for 2014-2015 can be found here.

Table 7. Placement and Wage Benchmarks, with Thresholds of Acceptability Highlighted

Criterion/Metric	Level of Excellence Benchmark				
	5	4	3	2	1
Percentage of Bachelor's Graduates Employed and/or Continuing their Education One Year After Graduation	75%	70%	65%	60%	55%
Median Average Full-Time Wages of Undergraduates Employed in Florida One Year After Graduation (per year)	$40K	$35K	$30K	$25K	$20K

Table 8. Bachelor's Graduates Employed or Continuing Education, Including Future Goals

	Five-Year Trend	2014 Goals	2014 Actual	2015 Goals	2015 Actual	2016 Goals
Percentage of Bachelor's Graduates Employed Full-Time or Continuing Their Education Within the United States One Year After Graduation	n/a	68% 2011-12	69% 2011-12	70% 2012-13	74% 2012-13	75% 2013-14

Table 9. Median Wages of Bachelor's Graduates, Including Future Goals

	Five-Year Trend	2014 Goals	2014 Actual	2015 Goals	2015 Actual	2016 Goals
Median Wages of Bachelor's Graduates Employed Full-Time in Florida One Year After Graduation	n/a	n/a 2011-12	$33,850 2011-12	$34,000 2012-13	$34,900 2012-13	$35,350 2013-14

Licensure Examinations

UCF assesses student success on national licensure/certification exams by pass rates of first-time test takers. The proportion of test takers who pass required licensure/certification exams is one of the Board of Governors' accountability measures, with the only state university system benchmark being that each institutional exam result exceed the national benchmark of passage rates. National benchmarks for each exam are incorporated into the table below. Distinct projections goals related to licensure examinations are not requested as part of the work plan process.

Table 10. Pass Rates on Licensure/Certification Exams, Including National Benchmarks and Future Goals

	Five-Year Trend	2014 Actual	2015 A
Nursing: NCLEX **First Time Pass Rate** *National Benchmark*	n/a	99% 2012 *92%*	96% 2013 *85%*
Medicine: US Medical Licensing Exam – Step 1 **First Time Pass Rate** *National Benchmark*	n/a	99% 2013 *96%*	100% 2014 *96%*
Medicine: US Medical Licensing Exam – Step 2 Clinical Knowledge **First Time Pass Rate** *National Benchmark*	n/a	98% 2012-13 *98%*	100% 2013-14 *97%*
Medicine: US Medical Licensing Exam – Step 2 Clinical Skills **First Time Pass Rate** *National Benchmark*	n/a	95% 2012-13 *98%*	95% 2013-14 *96%*
Physical Therapy: National Physical Therapy Examination	+20 pts	96%	94%

	Five-Year Trend	2014 Actual	2015 A
First Time Pass Rate *National Benchmark*		2010-12 *89%*	2011-13 *90%*

Goal Setting for, Documentation of, and Use of Findings From Student Achievement

As detailed in Core Requirement 2.5, the Board of Governors requires UCF to include specific, multiyear goals for established student achievement performance metrics in the university's annual institutional work plan, which is approved by the Board of Governors and by the UCF Board of Trustees. An annual review and extension of the university's overall strategic plan, the annual work plan also describes three key strategic initiatives in which the university will invest, and one of these for UCF is retention and graduation, described below and on page 5 of the 2015 work plan:

> **Retention and graduation**: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updating current advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student inventions 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.

Also noted in Core Requirement 2.5, the Board of Governors requires UCF to report on and provide evidence for meeting student achievement performance metrics in the university's annual accountability report, which is approved by the Board of Governors and the UCF Board of Trustees. Such evidence is included on pages 25-35 of the 2013-2014 accountability report. A means of tracking and evaluating how well the university is meeting state university system and university goals as articulated in the UCF strategic plan and annual work plan, the annual accountability report also includes an update on the university's investments in and progress toward strategic initiatives. UCF also reports on and provides evidence of student achievement on a Student Achievement website.

Student achievement data collected by UCF's Office of Institutional Knowledge Management and provided in the university's annual accountability reports are used in the strategic planning process to review, set, and adjust goals (including those reported in the subsequent year's work plan), and to review, adjust, and guide investments in strategic initiatives.

Efforts to Support and Improve Student Achievement

As part of its ongoing and systematic strategic planning and accountability efforts (described above and in Core Requirement 2.5)—and through its strategic initiatives related to student retention, graduation, job placement, and other relevant metrics—UCF uses data to support and improve student achievement.

Groups Focused on Improving UCF's Performance on Student Achievement Metrics

Several interrelated committees and other groups spearhead the university's data-driven efforts to improve UCF's performance on student achievement metrics and otherwise support student achievement. Descriptions of these groups follow.

Retention and Graduation Executive Steering Committee. This committee discusses, develops, and monitors programs, outcomes, and technologies that support student success. Membership includes the provost and executive vice president for Academic Affairs, the vice president of Student Development and Enrollment Services, the vice provost for Academic Program Quality, the vice provost and dean of the College of Undergraduate Studies, the vice provost and dean of the College of Graduate Studies, the vice provost and chief information officer, and the assistant vice president of Institutional Knowledge Management. Additional stakeholders participate in support of specific initiatives.

Academic Advising Council. This group provides leadership and direction to the professional advising community on topics including awards, professional development, orientation, technology, and training. Membership consists of the directors for undergraduate advising in 11 colleges and seven university advising offices.

Enrollment Management Committee. This committee discusses, develops, monitors, and evaluates all aspects related to recruitment, retention, graduation, and support of UCF students. This committee advises the president and provost and is charged with achieving enrollment targets, improving retention and graduation, and monitoring various student success initiatives. Chaired by the vice president for Student Development and Enrollment Services, this committee includes members from a wide cross-section of university units, including the Division of Student Development and Enrollment Services, the Office of the Provost (Academic Affairs), the Division of Administration and Finance, and the Division of Marketing and Communications.

Strategic Initiatives to Support and Improve Student Achievement

University Innovation Alliance. UCF is a founding member of the University Innovation Alliance, a consortium of 11 large public research universities committed to making high-quality college degrees accessible to a diverse body of students. The universities in the alliance work together to identify, assess, and share innovations focused on student achievement and scale proven solutions. Innovations include using predictive analytics to predict and prevent or intervene in student failures, using adaptive learning to identify the most effective learning modes for students, and other mechanisms. The UIA Vision and Prospectus identifies specific data that members will share and common metrics that they will use to measure performance.

Partnership with Civitas Learning. UCF has partnered with Civitas Learning to develop advanced analytics and predictive models for student struggle and achievement from UCF student data. Through this partnership, UCF and its primary DirectConnect to UCF sending institution, Valencia College, have conducted a transfer study that identified persistent curricular areas of struggle for transfer students and to imagine optimal pathways for avoiding such struggle. More recently, UCF has begun to work with Civitas to develop a more integrated data-sharing system that includes the university's course management platform. Such integration will enable the university to create more accessible early warning systems, proactive advising interventions, and other mechanisms driven by predictive analytics.

Education Advisory Board Student Success Collaborative. The recently launched Student Success Collaborative in partnership with the Education Advisory Board will involve online dashboards that enable advisers, faculty members, and other staff members to identify in real-time

students in need of intervention and to access a set of data-driven tools for academic advising and career guidance. This platform will compliment the data analysis work the university has conducted with Civitas Learning. The goals of this initiative include increasing the number of students attaining degrees, reducing time to degree, and incorporating student success measures into curriculum review.

Florida Consortium of Metropolitan Research Universities. As part of the Florida Consortium of Metropolitan Research Universities, UCF is partnering with the University of South Florida and Florida International University to develop shared resources for creating more career-ready graduates with better skill sets. The consortium has established a number of short- and long-term goals, including creating career service centers with a range of resources; expanded internship, externship, and other experiential learning opportunities accessible through shared databases; employer partnership efforts in high-demand areas; and career advising training for faculty and professional advisers.

Conclusion

The University of Central Florida sets goals for, documents, provides evidence of, and evaluates data on student achievement using a broad array of criteria or metrics that are consistent with the university's mission. The university evaluates student achievement according to specific benchmarks and goals associated with these performance metrics. As part of its ongoing and systematic strategic planning and accountability efforts, and through its strategic initiatives related to student retention, graduation, job placement, and other relevant metrics, UCF uses data to support and improve student achievement. UCF is in compliance with this Federal Requirement.

4.2 Program curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida's programs and curricula represent its mission and fulfill its responsibility as a metropolitan research university. Specifically, the mission states:

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

The curriculum is specifically designed to offer "high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research" and to support the president's five key goals, which include offering "the best undergraduate education available in Florida" and achieving "international prominence in key programs of graduate study and research." Additionally, UCF addresses the priorities of the Board of Governors as expressed in the New Florida Initiative, which include boosting the state's knowledge- and innovation-based economy by increasing the supply of college graduates, especially those with degrees in the sciences, technology, engineering, and mathematics. Degree requirements for these and all other programs are published in the Undergraduate Catalog or Graduate Catalog, as appropriate (see links below).

Relation to University Mission

UCF offers baccalaureate, master's, doctoral, and professional degrees, as well as certificates in many disciplines. In addition—as explained in Core Requirement 2.7.4—the university may award an Associate in Arts degree. Degree programs are organized within 11 colleges, which represent the disciplinary breadth expected of a metropolitan research university and are consistent with the university's strategic plan. A full list of academic majors is provided in the institutional summary form, Undergraduate Catalog, and Graduate Catalog.

Table 1. List of colleges and level of degrees offered.

College	Undergraduate Degrees	Graduate and Professional Degrees and/or Certificates
Arts and Humanities	Yes	Yes
Business Administration	Yes	Yes
Education and Human Performance	Yes	Yes
Engineering and Computer Science	Yes	Yes

Graduate Studies	No	Yes
Health and Public Affairs	Yes	Yes
Medicine	Yes	Yes
Nursing	Yes	Yes
Optics and Photonics	Yes	Yes
Hospitality Management	Yes	Yes
Sciences	Yes	Yes
Undergraduate Studies	Yes	No

Faculty members in departments, schools, and colleges closely monitor the alignment among UCF's curriculum, mission, and goals. The Office of Academic Program Quality supports this alignment by guiding colleges through the processes of new program approval and the seven-year review of existing programs. The UCF Board of Trustees also monitors degree programs offered at the university. The degree approval process ensures that each degree program aligns with the mission of the university. The Request to Offer a New Degree form specifically addresses a proposed program's relation to mission in the Institutional Readiness section:

> VI. Related Institutional Mission and Strength
>
> > A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

An example of how one program demonstrated this relationship can be seen in the attached excerpt from the proposal submitted on behalf of the College of Optics and Photonics and College of Engineering and Computer Sciences to launch a Bachelor of Science degree in Photonic Science and Engineering. This proposal is referenced in its entirety in the program approval section below. Additional information on program content and the university mission and strategic plan may be found in Core Requirement 2.4, Core Requirement 2.7.2, and Comprehensive Standard 3.5.3.

Faculty Responsibility and Program Review

As noted above, recommendations for new programs, program deletions, or changes to previously approved degree programs are the responsibility of the faculty. Faculty curriculum committees exist at the program, department, college, and university levels. Curricular changes approved by department- and college-level bodies move forward to successive levels of curriculum committees for review. In the case of undergraduate programs, the university-level Undergraduate Policy and Curriculum Committee reviews and makes recommendations to the vice provost and dean of the College of Undergraduate Studies. Similarly, in the case of graduate programs, the Graduate Curriculum Committee reviews and makes recommendations to the vice provost and dean of the College of Graduate Studies. The vice provost and dean of the College of Undergraduate Studies and the vice provost and dean of the College of Graduate Studies, respectively, make recommendations to the provost, who is the final arbiter of all curriculum changes. Additional information regarding this process may be found in Comprehensive Standard 3.4.10.

Undergraduate students are required to complete both general education courses (see Core Requirement 2.7.3) and courses in their major field(s). Faculty members are responsible for developing general education courses and reviewing outcomes (see Comprehensive Standard 3.5.1 and Comprehensive Standard 3.3.1.1).

All degree programs are reviewed at least once every seven years, as mandated in Section 1001.03 (Section 13) of the Florida Statutes and Florida Board of Governors Regulation 8.015. The academic program review process is extensive and is described in greater detail in Comprehensive Standard 2.5. One of the criteria by which each program is evaluated is alignment of program mission with the university's and Florida Board of Governors strategic plans. In this way, the state of Florida and UCF mutually assure that all degree programs continue to be appropriate to the goals of a metropolitan research university. As examples, recent reviews of the university's civil, environmental, and construction engineering programs, as well as the M.S. in Interactive Entertainment, affirm the programs' direct support of Board of Governors (and UCF) goals with respect to areas of strategic emphasis and UCF's unique partnership mission and associated commitment to experienced-based learning. Additional information may also be found in Comprehensive Standard 3.4.1.

Appropriateness to Degrees Offered

UCF is a public multi-campus, metropolitan research university that stands for opportunity. As such, UCF has developed curricula that are appropriate to the degrees and certificates that are awarded. Baccalaureate programs begin with a carefully designed General Education Program that provides students with the breadth of experience expected of a university graduate. The GEP courses lay the foundation for students to be successful in their major programs. Comprehensive Standard 3.5.1 and Core Requirement 2.7.3 provide additional details on the GEP and attainment of college-level competencies.

When faculty curriculum committees prepare materials to create a new degree program, they complete a variety of forms, including a New Degree Proposal Worksheet, a Request to Offer a New Degree Program, and an undergraduate Program Recommendation Form or graduate Program Recommendation Form, as appropriate. These materials are then reviewed by the groups mentioned above and described on the Academic Program Quality website. For examples of completed forms and degree program approval documents, please see the completed Request to Offer a New Degree Program form from the College of Optics and Photonics and College of Engineering and Computer Science; Undergraduate Policy and Curriculum Committee meeting minutes showing a new degree program approval (Writing and Rhetoric B.A., last page of Committee Action Agenda); Board of Trustees meeting minutes showing a new degree program approval; and Faculty Senate Committee meeting minutes describing a new degree program approval. Following these procedures ensures that the content and structure of degree programs are of high quality and the course work is suitable for the degree being offered. Comprehensive Standard 3.4.1 provides additional details on the appropriateness of degrees in higher education.

Additionally, several professional programs at UCF are reviewed and accredited by specialized professional associations that review program curricula on a periodic basis. These outside accrediting agencies help to ensure that programs are consistent with the university's mission and goals. A list of programs, schools, and colleges with specialized accreditation may be found in the Institutional Summary.

Conclusion

The University of Central Florida ensures that all diplomas, certificates, and awarded degrees are appropriate in the context of higher education and consistent with the purpose, mission, and goals of the university. The faculty-driven process for program approval and review ensure the university is in compliance with this requirement.

4.3 Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Central Florida offers bachelor's, master's, doctoral, and professional degrees, as well as specialist degrees and graduate certificates. The university publishes all policies related to student services and academic activities on university websites, in catalogs, and in handbooks and advising manuals, as described below. Academic calendar, grading, and refund policies apply to students in all sites and modalities, with the exception of the College of Medicine, whose information is included in a separate section below.

Academic Calendar

The Academic Calendar for each term, including the current and two previous academic years, is available online for review by all constituencies. The calendar of the current academic year is also available in both the Undergraduate Catalog and the Graduate Catalog (see the link "Academic Calendar" below the Catalog Menu). Additionally, the academic calendar may be found in advising guides, on the Registrar's Office website, and on various department, school, and college websites. Newly approved calendars are published online, and key administrative offices are informed directly of the updates via email, with links to appropriate Web pages. The Registrar's Office website also lists other dates of importance to UCF students and community members.

Grading Policies

UCF Policy 4-402 is the grading policy for the university. The original policy was created by the Faculty Senate and was updated in 2006. Both the Undergraduate Catalog and the online Graduate Catalog contain detailed explanations of the UCF grading system and associated policies. As stated in the university grading policy, faculty members may elect to use the plus-minus grading system but must state this intent in their syllabi.

The UCF Golden Rule Student Handbook contains information about student rights and responsibilities, academic expectations, academic appeals, and information on academic misconduct. Included in the Golden Rule are explanations of UCF Policies 5.015, Student Academic Behavior Standards; 5.016, Student Academic Appeals; and 5.017, Appeals of Graduate Program Actions or Decisions, College of Graduate Studies. The handbook is disseminated to the entire campus community via email at the beginning of each fall and spring semester. It is also discussed at student and faculty orientations, and hard copies are distributed to each college dean's office. Additional details about policy dissemination and availability are provided below.

UCF is also in compliance with the Family Educational Rights and Privacy Act (FERPA) guidelines concerning the release of student grades. UCF policy prohibits instructors from posting grades in classrooms or on shared websites. Student information is classified as restricted data, according to UCF Policy 4-008, UCF Data Classification and Protection, and requires the highest level of access control and security protection. The UCF Registrar's Office provides FERPA training, guidelines, and

reference sheets to UCF faculty and staff members, as well as general information on its website for students and other public audiences.

Refund Policies

UCF's refund policies are published in the Undergraduate Catalog and the online Graduate Catalog. These explanations contain detailed information on the university's full and partial refund policy, including provisions for exceptional circumstances. Additional information on refunds may be found on the website of UCF Student Account Services.

Availability of Policies

UCF publishes policies centrally on its policy website, makes them available on a number of university-specific websites, and provides them in various catalogs (referenced above) and handbooks. Additionally, undergraduate students are made aware of policies related to student services and academic activities, grading, and refunds during orientation. Policies are presented in the new student orientation handbook, which is provided to all students, and in the Golden Rule Student Handbook (published online). At the beginning of the fall and spring semesters all currently enrolled students, faculty members, and staff members are sent email notices that provide instructions on how to access and view the Golden Rule Student Handbook, describe major changes to the handbook, and request input from the UCF community. Attached are examples sent to students and faculty and staff. Additional information on the Golden Rule Student Handbook and the dissemination of academic policies may be found in Comprehensive Standard 3.4.5.

Graduate students are notified by the College of Graduate Studies of policies and their locations in the Graduate Catalog through emails, graduate orientation materials, and the Policies and Procedures section of the Graduate Student website.

Information specific to faculty members may be found in the Faculty Handbook, updated by the Office of Faculty Excellence, and in the Guide to Teaching at UCF, provided by the Karen L. Smith Faculty Center for Teaching and Learning.

Both the undergraduate and graduate catalogs are available online to the general public.

College of Medicine

The College of Medicine M.D. program makes available to students and the public current academic calendars, grading policies, and refund policies specific to the College of Medicine on the UCF College of Medicine website and in the M.D. Program Student Bulletin.

Conclusion

The University of Central Florida makes available to students and the public current academic calendars, grading policies, and refund policies through various print and online media, including the Registrar's Office website, the undergraduate and graduate catalogs, and other pertinent websites and publications. UCF is in compliance with this standard.

4.4 Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

University of Central Florida policies and procedures ensure that the length of each of the university's educational programs is appropriate. UCF offers associate, baccalaureate, master's, doctoral, and specialist degree programs, as well as graduate certificates. Oversight of the length of degree programs is the responsibility of faculty and college representatives on the Undergraduate Policy and Curriculum Committee and the Graduate Curriculum Committee of the UCF Graduate Council, who confirm that curricula meet professional standards and best practices in higher education and comply with other requirements.

UCF offers educational programs of appropriate lengths at all locations and in online programs. The following narrative provides evidence of compliance by describing state requirements and other criteria for determining appropriate lengths of programs, verifying that the institution's programs comply with these criteria, and providing evidence that program lengths are sufficient for students to succeed. Please see Core Requirement 2.7.1 for additional information on program length.

Appropriate Length for Baccalaureate Programs

UCF offers 91 undergraduate degree programs across 11 colleges. The complete program list is available in the Undergraduate Catalog. Baccalaureate degrees at UCF require between 120 and 134 semester hours. The State University System determines the number of hours for baccalaureate degree programs in Florida by discipline. Section 1007.25(8) of the Florida Statutes states:

> A baccalaureate degree program shall require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by community colleges.

Another consideration in determining program length is programmatic accrediting agency requirements. Each of UCF's programs that is separately accredited by a professional accreditation agency meets or exceeds UCF's minimal degree requirements. An example of an agency that defines curriculum and time spent, thus impacting program length, is ABET, which accredits engineering and computing programs offered in the College of Engineering and Computer Science. Nine of UCF's baccalaureate programs are accredited by ABET, and the ABET requirements are integrated into those programs. Other baccalaureate programs that have received approval to exceed the state-mandated 120 hours are listed below.

The full listing of undergraduate programs with their degree requirements can be found in the Undergraduate Catalog. Most of UCF's baccalaureate programs conform to the 120-credit-hour statutory limit. Those that have received exceptions from the Board of Governors of the State University System include:

Program Name	Degree	Credit Hours
Music Education	B.M.E.	134
Theatre	B.F.A.	129
Aerospace Engineering	B.S.A.E.	128
Civil Engineering	B.S.C.E.	128
Computer Engineering	B.S.P.E.	128
Construction Engineering	B.S.Con.E.	128
Electrical Engineering	B.S.E.E.	128
Environmental Engineering	B.S.V.E.	129
Forensic Science	B.S.	128
Industrial Engineering	B.S.I.E.	128
Mechanical Engineering	B.S.M.E.	128
Photonic Science and Engineering	B.S.P.S.E.	128
Photography	B.S.	127
Medical Laboratory Sciences	B.S.	126
Art (Track)	B.F.A.	124
Nursing (Track)	B.S.N.	122

Articulated A.S. to B.S.

The university has articulated four specialized degree programs for students who have graduated from a Florida College System institution with an Associate of Science in General Business, Criminal Justice Technology, Hospitality Management, and Nursing. Students who wish to transfer to UCF under the provisions of the articulated A.S. programs must meet specific criteria published in the Undergraduate Catalog and by the Florida Department of Education.

As part of the proposal process for new baccalaureate programs and the review process for existing programs, faculty teams and appropriate administrators review issues of curriculum depth and breadth in light of total semester hour requirements. The Academic Program Quality website provides forms for proposing new undergraduate programs, as well as for reviewing current programs. Verification that UCF follows this process is provided with examples of the Program Recommendation form for Physics and Photonic Science and Engineering and meeting minutes of the Undergraduate Policy and Curriculum Committee approving the programs in Physics (see page 2 for Committee Action Agenda) and Photonic Science and Engineering (see last page of Committee Action Agenda spreadsheet).

Appropriate Length for Graduate and Professional Programs

Minimum requirements for master's and doctoral degrees are 30 semester hours and 72 semester hours, respectively, beyond the baccalaureate degree. Master's programs minimally require 24 semester hours of core and elective courses that may include up to six hours of independent study, exclusive of thesis and research. Doctoral programs minimally require 15 hours of dissertation and 27 hours of formal course work. No more than six semester hours may be taken in directed independent study courses, as explained in the course requirements section of the Graduate Catalog. The full listing of graduate programs with their credit hour requirements can be found in the Graduate Catalog.

The M.D. program is mandated by the Liaison Committee on Medical Education's standard ED-4, which requires that the program include at least 130 weeks of instruction. The UCF M.D. program requires 154 weeks of study.

Accelerated Baccalaureate to Master's Programs

The university offers 10 accelerated undergraduate to graduate degree programs for exceptional, highly motivated students. These programs provide opportunities for exceedingly qualified students to take a limited number of advanced-level graduate courses as part of the course work for their undergraduate degree during their senior year (and, in some cases, their junior year). All of these programs require at least 120 credit hours to earn the baccalaureate degree. The curriculum and credit hours in these programs have been reviewed by faculty committees and appropriate administrators. Accelerated baccalaureate to master's degree programs allow up to 12 hours of graduate course work to be shared between undergraduate and graduate degrees.

Minutes from the Graduate Council meeting in which the shared credit policy was discussed and approved are included for review. Graduate programs submit separate curriculum requests to the Graduate Council to gain approval of accelerated bachelor's/master's tracks. Examples of curriculum requests and Graduate Council approval are included for review: Graduate Council minutes approving accelerated tracks in engineering [Aerospace Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering]; Graduate Council minutes approving accelerated track in Communication Sciences and Disorders.

Academic Program Review

Proposals for all graduate programs, including the credit hour requirements, undergo several levels of review prior to approval, including department faculty committees, department chairs, college undergraduate or graduate committees, deans, Graduate Council subcommittee, the College of Graduate Studies, the provost, and the UCF Board of Trustees. An example of a new program approval is the Master of Science in Research Administration. Included for review are the Program Action Request Form, the agenda from the UCF Board of Trustees meeting, and the Request to Offer a New Degree Program form sent to the Florida Board of Governors. Doctoral and specialist degrees must also be approved by the Florida Board of Governors. Verification that UCF follows this practice includes the notification letter received from the Board of Governors following approval of the Ph.D. in Criminal Justice.

In addition to reviews upon initiation of programs, the UCF program review process provides an opportunity to review program curriculum and length every seven years, with the assistance of external consultants. Additional information may be found in Comprehensive Standard 3.4.1.

Faculty Oversight of Appropriate Length

The university's faculty is are an essential component in determining appropriate program length. Another key component is the consideration of comparable programs at peer institutions in Florida and elsewhere. Common practices in higher education are also considered at every level of program discussion. When new programs are proposed, and when they are revised, recommendations for program length are established by faculty members at the department level. The process and required documents are outlined on the website of the Office of Academic Program Quality.

Once a program is established, the department faculty continues to monitor the program length. As mentioned earlier, all programs are reviewed every seven years, including a self-study, external peer reviews, internal reviews, and development of a plan of action. This review process ensures that the length of the program is appropriate. Additional information on academic program review may be found in Comprehensive Standard 3.4.11.

Conclusion

The University of Central Florida has processes that ensure that all degree programs are appropriate in length and that procedures are in place for faculty review including proposing, revising, and reviewing existing programs. UCF is in compliance with this federal requirement.

4.5 Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
The University of Central Florida has adequate procedures for addressing written student complaints and follows those procedures when resolving student complaints. The following narrative documents the university's compliance with this standard by identifying the various types of grievances a student may file against the university if the student believes he or she has been treated unfairly or that his or her rights have been violated by the university or its agents. Appropriate policies and procedures are documented for each type of grievance, as well as case examples documenting that the university follows its policies and procedures in resolving student complaints.

Types of Student Grievances
The University of Central Florida supports the right of students to file grievances, lodge complaints, and make appeals in a safe environment free of fear, retaliation, or other adverse consequences. The university has a number of offices and committees that are responsible for implementing the institution's established procedures for addressing written academic and non-academic student appeals and complaints.

In most cases, the recommended strategy for lodging complaints of any nature is to ask the concerned individual to first contact the person or office most directly connected to the issue, unless there are compelling reasons not to do so. If the concerned individual does not want to contact a faculty or staff member directly, he or she begins with the next highest level of authority, which typically is the department chair or director. If the problem or complaint is unresolved or if the student is not satisfied with the resolution, he or she may file a written appeal or complaint.

The University of Central Florida has identified three grievance categories for which policies and procedures pertaining to student appeals and complaints are published. These are: (1) academic appeals (2) non-academic appeals, and (3) other complaints. These policies and procedures are made easily accessible to students by way of a new centralized Student Complaints and Appeals Web page hosted by the Division of Student Development and Enrollment Services. Those grievances listed represent the types of grievances that constitute formal, written complaints when filed in accordance with the corresponding published policies and procedures.

Student Complaints and Appeals Policies and Procedures
The grievance category depicted in Table 1 below, "Academic Appeals," pertains to grade appeals, appeals of graduate program decisions, or academic misconduct appeals. In addition to the central Student Complaints and Appeals Web page, the procedures for filing academic appeals are published in a number of other places including UCF's student handbook, The Golden Rule, on UCF's Office of Student Conduct website, and on UCF's college and administrative unit Web sites.

Specifically, students should follow the process outlined in UCF Regulation 5.016: Student Academic Appeals. This regulation details the scope of grade appeals that will be considered, as well as the process the university is to follow through each level of appeal. Students are also directed to UCF Regulation 5.017, with respect to filing "Appeals of Graduate Program Decisions," and UCF Regulation 5.015, "Student Academic Behavior Standards," should they wish to file an appeal regarding a finding of academic misconduct. Table 1 below provides links to each of these regulations, as well as case examples illustrating that the university follows the stated procedures when resolving student complaints.

The grievance category depicted in Table 2, "Non-academic Appeals," focuses on sanctions or decisions made by the university that a student may appeal. These appeals range from appeals of student conduct violations, parking tickets, registration fees, to decisions regarding financial aid. Each area on this table for which a student may file an appeal contains a link to the pertaining policy or UCF Regulation which is published in a number of areas besides the Student Complaints and Appeals Web page. For example, the Office of Student Conduct publishes information on how to appeal a decision of the Student Conduct Review Board on their Web site and in The Golden Rule Student Handbook citing UCF's Regulation 5.010, "Student Conduct Appeals."

The grievance category depicted in Table 3, "Other Complaints," captures all other areas about which a student may file a formal, written complaint. These include everything from filing a grievance for an alleged act of discrimination to filing a report concerning the safety of UCF facilities. As with other appeal and complaint areas, the policies pertaining to filing a complaint are published on the individual Web site of the responsible UCF administrative unit, in other publications produced by that unit, and if applicable, they cite a UCF Regulation. All of these other complaint policies are also accessible from the Student Complaints and Appeals Web page.

In addition to providing links to the policy, procedures, or UCF Regulation regarding each appeal or complaint type, the following tables contain links to images of the Web pages on which the actual filing mechanism (e.g., form, email address) can be accessed. Additionally, case examples are provided from intake to resolution for each type of appeal or complaint that a student may lodge in order demonstrate that UCF follows its procedures when resolving written student complaints.

Table 1. Academic Appeals

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
Academic Appeals – Undergraduate	College of Undergraduate Studies	Follow procedures listed in The Golden Rule, Section 4: Student Academic Appeals.	UCF Regulation 5.016: Student Academic Appeals	CAH Grade Appeal UG Studies Grade Appeal
Academic Appeals – Graduate	College of Graduate Studies	Follow procedures listed in The Golden Rule, Section 5: Student Academic Appeals or Appeals of Graduate Program Actions or Decisions	UCF Regulation 5.016: Student Academic Appeals and UCF Regulation 5.017: Appeals of Graduate	Graduate Studies Program Decision Appeal

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
			Program Actions or Decisions*	
Academic Misconduct Appeals	Office of Student Conduct	Students found by the university to be "in violation" as a result of an academic misconduct hearing may appeal the finding(s) and sanction(s) imposed by the Director of the OSRR using the Academic Misconduct Appeal Form.	UCF Regulation 5.015 (4i): Student Academic Behavior Standards	OSC: Academic Misconduct (appeal denied) OSC: Academic Misconduct (appeal modified)

Table 2. Non-Academic Appeals

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
Student and Student Organization Conduct Appeals	Office of Student Conduct	Students or student organizations found by the university to be "in violation" as a result of a student conduct hearing may appeal the finding(s) and sanction(s) imposed using the Student Conduct Appeal Form.	UCF Regulation 5.010: Student Conduct Appeals and UCF Regulation 5.013: Organization Conduct Review Process; Sanctions; Appeals	OSC Non-academic Misconduct (appeal denied) OSC Non-academic Misconduct (appeal modified)
Housing and Residence Life Appeals	Housing and Residence Life	Appeals of Housing Agreement Terminations or Housing Cancellation Fees follow the same procedures and are submitted to the Housing Termination Appeals Board.	Community Living Guide: Student Conduct Appeal Process (pg. 12) and Housing Agreement Terms.	Housing: Terminated Housing Agreement Appeal Housing Cancellation Fee (appeal approved) Housing Cancellation Fee (appeal denied)

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
		Students Employed by UCF's Housing and Residence Life who wish to appeal a termination should read the procedures in the UCF Housing Protocol Guide located on the Housing SharePoint site.		Housing Employee Termination Appeal
Parking Citation Appeals*	Parking and Transportation Services	Student may appeal parking citations through the Parking and Transportation Services Citation Appeal System	UCF Regulation 6.007: Traffic/Parking Regulation and Enforcement	Parking and Transportation Citation Appeal
	Student Government Association	If you have appealed your citation through Parking Services and your appeal was denied, you may appeal the decision through UCF's Student Government Association Parking Appeals Form		
Student Fee Appeals	Student Account Services	Students who desire to appeal a Late Payment Fee and/or a Late Registration Fee may make their appeal to the Fee Appeals Committee by initiating a Fee Appeals Committee Petition.	UCF Regulation 4.019: Fee Policy – Payments, Refunds, and Release of Fee Liability	Student Accounts (appeal approved) Student Accounts (appeal denied)
Student Financial Aid Appeals	Office of Student Financial Assistance	Petition for Dependency Override Professional Judgment Appeals Scholarship Appeals (Including Bright Futures) Satisfactory Academic Progress (SAP) Appeals Florida Student Assistance Grant Appeals	UCF Regulation 4.020: Student Financial Aid	Dependency Override (appeal approved) Dependency Override (appeal denied) FA: Professional Judgment (appeal denied) FA: Professional Judgment (appeal denied) FA: Bright Futures (appeal

Appeal Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
				approved) FA: Bright Futures (appeal denied) FA: SAP (appeal approved) FA: SAP (appeal denied)

Table 3. Other Complaints

Complaint Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
Alleged Discrimination Grievances	Office of Equal Opportunity and Affirmative Action	Office of Equal Opportunity and Affirmative Action Discrimination Grievance Investigation Procedure and use the Discrimination Grievance Record to file the formal complaint.	EOAA Discrimination Grievance Policy UCF Regulation 3.0134: Grievances Alleging Discrimination	EO/AA Investigative Report
Alleged FERPA Violations	Registrar's Office	Alleged FERPA violation complaints are filed using the FERPA Policy procedures listed on UCF's Registrar's website.	UCF Registrar: Procedure on Logging FERPA Complaints FERPA Policy	FERPA
Alleged Misconduct by a UCF Employee, Contractor, or Agent	University Compliance, Ethics, and Risk Office	To report misconduct by a UCF employee, contractor, or agent students may file an anonymous report through UCF IntegrityLine at 855-877-6049 or by using the online reporting form.	UCF Policy 2-700: Reporting Misconduct and Protection from Retaliation	Compliance, Ethics and Risk
Alleged Unprofessional Conduct or Misconduct by UCF Police Personnel	Police Department	To report unprofessional conduct or misconduct by UCF Police Personnel,	UCF Police Department Internal Complaint Investigation Procedures	UCF Police

Complaint Type	Responsible Unit	Filing Information	Policy/ Regulation	Case Examples
		students may file a Citizen Complaint/Concern Form on the UCF Police Department website.		
Complaints regarding UCF Health Center Privacy Practices or HIPPA Compliance	Student Health Services	HIPPA complaints may be submitted to the HIPAA Privacy Officer via the UCF Health Centercontact form.	UCF Student Health ServicesNotice of Privacy Practices	UCF Health Services
Complaints regarding: University Libraries* Computer Services and Telecommunications Office of Instructional Resources Center for Distributed Learning	Information Technologies & Resources	TheInformation Technologies & Resources Complaint Formis used to file a complaint with University Libraries, Computer Services and Telecommunications, Office of Instructional Resources, or the Center for Distributed Learning.	UCF IT&R Complaint Procedure	ITR (memo stating no complaints)
Indoor Air Quality*	Environmental Health and Safety Department	Student complaints are filed using the Indoor Air Quality Concern Form	Campus Safety and Health Policy	EHS (memo stating no complaints)
Safety Concerns*		Student complaints are filed using the Safety Concerns Report		

In virtually all instances, the policies and procedures identified above pertain to all UCF students regardless of the physical location at which or modality in which they take their courses. Exceptions, however, pertain to students taking courses on one of UCF's Regional Campuses sites where the partnering institution provides certain services (those marked with a "*" in the tables above) to UCF students. If the concern pertains to activity at a UCF Regional Campuses location, students are advised by way of a Regional Campuses Student Complaints and Appeals Web page to email the appropriate UCF regional campus liaison to file a formal written complaint regarding the partner institution.

The UCF Student Complaints and Appeals Web page notes that a UCF student who is unsure of who is responsible for handling his or her particular concern may contact one of the offices listed below for assistance with identifying the appropriate venue for seeking an informal or formal resolution.

- Ombuds Office
- Student Development and Enrollment Services
- Office of Student Rights and Responsibilities
- Office of the President
- Office of the Provost and Executive Vice President

Each of these offices serves as a resource to students in helping them find the appropriate unit or entity that can assist them with their concern. Contacting one of these offices, however, does not constitute filing a formal written complaint.

Although students are always encouraged to use the appropriate channel above to lodge a grievance against the institution or its agents, in instances where the student feels uncomfortable using these channels, the UCF IntegrityLine and its report form may be used to lodge a complaint, including anonymous complaints.

In addition, the UCF Student Complaints and Appeals Web site provides information on how a student, after exhausting all internal university processes, provided there is no avenue for external appellate review by a court, may file a complaint against the institution asserting non-compliance with state law or board regulations. In these instances, records are maintained by the board of governors.

Also, UCF's Academic Program Quality unit posts on its Web site information on how members of the public, including students, may contact SACSCOC to lodge a complaint against the institution but only if there is evidence to support significant non-compliance with a requirement or standard.

Finally, it is important to note that, while the Student of Concern Reporting Form is not considered a written student complaint against the institution or its agents, members of the university community may report a student of concern by using that form, which is available on the Office of Student Rights and Responsibilities Web site and to which students may also link from the UCF Student Complaints and Appeals Web page.

Conclusion

The University of Central Florida has adequate procedures for addressing written student complaints and follows those procedures when resolving student complaints. Therefore, it is in compliance with Federal Requirement 4.5.

4.6 Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida's recruitment materials and presentations accurately represent the institution's practices and policies as demonstrated in such documents as the Undergraduate Catalog, Graduate Catalog, Admissions Viewbook, department and program promotional materials, and various Web pages. Accuracy is ensured through faculty review of promotional materials at the department and college levels, and through approvals from the College of Undergraduate Studies, the College of Graduate Studies, and UCF Marketing at the university level. The College of Medicine handles its own recruitment and admissions processes and works closely with faculty members and administrators to ensure that they provide accurate information that conforms to UCF practices and policies.

General Responsibility for Accuracy of Recruitment Materials and Presentations

Academic leaders—including deans, department chairs, school directors, faculty program directors or coordinators, and others responsible for academic programming and related activities (e.g., leadership responsible for student admissions, new program approvals, distance learning, regional campus and corporate education, international and global affairs)—play a central role in ensuring ongoing compliance with SACSCOC *Principles of Accreditation* and commission policies, including those related to accurate representation of the institution's practices and policies in recruitment materials and presentations. Resources to help assure UCF compliance with such requirements are posted on the Academic Program Quality Web page that addresses ongoing university compliance activities with regard to commission requirements. Additionally, periodic training helps to reinforce the role of academic leadership in enforcing SACSCOC requirements.

Undergraduate Admission

A number of resources provides prospective students with the information they need to understand UCF's practices and policies. The undergraduate catalog contains extensive information about all degree programs and academic policies. Information about campus housing is available on the Housing and Residence Life Web page. The UCF Office of Undergraduate Admissions website provides recruitment materials and Web-based information about admission requirements, degrees and majors, and frequently asked questions.

UCF Marketing and Undergraduate Admissions work closely together to produce all recruitment publications. For example, see the Undergraduate Admissions Viewbook and the Transfer Viewbook on the Undergraduate Admissions media page. Development of these materials begins in Undergraduate Admissions with a review of publications from previous years. Appropriate faculty and staff are directly involved in the review process, and then necessary changes are sent to UCF Marketing, which works on design, layout, and photography. Typically, publications go through several draft versions until the final products are approved by the associate vice president of

enrollment services. The publications are then used in the recruitment process. An example of this teamwork is the video "World's Stage," which appears on the Undergraduate Admissions' home page (two-minute version) and is also used for television commercials (30-second version). This joint project was also approved by the vice president of communications and marketing and by the president of UCF.

The Office of Undergraduate Admissions provides information and services to prospective students and their families through print material, online resources, and social media. The associate vice president of enrollment services reviews recruitment materials with the director of communications, recruitment, and marketing to ensure accuracy in the content of their materials. This includes the slideshow that complements the presentation given by recruitment staff at the UCF Welcome Center and during open houses and which provides details regarding admissions requirements, timelines for applying to the university, and contacts for additional information.

Individual academic programs also provide information about their offerings through websites and, in some cases, print materials. In such cases, degree programs often provide general information on the major and the associated faculty while referring students to the appropriate catalog for complete coverage. Responsibility for vetting the accuracy of those materials lies with college and department leaders and, in some cases, their marketing staff members.

Admissions Staff
New staff members in the Office of Undergraduate Admissions are introduced to the college admissions process and the university through an extensive six-week training program that comprehensively exposes them to the mission, goals, and objectives of the university.

In light of UCF's role as a public, multi-campus, metropolitan research university dedicated to serving Orlando and the surrounding communities, regional campus locations also have professional staff and support staff who are trained to assist students with the undergraduate admissions process. These staff members serve the surrounding communities by ensuring that the same recruitment efforts and services are provided to all students who are interested in attending UCF and its regional campuses. The Office of Undergraduate Admissions prepares recruitment staff to appropriately address prospective student issues.

Dissemination of Materials
College fairs, high school visits, college night panels, visits with high-ability students, and extensive on-campus visit programs are coordinated to ensure accuracy and consistency in the dissemination of materials and information. Brochures, literature, and Customer Relationship Management (an email and communications system within the university's records management system) communications target specific market segments, and recruitment efforts are focused on local, state, national, and international communities. Social media also play an important part in our communication with prospective students. UCF Undergraduate Admissions has a presence on Facebook, Twitter, and Instagram.

Graduate Admissions
The College of Graduate Studies strives to meet the university's goal to "achieve international prominence in key programs of graduate study and research" by recruiting diverse and highly qualified students. The Graduate Catalog offers comprehensive information on all graduate programs offered at UCF, and the faculty and staff members in each of those programs play a key role in recruiting and attracting graduate students to UCF. The Graduate Catalog and Graduate Student Handbook are updated according to a regular schedule to ensure continued accuracy.

Graduate program handbooks are updated by graduate programs and by College of Graduate Studies directors, according to a regular schedule to ensure accuracy. Graduate program handbooks and the Graduate Catalog are published and archived together each year.

All graduate programs host their own websites, and many publish brochures, posters, and other materials used in their recruitment efforts. Responsibility for ensuring the accuracy of program-produced materials lies with college and department leaders and, in some cases, their marketing staff.

Examples of brochures developed and approved through the process outlined above include the Department of Modeling and Simulation and the College of Business Administration (Executive Master of Business Administration, Professional Master of Science in Management, Full-Time Professional MBA). The materials are developed in the individual departments by the faculty members who are responsible for the program of study and the curriculum in each program. The College of Graduate Studies also provides training to new faculty program directors and staff members on the different aspects of recruiting graduate students. Examples of such training include sessions on graduate admissions and student services and graduation.

Dissemination of Graduate Materials

UCF's College of Graduate Studies promotes awareness of graduate education through various online resources, such as an admissions website, a student website, a funding website, the Graduate Catalog, and multiple social networking sites. Marketing efforts are focused on targeted segments that include the local, state, national, and international communities. Materials and presentations are viewed as services provided to prospective graduate students from first inquiry to enrollment. Reliance primarily on electronic resources ensures that information that is presented is timely and that it accurately represents the university's current practices and policies. All marketing efforts and publications are carefully crafted, consistently reviewed, and approved by the vice provost and dean of the College of Graduate Studies.

The College of Graduate Studies uses an online open house and chat service to give prospective students an opportunity to interact with faculty and staff members. The college also uses social networking sites such as Facebook, Twitter, and LinkedIn to recruit prospective graduate students. Through these sites, the college is able to easily disseminate information about graduate school, highlight new programs, and advertise events and networking opportunities.

College staff members are highly trained to provide accurate information to students and to support graduate programs in their recruiting efforts. Staff members travel in the fall to recruit students from state universities and private institutions in Florida and throughout the Southeast. Presentations are provided to UCF undergraduate students who show interest in continuing with their graduate education. Prospective graduate students are invited to the annual graduate fair held on the Orlando campus each fall.

Prospective graduate students can learn about university fellowship opportunities on the graduate funding website, as well as other funding resources available to qualified graduate students. In addition to providing information online, the College of Graduate Studies collaborates with the College of Undergraduate Studies to facilitate the matriculation of undergraduate Research and Mentoring Program (RAMP) and McNair Scholars Program participants into graduate education at UCF.

College of Medicine

Established in 2006, the UCF College of Medicine is responsible for admission of students, and information is provided for prospective students on its admissions website. Information includes the Viewbook, application timeline, admissions FAQs, and application requirements. The College of Medicine maintains an online archive of reports and publications, which include information about admission trends, for review by students, faculty and staff members, and the wider UCF community.

The College of Medicine Viewbook is created by the offices of communications and admissions with final approval by the associate dean for students and the dean of the College of Medicine. The Look Book and the Annual Report are created by the office of communications with final approval from the dean. The Diversity and Inclusion Annual Report is created by the communications office and the assistant dean for diversity and inclusion, with final approval from the college dean.

Universidad San Ignacio de Loyola (USIL)

Under the UCF-USIL partnership, bilingual students enrolled in USIL's Center for Global Education (CGE) who have earned the equivalent of a pre-engineering A.A. degree, either by earning an A.A. degree from Broward College at CGE or through a combination of Broward and USIL credits, may transfer to UCF to complete the final 69 upper-division credit hours for their UCF B.S.I.E. degrees. These upper-division courses are offered by UCF at CGE primarily in face-to-face format, although one course each semester is taught online by a UCF faculty member. Students in the program must first meet USIL and CGE admission requirements and then UCF admission requirements, including UCF's English language proficiency requirements, to enroll in the program. As is required of all active UCF dual-degree agreements, the agreement between UCF and USIL explicitly states that "all marketing and promotional campaigns for this program must have prior approval by UCF. They will be consistent with UCF marketing standards as well as SACSCOC accreditation standards, and coordinated with the UCF marketing department" (see p. 2, Section A4). Section A5 in the agreement further states the following:

> Neither UCF nor USIL may use the SACSCOC logo on any materials related to the UCF-USIL dual-degree program or otherwise. When appropriate, all materials describing the UCF-USIL dual-degree program must include the following disclaimer:

> "The University of Central Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate, baccalaureate, master's, specialist, and doctoral levels. Universidad San Ignacio de Loyola is not accredited by SACSCOC, and the accreditation of the University of Central Florida does not extend to or include Universidad San Ignacio de Loyola or its students. Further, although the University of Central Florida agrees to accept certain course work from Universidad San Ignacio de Loyola to be applied toward an award from the University of Central Florida, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from the University of Central Florida. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work."

An example of a recruitment brochure for the UCF-USIL dual-degree program was recently reviewed by UCF Marketing and accurately represents UCF's practices and policies. It is provided as evidence of UCF's compliance with Federal Requirement 4.6 and associated commission policies, including "Integrity and Accuracy in Institutional Representation" and "Advertising, Student Recruitment, and Representation of Accredited Status."

Distance Education

Recruitment for online programs is coordinated in the department and college offering the specific program. While the undergraduate and graduate catalogs remain the authoritative sources, UCF does provide specific supplemental information related to exclusively online programs on both the Online@UCF Programs and UCF Online websites. Each degree program page links to the appropriate academic departmental website. UCF also participates in the Distance Learning Catalog provided by FloridaShines (formerly Florida Virtual Campus) and in the Southern Regional Education Board's Electronic Campus. The associate vice president for distributed learning is responsible for approving the information on these websites.

Conclusion

UCF accurately represents its practices and policies in recruitment materials and presentations that inform prospective students and the community about the university and is thus in compliance with this standard.

4.7 Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida is in compliance with its program responsibilities under the Higher Education Act and its amendments. The following narrative provides evidence of compliance by describing the financial aid audit and review process.

UCF Addresses Program Responsibilities Under Title IV

UCF's Office of Student Financial Assistance offers comprehensive services designed to meet the financial needs of all UCF students. The office makes available aid programs from all sources for which students are determined to be eligible. The office's website provides students and parents with comprehensive information about financial aid programs, application instructions, eligibility requirements, and Title IV financial aid policies such as verification procedures, satisfactory academic progress policy, student rights and responsibilities, and receiving aid, as well as the terms and conditions of awards.

The Office of Student Financial Assistance administers Title IV aid in compliance with regulatory requirements set forth by the U.S. Department of Education. The office administers the following Title IV programs: Pell Grant, Federal Supplemental Educational Opportunity Grant, Direct Loan Program (subsidized and unsubsidized loans, and loans for parents and graduate or professional degree students), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Perkins Loan, and Federal Work-Study.

The university is authorized to participate in the federal Title IV student financial assistance programs by the U.S. Department of Education under the Federal Program Participation Agreement, valid through March 31, 2017. For fiscal year 2014-2015, UCF disbursed $300,114,098 (as of April 29, 2015) in Title IV funds. In 2013-2014, UCF disbursed $333,789,827; in 2012-2013, $334,204,043; and in 2011-2012, $318,831,980. These disbursements included Direct Loans-Stafford, Direct Loans-PLUS, Perkins Loans, SEOG, PELL, IASG (2012-2013 only), TEACH, and work-study funds. The institution's most recent three-year official cohort default rate for fiscal year 2011 was 5.4 percent.

In compliance with the amendments to the Higher Education Act, the auditor general for the state of Florida conducts annual audits of financial aid records and accounts, including a review of adherence to federal regulations governing federal financial assistance programs. The Office of Student Financial Assistance adheres to all federal regulations as set forth under Title IV Student Aid Program regulations. A summary of the annual reports for years 2010-2011, 2011-2012, 2012-2013, and 2013-2014 illustrates compliance with federal regulations.

The U.S. Department of Education has imposed no limitations, suspensions, or terminations on UCF with regard to student financial aid or other financial aid programs during the previous two fiscal years for which audit reports are complete (2012-2013, 2013-2014). UCF has not been placed on the reimbursement method nor been required to obtain a letter of credit in favor of the Department of Education. UCF has no infractions to regulations that would jeopardize continued Title IV funding eligibility, and the university has not been required to post a letter of credit on behalf of the Department of Education or any other financial regulatory agency. There have been no complaints related to financial aid filed with the Department of Education regarding the university. There are no impending litigation issues with respect to financial aid activities, nor has any adverse communication been received by the Department of Education.

While the auditor general did note two findings in the university's 2012-2013 audit that related to the university's tracking of student's satisfactory academic progress and verification of student attendance, no evidence was found of significant noncompliance. Upon further review, the U.S. Department of Education disagreed with the auditor general's finding regarding satisfactory academic progress. UCF revised specific wording in the satisfactory academic progress policy, which satisfied the U.S. Department of Education's review of the finding. Respective reimbursements in the amounts of $8,903 and $14,708.20 were paid per instructions regarding the verification of student attendance. Following the 2012-2013 review findings, the university undertook a review and implemented new controls to ensure full compliance with established policies, procedures, and federal regulations regarding federal financial aid, including timely reimbursements to the U.S. Department of Education. Although the institution developed new procedures, they could not be fully implemented prior to the end of 2013-2014, as noted in the university's 2013-2014 audit finding. As a result, total reimbursements for 2013-2014, including interest and cost of funding, amounted to $3,483. As of August 2014, for the 2014-2015 academic year, UCF completed implementation of the new controls, resulting in UCF's full compliance with federal regulations regarding federal financial aid, including timely reimbursements to the U.S. Department of Education.

Conclusion

The University of Central Florida does not have any outstanding concerns regarding Title IV responsibilities. The institution is in compliance with this requirement.

4.8.1 Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida complies with federal requirements regarding distance education courses and programs by requiring that students use password-protected identification to access online instruction sites. UCF does not currently offer correspondence education programs or courses.

Student Credentials for Accessing Online Tools

UCF ensures the identity of each student logging into online tools through the use of a unique username and password. Students receive their Network ID (NID) when they are admitted to the university. The NID is the username associated with all accounts at UCF. This secure login (consisting of two letters and a series of random numbers) allows student access to myUCF, Webcourses@UCF (Instructure Canvas), campus computer labs, VPN, and other portals maintained by UCF. Users determine their own NID password within the structure provided by UCF. NID passwords expire every 60 days and must consist of a combination of eight or more characters that includes a mix of letters, numbers, and special characters. It is a violation of university policy to share one's NID or NID password. This information is communicated to students at orientation and via an all-student email message.

Webcourses@UCF is the university's online and distance learning management system.The NID is required to access distance course delivery services. Faculty may also use Webcourses@UCF for hybrid and traditional courses that are not part of the distance education programs.

Virtual Proctoring of Online Examinations

In addition to security measures afforded by the use of the NID and NID password, the College of Nursing's graduate program has contracted with a commercial vendor, ProctorU, to provide live proctoring for some online courses. See Federal Requirement 4.8.3 for information about this tool and how students are informed about related costs.

For other courses, the Center for Distributed Learning has developed an optional proprietary video proctoring tool called ProctorHub, which is available for faculty members' use. ProctorHub uses a student's webcam to record an individual testing session. Students are instructed to display a government-issued ID to the webcam at the beginning of the exam and can observe themselves being recorded for the duration of the test. The tool is a passive video solution; therefore the

sessions do not include audio and are not live-monitored. However, a video record is archived for later review, if necessary, and all sessions are tagged with a photograph of the student pulled from the university's authoritative identity source in the UCF Card Services office (which issues university ID cards) for official comparison. More information about this tool and the information provided to students and faculty about it is included in Federal Requirement 4.8.3.
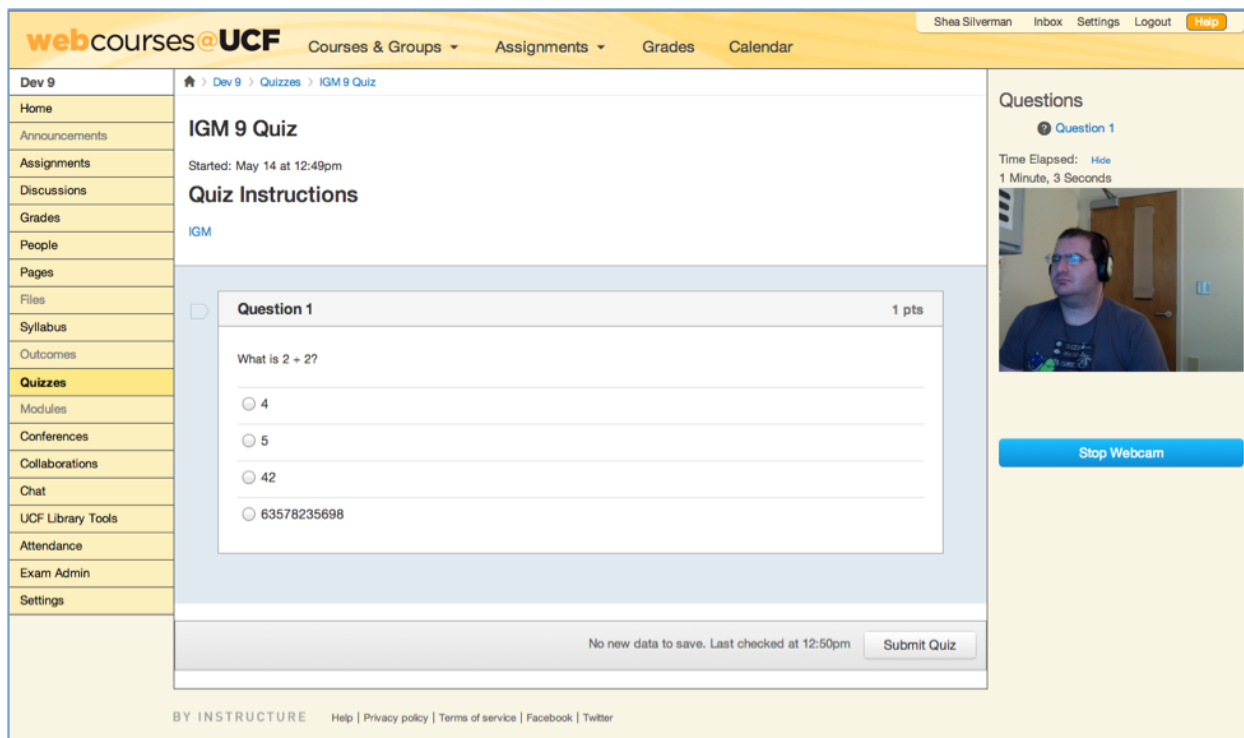
Conclusion

UCF uses a password-protected login for student credentials and provides optional virtual proctoring for all classes. The university is in compliance with this federal standard.

4.8.2 Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida follows the same policies and procedures for protecting students' privacy in online programs as it does for on-campus students. University definitions of student records include directory information (which can be released unless the student writes a written request to restrict its access), academic and financial information, and records associated with professional services received on campus.

UCF is in full compliance with relevant federal and state laws as well as internal policies. These include the following:

- UCF Policy 2-100.4, Florida Public Records Act - Scope and Compliance
- UCF Policy 2-103, Use of Copyrighted Material
- UCF Policy 3-206.4, Cardholder Information Security Procedures
- UCF Policy 4-002.1, Use of Information Technologies and Resources
- UCF Policy 4-007, Security of Mobile Computing, Data Storage, and Communication Devices
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Electronic Communications Privacy Act of 1986
- Fair and Accurate Credit Transactions Act (Red Flag Rule)
- Gramm-Leach-Bliley Act (disclosure of nonpublic personal information)
- Digital Millennium Copyright Act

Online Students

In addition to the laws and policies cited above, the privacy of students enrolled in distance learning at UCF is documented in UCF Policy 4-008, Data Classification and Protection. This policy not only defines the various types and levels of online data; it describes the procedures required for maintaining necessary student privacy. Some of the specific procedures related to restricted data include the following:

- When stored in an electronic format, restricted data must be protected with strong passwords and stored on secured servers to protect against loss, theft, unauthorized access, and unauthorized disclosure.
- When in "hard copy" format or recorded on mobile electronic media, restricted data must be stored in a locked cabinet or drawer in a room or area where access is controlled by a lock or card reader or that otherwise has sufficient physical access-control measures to prevent unauthorized access by members of the public, visitors, or other persons without a need to know.

- When transmitted through a data network, restricted data must always be protected by using a secure connection method, such as a VPN or SSL.
- Restricted data must not be disclosed to parties without explicit management authorization, and then only on a need-to-know basis.
- When sent via fax, restricted data must be sent only to a previously established and used address, or one that has been verified as being in a secured location.
- Restricted data must be accessed using the NID (described below), or similarly secure credential, with a strong password; passwords on systems holding confidential data must be changed at least every 60 days.
- Restricted data must not be posted on any public website.
- Restricted data must be destroyed when no longer needed, subject to the records retention schedule. Destruction may be accomplished in the following manner:
    - "Hard copy" materials must be destroyed by shredding or another process that destroys the data beyond recognition or reconstruction. After destruction, materials may be disposed of with normal waste.
    - Electronically stored media must be sanitized appropriately by degaussing prior to disposal or by physical destruction of storage media.

Also, as noted in Federal Requirement 4.8.1, UCF ensures the identity of each student through the use of a unique username and password. Students receive their Network ID (NID) when they are admitted to the university. The NID is the username associated with all accounts at UCF. This secure login (consisting of two letters and a short sequence of random numbers) allows student access to myUCF, Webcourses@UCF (Instructure Canvas), on-campus computer labs, VPN, and other portals maintained by UCF. Users determine their own NID password within the structure provided by UCF. NID passwords expire every 60 days and must consist of a combination of eight or more characters (mix of letters, numbers, or special characters). It is a violation of university policy to share one's NID or NID password. This information is communicated to students at orientation and by an all-student email.

The Registrar's Office provides training to UCF faculty and staff members on a variety of topics related to student records, including pertinent privacy laws (FERPA). Training courses are administered both online and through face-to-face classroom sessions. Information on Policies Regarding Information Technologies and Resources is also included in the UCF Faculty Handbook and faculty members are reminded about data security policies and procedures by email.

Dissemination of information to students is accomplished though the Undergraduate Catalog (Student Use of Technology, FERPA, Student Records), the online Graduate Catalog (Student Use of Technology, FERPA), and the Golden Rule Student Handbook.

Conclusion

The University of Central Florida values the privacy of all students, whether enrolled in a distance education class or in an on-campus face-to-face class. Through the policies and processes described above, UCF demonstrates compliance with this federal requirement.

4.8.3 Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Central Florida provides detailed information to all students when fees are associated with verification of student identity. The university assesses a distance education fee to support online delivery of distance education courses, but it is not related to the verification of student identity. Information on tuition and fees is provided to students at the time of registration, and additional information may be found at the Student Account Services website and the online Tuition and Fees Web page. There is also a page giving brief explanations of the various fees.

Verification of Student Identity

ProctorHub

UCF's ProctorHub video proctoring system was developed in-house specifically so that it could be deployed at scale with no cost to students. Although there are no fees or other charges imposed on students for the use of ProctorHub, it does require the use of a webcam. Most laptops come with built-in webcams; however, students with access to the Orlando campus who do not own a webcam may check one out from the John C. Hitt Library's LibTech desk or use a webcam-equipped computer in one of UCF's computer labs. Information about ProctorHub, including details about costs and access, are included on both the student-facing website and the instructor-facing website. Faculty are instructed via the instructor-facing website to include these details in syllabi for classes that will incorporate the tool. Instructors may also choose to add a comment explaining these requirements to the class notes in the online course schedule that students use to select their courses.

ProctorU

The College of Nursing has engaged a commercial partner, ProctorU, to provide live proctoring services for students taking multiple choice tests in the Master of Science in Nursing (M.S.N.) program and the Doctor of Nursing Practice (D.N.P.) program. There are additional costs for students for these assessments, and students are informed of these additional costs in several ways: via Webcourses@UCF class notes prior to registration, which explains how ProctorU is used; on the Webcourses@UCF home page during the semester; on graduate course syllabi; and during the program orientation. The cost of ProctorU is $25 per examination, with a maximum of three exams per course.

All graduate courses in the College of Nursing's M.S.N. and D.N.P. programs include the following language in their syllabi:

Procedure for Proctoring of Major Examinations in Graduate Courses

All major examinations in graduate courses in the UCF College of Nursing will be proctored.

Faculty will announce at the start of the semester

- If there are major examinations in the course
- If there will be proctored testing available at the CON or on-campus
- Dates and times for proctored exams
    - The test will be available during a fixed time period during the scheduled class time for sections of classes which are web-mediated
    - The test will be available for no longer than 12 hours for sections of classes which are fully web-based

ProctorU, an online test proctoring service, will be used for major course examinations if a CON or on-campus testing option is not used.

Students are responsible for setting up an account with ProctorU, scheduling the examination, having required technology and paying any associated costs (instructions will be provided within Webcourses@UCF).

Conclusion

The University of Central Florida clearly identifies for students the methods used for proctoring online examinations and verifying student identity prior to registration and via Webcourses@UCF and other locations after registration (but prior to Drop/Add). UCF is in compliance with this federal requirement.

4.9 Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours.")

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The following narrative demonstrates that the University of Central Florida has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. Additional information may be found in Comprehensive Standard 3.4.6, which provides details on the practices followed by UCF in determining the amount and level of credit awarded for courses and other educational experiences.

Definition of Credit Hour

The university adheres to Florida state regulations of how academic credit is awarded by Florida's educational institutions. Florida administrative code Rule 6A-10.033 provides definitions and guidelines for awarding college credit and is the primary point of reference for institutional regulations, policies, and practices. The administrative code, revised March 25, 2013, defines one semester credit hours as "the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours." This definition is consistent with the federal definition of a credit hour in the Commission's guidance document. The definiton may be found in the Undergraduate and Graduate catalogs.

Standards for statewide articulation and transfer are governed by Section 1007.24 of the Florida Statutes, which concerns common course numbering. The Florida Statewide Course Numbering System Handbook defines "college credit" related to articulation and transfer. State regulation ensures that UCF's policies conform to commonly accepted higher education practice in Florida.

Alternative Delivery Methods

All courses, regardless of delivery method, are developed and updated in accordance with the instruction practices, goals, and objectives of the course. Appropriate contact hours are determined by faculty in the discipline and the appropriate curricular review committees based on the credit hour definition above. Course credit hours for distance education, independent study, and similar courses that do not necessarily meet in a classroom on a traditional semester schedule follow the same faculty development and committee approval process as traditional classes on the standard semester schedule. Credit awarded is based on student learning outcomes and is consistent with credit hours awarded for the equivalent in-class course. Credit earned through study abroad programs at other institutions is reviewed in the same manner as all other transfers of credit.

When making determinations about the appropriate credit hours awarded for courses in alternative delivery format, UCF applies the guidelines set forth in the Office of Postsecondary

Education's "Dear Colleague" letter dated March 18, 2011, which seeks to offer "Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010." This letter states that "the credit hour definition does not emphasize the concept of 'seat time' (time in class) as the primary metric for determining the amount of student work for federal purposes. Institutions may assign credit hours to courses for an amount of work represented by verifiable student achievement of institutionally established learning outcomes." The university's process for approving proposals for new courses and modifications to existing courses ensures that student learning outcomes are the central consideration in determining course credit hours. Credit earned through study abroad involves the same credit hour scrutiny as other credit bearing activity. Courses may be UCF courses taught by UCF faculty, transcripted courses that have been articulated in advance by discipline faculty and that incorporate faculty evaluation of student materials upon the student's return, and/or transfer courses evaluated in the same manner as all other transfers of credit. Additional detail on international education is provided in Comprehensive Standard 3.4.6.

Approval Process

New programs are developed, examined, and evaluated by faculty committees at the department, college, and university levels to ensure that each proposed program of study includes a logical and sound sequence of courses that is at a level consistent with national expectations in that field of study. As required by the Florida Board of Governors, in each new program proposal, the submitter describes the course of study, admission standards, and graduation requirements for the proposed program, lists the expected learning outcomes, and specifies the number of credit hours required for the degree (UCF Graduate Council Curriculum Committee Forms, UCF Undergraduate Policy and Curriculum Committee Forms). The review committees use this information to evaluate the appropriateness of the courses, educational experiences, and learning outcomes of proposed programs. UCF also conducts Academic Program Reviews for all degree programs every seven years, which include evaluation by external experts of whether the credit hours awarded for courses and programs conform to commonly accepted practices in higher education for that particular discipline. A more detailed explanation of the approval and review process may be found in Core Requirement 2.5.

Conclusion

The University of Central Florida is in compliance with this federal requirement. The definition of credit hours is consistently used in all programs, regardless of mode of delivery, and credit hours awarded for courses and programs follow the guidelines provided by the Office of Postsecondary Education and conform to commonly accepted practices in higher education.