University of Central Florida

Focused Report

UNIVERSITY OF CENTRAL FLORIDA

Focused Report

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University of Central Florida • 4000 Central Florida Boulevard • Orlando, Florida 32816

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

The University of Central Florida
Focused Report
Prepared for the Southern Association of Colleges and Schools, Commission on Colleges
On-Site Committee Visit April 25-28, 2016

By signing below, we attest 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 in the areas covered by the Focused Report.
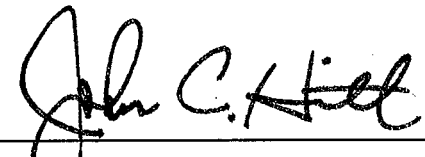
Accreditation Liaison

Diane Z. Chase, Vice Provost, Academic Program Quality

Signature

Date March 22, 2016

Chief Executive Officer

John C. Hitt, President

Signature

Date March 22, 2016

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

SACSCOC Off-Site Committee Comments

The institution advised that the financial audit report for fiscal year 2014-2015 was not available due to the new inclusion of GASB 68 requirements for pension liabilities unavailable at the time of the report from the State of Florida. The institution advises that the results are not expected until after the October 20, 2015 deadline.

The institution provided the following information for review: (1) tables reflecting Student Enrollment and Tuition and Fees for the five year period 2010-2015; (2) table reflecting Total Operating Revenue, including non-capital State Appropriations for fiscal years ending 2010 through 2014; (3) financial ratio calculations for the Primary Reserve Ratio and Viability Ratio; (4) a table detailing bond ratings by Standard & Poor's Rating Service for three fiscal years ending 2012 through 2014; and, (5) a table showing approved, amended and final budget allocations for the three fiscal years ending 2012 through 2014.

The institution provided audit reports for fiscal years 2012 through 2014 and provided a Restatement of Net Assets without Plant and Plant-Related Debt for fiscal years ending 2012 through 2014 for this compliance review. This statement represents the change in unrestricted net assets attributable to operations and demonstrates whether there are adequate resources and net assets to support operations. Unrestricted net assets decreased by $16 million from fiscal year 2012 to fiscal year 2013, a 6.6% reduction. Unrestricted net assets subsequently increased by $36.9 million from fiscal year 2013 to fiscal year 2014, an increase of 13.5%. This swing is attributed to a $49.8 million reduction in state noncapital appropriations from fiscal year 2012 to fiscal 2013. The reduction in revenue was offset by use of non-recurring reserves. State noncapital appropriations rebounded for fiscal year 2014. Management Discussion & Analysis notes the relationship of the institution to the State and the fiscal year 2015 increase in state funding that included $31 million in new funding for the institution. Enrollment and student tuition and fee trends reflect stability. Financial ratios demonstrate stable trends over the prior five fiscal years.

Institutional bond ratings issued by Standard & Poor's Ratings Services are stable and the report issued in April 2015 indicate strong student demand, positive operating performance with a diversity of revenue streams and low debt service burden.

Operational budget planning, development, management and control are detailed through policies, state submissions for support and approved allocation documents. Summary level budget documentation for the fiscal years ending 2013 through 2015 were provided. The comprehensive approach to operational budgeting is approved by the University Budget Committee and ultimately by the Board of Trustees. Likewise, capital budget planning is supported by institutional policies and state requirements which include submission of a Five-Year Capital Improvement Plan.

Focused Report Response

When the Compliance Certification Report was submitted, the university's June 30, 2015, financial statement audit and management letter and our statement of unrestricted net position were not yet available. Florida's auditor general provides these reports annually between November and March. We received the required documents in December and now submit the financial statement audit and management letter and the statement of unrestricted net position for the required period.

Sources

- Financial Audit, 2015
- Financial Audit, 2015 (Page 19)
- Financial Audit, 2015 (Page 5)

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

SACSCOC Off-Site Committee Comments

The institution enrolls more than 60,000 students across many locations which include the main campus in Orlando and 10 regional campuses in Altamonte Springs, Cocoa, Daytona Beach, Leesburg, Ocala, Palm Bay, Sanford/Lake Mary, South Lake, Valencia East, Valencia Osceola, and Valencia West. Additional physical campus sites include the Rosen College of Hospitality Management, the College of Medicine at Lake Nona, and a presence in six buildings at the Central Florida Research Park. The institution has more than 1,415 acres and 166 buildings with more than 10 million gross square feet available. Enrollment includes online courses and programs.

The institution has invested more than $260 million towards construction which includes both state funded and University funded projects. These projects include addressing $35.7 million in deferred maintenance, $45.9 million in housing, $12.8 million in parking and $8 million in athletics facilities. The institution annually updates a five-year fixed capital improvement plan and total requests and plans, if fully funded, would require an ambitious $2.4 billion in work between fiscal years 2016/2017 and 2020/2021. Long term projects in this plan with approved building programs in place total $383.7 million and include utilities, infrastructure, capital renewal and roofing projects as well as renovation of the library facility. The institutional updates facility condition assessments, most recently with a third-party review in 2011. Maintenance strategies are in place to provide preventative and predictive work.

While the institution has extensive planning processes in place that include a 10-year campus master plan that ties to the mission and strategic plan of the University, the Off-Site Reaffirmation Committee was unable to find sufficient evidence that the current physical resources at each location are adequate.

A comprehensive Educational Plant Survey last completed in 2010-2011 provides information for each facility, but the formula for calculating unmet need for space appears to have been applied to the main campus space only. These facilities are joint use facilities shared with other institution sites. Significant growth in student enrollments pressures academic student services and other spaces available.

Focused Report Response

The University of Central Florida enrolls more than 63,000 students each year. The vast majority of students take their face-to-face classes on the main Orlando campus. A smaller number (2,438 in Fall 2015) take face-to-face classes across several sites, including nine regional campus sites in Cocoa, Daytona Beach, Leesburg, Ocala, Palm Bay, Sanford/Lake Mary, South Lake, Valencia Osceola, and Valencia West. Additional specialized location-based sites include the Rosen College of Hospitality Management (2,731 students), the Health Science campus at Lake Nona (UCF College of Medicine) (457 students), and the Center for Emerging Media (184 students) and the Executive Development Center (cohort sizes vary by semester) in downtown Orlando. In addition to these locations, limited instruction is available at other sites, such as at Valencia College-East in Valencia College space and in Seminole State College space in Altamonte Springs, where a portion of the

bachelor's in nursing program (offered primarily online) is housed. The university also offers a large number of courses online.

In response to UCF's Compliance Certification Report, off-site evaluators noted that, while the university has extensive planning processes in place that are tied to its mission and strategic plan, the CCR did not include sufficient evidence that current physical resources at each of the locations mentioned above are adequate. They also raised concerns that the formula used to calculate unmet need for space seems to have been applied only to the main campus. Each of these concerns is addressed below.

Concern A: *The off-site committee was unable to find sufficient evidence that the current physical resources at each location are adequate.*

All UCF campuses adequately support the teaching, study, research, recreation, conservation, service, and living requirements appropriate to their constituencies. The university has consistently expanded its physical resources to accommodate steady growth in student enrollment, programs, and services through building, joint-use facilities with local state colleges, and leased space.

Over the past several years, enrollment patterns at the regional sites have changed as the mission of the regional campuses has transitioned away from a primary emphasis on providing face-to-face classes for place-bound students to providing support services and online courses, with limited face-to-face instruction. The sites support the university's commitment to transfer students as well by managing the Direct Connect to UCF program, which guarantees transfer to UCF for students with A.A. degrees from partner state colleges. The regional campus division also plays an important role in the delivery of online courses by offering or funding 36 percent of UCF's online credits.

A Venn diagram depicting where UCF students take their courses shows that students tend to rotate among sites and modalities to create convenient schedules. The final student headcount for Fall 2015, for example, includes 2,438 regional campus students out of more than 63,000 total UCF students. Of these 2,438 students, 33.8 percent took classes exclusively online; 27.7 percent took classes exclusively at regional locations; 19.7 percent took some classes at the main campus as well as at regional locations; and 18.8 percent took a combination of classes at the main campus, at regional locations, and online. Existing facilities more than adequately meet the associated needs of this relatively small number of students.

As demonstrated in the supporting document titled "Construction Project Funding by Source," the university consistently expends funds to maintain and renovate existing facilities and build new facilities for its regional locations. The university allocated $9.51 million for minor projects and $2.19 million for critical deferred maintenance for all campuses (except for space shared with regional host partners) between 2011 and 2016. Projects at the specialized location-based sites were allocated $1.26 million for minor projects and and $740,000 for deferred maintenance. University departments spent another $1.54 million in departmental funds for renovation and improvement projects at these locations. Projects included installation of laboratory ventilation equipment, roof replacement and repair, and reconfigurations of space, including the conversion of offices to classrooms.

The university has made substantial investments in non-Orlando facilities in terms of new construction as well. In addition to new construction at the UCF Health Sciences Campus at Lake Nona and at the Rosen College of Hospitality Management, the university has made extensive financial contributions toward partnership buildings on state college campuses. For example, UCF assisted Valencia College in the construction of the UCF-VC Classroom Building on the Valencia College Osceola Campus to meet student demand and to 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.

Concern B: *The formula for calculating unmet need for space appears to have been applied to the main campus space only.*

As previously cited in Core Requirement 2.11.2 in the CCR, the university actively and systematically prioritizes its programmatic needs. Annually, the university submits to the Board of Governors the Five-Year Fixed Capital Improvement Plan. This plan includes the request to build buildings at all UCF-owned campuses. The most recent plan included requests for UCF Downtown, Nursing, Center for Emerging Media Build-out, Facilities Building and Infrastructure at Lake Nona, Rosen Educational Facility, Institute for Hospitality in Healthcare at Lake Nona, and Regional Campuses multi-purpose buildings.

The basic method used to determine facilities needed to accommodate educational programs and services is the Fixed Capital Outlay Space Needs Generation Formula. This formula is based on the university's Physical Facilities report (submitted annually to the Florida Board of Governors Facilities Division) and FTE enrollment projections. Based on the report and expected growth, the UCF Board of Trustees and the Florida Board of Governors request construction projects and subsequent funding at all locations for the next five years. The Board of Governors awards funding for new facilities or renovations on existing facilities on the basis of this review.

The university's needs for instructional space are adequately addressed at all sites, but space is in greatest demand at the main campus, which the off-site evaluators determined to be adequate. Room and seat utilization at non-Orlando sites (which, as indicated above, account for less than 10 percent of the university's total enrollment) currently are well below capacity. For example, during Spring 2016, room and seat utilization rates from Monday to Friday from 9 a.m. to 9 p.m. at non-Orlando regional campus sites is below 50 percent—indicating that sufficient instructional capacity exists to support the university's mission, programs, and services.

UCF works diligently to assess space needs and requirements at all campus sites, building and renovating as needed and consistently collaborating with partners in joint-use spaces to maintain maximum mutual benefit. Further, UCF consistently applies institution-wide and local usage data to ensure that all campuses have adequate space to fulfill their educational missions. UCF is in compliance with Core Requirement 2.11.2.

Sources

- Analysis of Space Needs by Category
- Construction Project Funding by Source
- Departmental Spending
- Future Project Projections, 2016-2021
- Mission Statement
- Strategic Plan
- Venn Diagram (Color)

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

SACSCOC Off-Site Committee Comments

The institution has six entities described as Direct Support Organizations (DSO). These 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. Each of these entities supports the university and they are recognized as component units included in the institution's financial statements. The State of Florida defines the relationship of these entities in statute and delegates their operation oversight to the Board of Governors.

The institution states that each is a separate legal entity, that the university has direct oversight and operational control over each DSO, and that the revenue-producing DSOs purchase liability insurance that covers their operations. Two of the entities, the UCF Athletics Association and the UCF Foundation, have fund raising roles; the other four entities have no fund raising activities. The University is in control of each of these fund raising roles through consultation with the University President and through fundraising employees reporting to the Vice President for Alumni Relations and Development.

A variety of inconsistent supporting materials are provided: 1) Four of the DSO's have MOUs excluding the UCF Stadium Corporation and the UCF Research Foundation; 2) Financial Statements for FY2014 are provided for three of the entities only – the UCF Athletics Association, the UCF Foundation, and the UCF Research Foundation; and 3) Internal Audit Reviews of the UCF Convocation Corporation and the UCF Foundation.

For each of the six entities, bylaws and articles of incorporation are provided. The articles of incorporation are uniform. The articles of incorporation do not define the extent of liability for the institution or the DSO.

Focused Report Response

The University of Central Florida has six direct-support organizations (DSOs). DSOs are separate legal entities that operate independently from the university but whose sole purpose is to support the university. The off-site evaluators found UCF to be in compliance with the first and third criteria mentioned in the standard, but they raised two concerns in their response. They noted that (a) supporting materials for the narrative were inconsistent and (b) the included materials did not provide sufficient clarity regarding the limits of liability for the institution associated with the DSOs. Each of these concerns is addressed below.

Concern A: *Supporting materials are inconsistent.* Below we address the concerns raised one by one.

1. *Four of the DSOs have MOUs* [memorandums of understanding] *excluding the UCF Stadium Corporation and the UCF Research Foundation.* The narrative in the CCR included all extant MOUs. The university does not have MOUs with the two entities identified by the off-site committee. Neither the Florida Statutes nor the Florida Board of Governors nor university regulations require an MOU between the university and a direct-support organization. Section 1004.28 of the Florida Statutes provides that "each state university board of trustees is authorized to permit the use of property, facilities, and personal services at any state university by any university direct-support organization." MOUs are created where helpful for internal operating reasons; in the case of the UCF Research Foundation and the UCF Stadium Corporation, university leaders determined that it was not necessary to have MOUs with these organizations due to nature of their functions in the institution. The relationships between each of these entities and the university are, as noted in the off-site team's report, defined by the state of Florida. Each entity is a not-for-profit corporation, incorporated according to Chapter 617 of the Florida Statutes. As such, their liabilities are not attributable to their directors or to the university, which is a separate legal entity.
2. *Financial statements for fiscal year 2014 are provided for three of the entities only—the UCF Athletics Association, the UCF Foundation, and the UCF Research Foundation.* Financial statements for the remaining three entities—the UCF Convocation Corporation, the UCF Finance Corporation, and the UCF Stadium Corporation (formerly known as the Golden Knights Corporation)—were not available at the time the CCR was submitted. They are included now in the documentation for this report.
3. *Internal audit reviews of the UCF Convocation Corporation and the UCF Foundation* [were the only ones included]. UCF's University Audit unit determines, on a regular basis, the colleges, departments, and functions they include in their audit plan. This selection is based on a risk-assessment process that includes the impact that an area or process will have on the university's strategic plan, management, or board requests, along with other regulatory and priority factors. Internal operational and regulatory audits were conducted for two of the DSOs during the review period. Those audits were included in the CCR and are included in this report as well. All remaining DSOs are expected to be audited within the next two to three years.

Concern B: *Articles of incorporation do not define the extent of liability for the institution or the DSO.*

In Florida, articles of incorporation do not set forth the liability of the corporation or its affiliated entities. Limitation of liability can, however, be demonstrated in two ways: the first is legislative, and the second is judiciary. First, because DSOs are required by law to be corporations unto themselves, incorporated under Chapter 617 of the Florida Statutes (Florida Not for Profit Corporation Act), DSO liability is not imputed to organization directors, nor to the university. Second, the Florida Supreme Court, in *Plancher v. UCF Athletics Association, Inc.*, held that (a) direct-support organizations, which are separate legal entities, do not generate risk of liability for the university and (b) university direct-support organizations are instrumentalities of the state for purposes of sovereign immunity. Therefore, their liability in tort, like that of the university, is limited to $200,000 per person and $300,000 per incident. Liability in contract is not limited, but is not attributable to the university.

Sources

- [PDF] Audit - UCFCC, 2013
- [PDF] Audit - UCFF, 2015
- [PDF] F.S. 1004.28
- [PDF] F.S. 617
- [PDF] Golden Knights Corporation (UCF Stadium Corporation) Financial Statements, 2014
- [PDF] UCF Convocation Corporation Financial Statements, 2014
- [PDF] UCF Finance Corporation Financial Statements, 2014

3.3.1.1

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.

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

SACSCOC Off-Site Committee Comments

The institution identifies expected outcomes, including student learning outcomes, in the area of educational programs as part of the university's larger institutional assessment process. Assessment Coordinators working with the units develop assessment objectives using SMART guidelines. The institution strives to assess the extent to which it achieves these outcomes, using measures selected based on MATURE guidelines. The assessment plans, which outline expected outcomes and strategies for assessing outcomes, are reviewed by Divisional Review Committees. The Divisional Review Committees provide feedback for the purposes of plan improvement. Assessment results and evidence of improvement based on those results are reported in each unit's annual assessment report. This information is also reviewed by the Divisional Review Committees. The University Assessment Committee oversees this review process.

In the case of educational programs, the university provided use of assessment results examples from an overall sample of 21% of its 219 programs, including undergraduate, graduate and certificate programs. Off-site and distance education programs were also included in the sample. The sample was selected to represent units across Divisional Review Committees, degree types and methods of delivery. A review of the provided documentation revealed an inconsistent implementation of the institution's assessment process at the educational program level. For example, the one objective example provided for the ESOL Endorsement K-12 certificate focused on employment, not student learning. The single objective example provided for the English MA online program was student learning focused (independent research and effective presentation of research); however, the improvement strategy cited (increase in course options) did not clearly relate back to the stated objective. In addition, the single objective discussed for the English BA program resulted only in improvements to the assessment process, not the program or student learning. In the example of the Forensic Science (MS) program, it was clear students were meeting established performance targets but it remains unclear how results were used for improvement. In addition, the example provided by the institution for the Office of Experiential Learning regarding outcomes associated with service learning, internships and cooperative education is office-focused not student-focused.

Overall, the majority of examples provided by the institution demonstrate that the educational programs are engaged in the university's long-established, institution-wide assessment process. However, because the institution provided only one objective example for each unit, when a unit's single presented objective or the assessment process associated with that single objective did not meet expectations set forth by the institution's own established process, there were no other examples from which to determine whether the unit and thus the institution was in compliance. A review of additional objectives for each unit may provide a more accurate evaluation of the individual unit's assessment processes.

Focused Report Response

The off-site committee recognized the thorough and comprehensive nature of UCF's Institutional Effectiveness Assessment model in and beyond educational programs, raising only two concerns in their response. The first was the possibility of inconsistent implementation of UCF's institutional assessment process related to educational programs. Their second concern is related: because the CCR included only one longitudinal sample outcome (objective) for each academic program in the sample, it was difficult for the reviewers to confirm with confidence that the programs consistently (1) include sufficient outcomes related directly to student learning and (2) use the results to implement clearly relevant improvement strategies to address needs associated with those outcomes.

 The response below addresses these concerns in three ways. First, we provide a short recap of our institutional effectiveness model related to academic programs, emphasizing our commitment to working with programs at a variety of levels of maturity in their assessment and mentoring faculty members who lead assessment efforts to consider a wide range of types of interventions and strategies to improve student learning. Second, we offer a short summary of the issues raised related to each of the five examples cited in the off-site report, offering clarification and referring the reader to supplemental reports that include additional detail on the programs' assessments over several review cycles. Finally, we offer a more detailed explanation of UCF's IE approach, detailing elements such as mentoring, review, and the application of IE Assessment Rubrics to further explain the context in which these programs and their assessment processes exist.

The UCF Institutional Effectiveness Assessment Model for Academic Programs

As was described in the Compliance Certification Report in C.S. 3.3.1 and C.S. 3.3.1.1, key elements of UCF's IE assessment model include an annual cycle of assessment of articulated student learning outcomes and multiple measures, performance targets, evidence of use of results to improve, peer mentoring and review, and broad-based participation.

For nearly two decades, the UCF Institutional Effectiveness Assessment process has been implemented by all educational programs and administrative units and has been overseen by Divisional Review Committees aligned with colleges and divisions. As can be seen in the Institutional Effectiveness Assessment organizational chart, UCF's 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.

All academic programs at UCF are engaged in the implementation of the IE assessment process. However, academic programs at UCF are at different levels of development in their assessment processes, with some programs more effective than others in identifying excellent student learning and operational outcomes and using results to improve. The developmental nature of implementation of practices in IE assessment is recognized by UCF's IE assessment model and is clearly articulated in the IE Assessment Rubrics. Annual reviews of assessment plans and results, conducted by the Divisional Review Committees and the University Assessment Committee, are designed to identify the programs that are struggling and to provide them with mentoring and feedback. Just as the IE assessment model seeks to improve programs and student learning, UCF continuously seeks to improve the assessment process. As a result, some of the examples included in our representative sample are at earlier stages of development than others. As the included

summary reports indicate, however, all of the programs are striving annually to improve both the products and the processes of their assessment efforts.

The Off-Site Review Committee concluded that, "Overall, the majority of examples provided by the institution demonstrate that the educational programs are engaged in the university's long-established, institution-wide assessment process." An overall 21 percent (N = 46/219) representative sample of academic program examples was included in the Compliance Certification Report for C.S. 3.3.1.1. These examples were longitudinal in nature and featured one outcome and its measure(s) for each academic program. The Off-Site Review Committee suggested that additional evidence related to the student learning outcomes assessed by four of the academic program examples included in the sample would assist in their understanding of how the IE assessment process is implemented. They also raised concerns about one administrative unit with academic responsibilities. Table 1 shows the Institutional Effectiveness Assessment Reports (containing the plan and results) with the Divisional Review Committee comments and IE Assessment Rubric reviews for these five entities for four assessment cycle years: 2011-12; 2012-13; 2013-14 and 2014-15. A summary of characteristics of the assessment process and a discussion of the concerns raised in the off-site report regarding each of the five entities are also given below. These summaries demonstrate the breadth and depth of maturity in the IE process for educational programs.

Table 1. Institutional Effectiveness Assessment Reports

Name of Program or Unit	2011-12	2012-13	2013-14	2014-15	Summary of SLOs, Results & Use of Results
ESOL Endorsement K-12 Certificate	2011-12 ESOL Endorsement K-12 Certificate IE Assessment Report	2012-13 ESOL Endorsement K-12 Certificate IE Assessment Report	2013-14 ESOL Endorsement K-12 Certificate IE Assessment Report	2014-15 ESOL Endorsement K-12 Certificate IE Assessment Report	ESOL Endorsement K-12 Certificate Summary of 2011-12 through 2014-15
English (M.A.) (Web)	2011-12 English (M.A.) (Web) IE Assessment Report	2012-13 English (M.A.) (Web) IE Assessment Report	2013-14 English (M.A.) (Web) IE Assessment Report	2014-15 English (M.A.) (Web) IE Assessment Report	English (M.A.) (Web) Summary of 2011-12 through 2014-15
English (B.A.)	2011-12 English (B.A.) IE Assessment Report	2012-13 English (B.A.) IE Assessment Report	2013-14 English (B.A.) IE Assessment Report	2014-15 English (B.A.) IE Assessment Report	English (B.A.) Summary of 2011-12 through 2014-15
Forensic Science (M.S.) (Biochemistry Track)(Web)	2011-12 Forensic Science (M.S.) (Web) IE Assessment Report	2012-13 Forensic Science (M.S.) (Web) IE Assessment Report	2013-14 Forensic Science (M.S.) (Web) IE Assessment Report	2014-15 Forensic Science (M.S.) (Web) IE Assessment Report	Forensic Science (M.S.) (Web) Summary of 2011-12

Office of Experiential Learning	2011-12 Office of Experiential Learning IE Assessment Report	2012-13 Office of Experiential Learning IE Assessment Report	2013-14 Office of Experiential Learning IE Assessment Report	2014-15 Office of Experiential Learning IE Assessment Report	Office of Experiential Learning Summary of 2011-12 through 2014-15
					through 2014-15

Explanation of Issues Raised in Specific Program Examples

The explanations below briefly address concerns raised in the off-site report and refer to supplemental documentation that is provided.

ESOL Endorsement K-12 Certificate: This program provides students the opportunity to acquire an endorsement to work with K-12 students for whom English is a second language. It heavily emphasizes the importance of application of student learning to the students' own teaching experiences, which is evident in its learning outcomes. Consistent with the UCF certificate program assessment guidelines, from 2011-2012 through 2014-2015, program faculty focused their IE Assessment assessment on three student learning outcomes: application of second-language acquisition principles to curriculum planning and classroom teaching, a direct teaching experience with ESOL students through service-learning, and preparation of students to secure relevant teaching positions.

In the example provided in C.S. 3.3.1.1, the third student learning outcome was used. This outcome concentrates on employment, which is a key component of the mission of this certificate program ("preparing students to teach ESOL in P-12 schools"), but which was judged by the off-site reviewers as not being clearly related to student learning. Attached is a summary of student learning outcome 1 (classroom application of language-acquisition principles), which is more clearly related to student learning. To measure results for this outcome, faculty members teaching in the ESOL Endorsement K-12 Certificate program used an assignment embedded in one of two core courses to assess students' knowledge of how second-language acquisition principles can be applied to curriculum planning and classroom teaching in the public school system. Based on longitudinal evidence over several assessment cycles (2011-12 through 2014-15), the faculty reviewed the assignment and determined where they could provide further support to students. Improvements to assignment guidelines were then initiated as described in the 2013-14 ESOL Endorsement K-12 Certificate Institutional Effectiveness Assessment Report.

English (M.A.) (Web): This program is an example of an online graduate degree in the humanities. From 2011-2012 through 2014-2015, program faculty members focused their IE assessment on three student learning outcomes: students' ability to conduct sustained independent research and to present it effectively; to demonstrate a superior ability to read, analyze, and synthesize a wide range of works and to show connections among them; and to demonstrate satisfactory or better performance in graduate course work (written assignments) and to demonstrate active engagement in their subfield through presentations, publications, or other measurable achievements.

The student learning outcome featured in C.S. 3.3.1.1 for the English M.A. (Technical Communication [TC] track; fully online) focused on graduates' ability to conduct sustained independent research and to present it effectively. Faculty members used several measures to assess student learning, including the defense of theses, the use of a rubric to assess a random

representative sample of theses and projects, and the use of a rubric to assess an assignment in ENG 5009: Research Methods and Bibliography. Off-site reviewers raised a concern that the improvement strategy cited in this example (increase in course options) was not obviously related to the outcome. As the included summary demonstrates, however, based on results from 2011-12 through 2014-15, faculty members used a number of pedagogical approaches to improve student learning, including clarifying the definition of independent research by the Graduate Study Committee, developing and adopting explicit guidelines for faculty construction of syllabi for graduate classes, and, through this strategy, norming the syllabi to make explicit their expectations for appropriate graduate-level student work. These actions are described in detail in the summary.

English (B.A.): From 2011-2012 through 2014-2015, program faculty members focused their IE assessment on eight student learning outcomes. In keeping with their disciplinary priorities, faculty nested their student learning outcomes in a conceptual framework. For example, one outcome focused on rhetorical and stylistic elements. Students were assessed on their demonstration of the ability to respond appropriately to the rhetorical demands of an assignment. Another student learning outcome examined thesis, narrative line, or focused imagery. Students were assessed on their demonstration of the ability to write essays, fiction, and poetry with structural integrity and fluency in regard to the clarity and design of the thesis, narrative line, character, or image. Measures included faculty rubric ratings of a random sample of papers from both gateway and senior-level courses.

In the example featured in C.S. 3.3.1.1, faculty members assessed conceptual and discipline-specific knowledge. They used a random sample of final papers from gateway courses (CRW 3013, ENG 3014, and ENC 3211) of the Creative Writing, Literature, and Technical Writing tracks to assess students' ability to write essays, fiction, and poetry reflective of a high command of the interpretative and creative tasks required by the assignment and course materials. While, as the off-site team suggested, some of the faculty members' use of results pertained in part to an evolving vision of the assessment process itself, based on longitudinal evidence over several assessment cycles (2011-12 through 2014-15), the faculty implemented several strategies to improve student learning through changes to pedagogy. For example, the faculty improved the student artifact sampling procedure and the number and representation (by program track) of faculty involved in the embedded assignment rubric ratings as a strategy for professional development. Faculty then shared results in the curriculum committee. Faculty also revised the assignment rubric, which was then disseminated along with the assessment results to the faculty members teaching the gateway courses to improve students' skills. In addition, based on results, the faculty revised the assignment rubric as a pedagogical change designed to increase student success by strengthening assignment transparency and faculty consistency in evaluating student work. These actions are described in detail in the summary.

Forensic Science (M.S.) (Biochemistry Track) (Web): From 2011-2012 through 2014-2015, program faculty members focused their IE assessment on eight student learning outcomes. Student learning outcomes included demonstration of oral and written communication skills, critical reading skills, and laboratory and research skills. Measures spanned major program milestones and included faculty evaluation of students' thesis proposals and oral presentations, faculty application of a publication rubric to the students' written summaries of the current scientific literature for their thesis topics, and evaluation of the thesis oral defense and thesis writing, as well as journal publications.

Program faculty members used a laboratory competency examination and a semiannual research project evaluation to assess the student learning outcome featured in the Forensic Science (M.S.) (Biochemistry Track) (Web) example in C.S. 3.3.1.1. The student learning outcome focused on students' ability to use the scientific method to solve original chemical and/or forensic-science

problems, collect data, and demonstrate necessary laboratory skills, which are sufficient to enable them to successfully obtain employment or admission to Ph.D. programs in related disciplines. Off-site reviewers indicated that it was difficult to see the connection between assessment results and strategies for improvement. As the summary indicates, faculty drew on results from several assessment cycles (2011-12 through 2014-15) to determine that students required additional training in the use of online research and organizational tools (e.g., electronic notebook) and implemented such changes in their classrooms and laboratories.

The Office of Experiential Learning: UCF's Office of Experiential Learning is an administrative unit within the College of Undergraduate Studies. Its mission is "to enhance academic study and student competency development, promote regional economic vitality and build ongoing partnerships with employers and community." From an institutional assessment perspective, the office is a hybrid due to its twin administrative and academic roles. This status makes the unit dynamic and able to meet complex student and institutional demands, but it also makes the unit a challenge to represent from an IE perspective, which likely led to off-site reviewers' concerns that the outcome example provided for this unit was "office-focused" rather than student-learning focused.

Two other unusual features add to this complexity:

- Secondary or redundant aspect of student learning assessment: While the Office of Experiential Learning has a clearly academic role at the university, in some ways the office offers a second-tier evaluation of student learning outcomes, which are, in many cases, also included in the assessment processes for more traditional academic programs. As noted below, this office draws on nationally normed models to demonstrate student learning from career perspectives, while partner academic programs focus more on specific learning outcomes from particular service-learning courses or co-op or internship experiences.

- Unique features of career-focused learning: The measures used by the office to assess student workplace competencies are based on the competencies developed in 1991 by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). In 1991, they issued their initial report, What Work Requires of Schools. As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy. High-performance workplaces also require other competencies, including the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. The IE assessment process conducted by the Office of Experiential Learning assesses student skills that that have come to serve as guiding principles for most career-oriented curricula. Since these measures are based on a widely accepted workplace competency framework and are used by employers to assess student skills in work-related experiences such as co-op, internships, and service-learning courses, the measures have been accepted by the Divisional Review Committee as appropriate and student focused.

The critical issue in this case is that, despite its exceptional nature, the Office of Experiential Learning clearly plays a pedagogical role on campus, and its IE process effectively assesses outcomes related to that role. The example featured in C.S. 3.3.1.1. focused 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. The results from several assessment cycles (2011-12 through 2013-14) for the student learning outcome detailed in this summary led to specific faculty actions such as augmented or improved student reflection assignments, additional instructional

focus, and dissemination of reports to faculty showing the results by college. These actions are described in detail in the summary.

A Developmental Implementation Process: Mentoring, Review Process, and IE Assessment Rubrics

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 aligned with the colleges. Each Division Review Committee has a chair who sits on the University Assessment Committee. The University Assessment Committee was established by the university president to support a process of continual self-evaluation and improvement. This quality assurance structure has been in place since 1996, when the University Assessment Committee was established.

The Divisional Review Committees for academic programs comprise faculty members, department chairs, and administrators in each college. UCF has 13 Divisional Review Committees that house academic programs. The Divisional Review Committee Chair and Member List details the 2014-15 Divisional Review Committees members along with their college affiliation. Each Divisional Review Committee is charged with working collaboratively with its program faculty to assist them in their assessment efforts and to provide a review of the quality of the assessment reports based on established developmental criteria.

Assessment coordinators (faculty members) from each program work collaboratively with their faculty colleagues to develop the student learning 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; they are briefly described below:

Phase I Plan: Assessment coordinators enter a plan with a minimum of eight (for undergraduate programs) or three (for graduate programs) student learning outcomes and multiple measures into the online report and review system (IE assessment web application). The online report and review system houses common structured templates for assessment coordinators, Divisional Review Committee chairs, and committee members.

Phase II Results: Assessment coordinators enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators (faculty members) submit the plans and results for review to the Divisional Review Committee members (faculty and administrators).

The Institutional Effectiveness Assessment Rubrics, which were designed in 2009 by a working committee of the University Assessment Committee, are applied to all academic programs by their respective Divisional Review Committee. These rubrics define developmental criteria to guide IE assessment and act 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 to 2008.

The IE Assessment Rubrics were revised in 2013 to increase rigor and to provide a detailed narrative for each rubric indicator (i.e., criteria). The rubrics were designed as a professional-development tool for faculty members (Assessment Coordinators) and their peer mentors (Divisional Review Committee members) to assist the program faculty in practicing meaningful IE assessment focused on student learning and the use of results to improve.

Through the use of this process and the cooperation of numerous faculty and staff members across campus working together to ensure continuous improvements in educational programs, UCF maintains compliance with Comprehensive Standard 3.3.1.1.

Sources

- 2011-12 English BA __ IE Assessment Report
- 2011-12 English MA __IE Assessment Report
- 2011-12 ESOL Endorsement K-12 Certificate __ IE Assessment Report
- 2011-12 Experiential Learning __IE Assessment Report
- 2011-12 Forensic Science MS __ IE Assessment Report
- 2012-13 English BA __ IE Assessment Report
- 2012-13 English MA __IE Assessment Report
- 2012-13 ESOL Endorsement K-12 Certificate __ IE Assessment Report
- 2012-13 Experiential Learning __ IE Assessment Report
- 2012-13 Forensic Science MS __ IE Assessment Report
- 2013-14 English BA __ IE Assessment Report
- 2013-14 English MA __ IE Assessment Report
- 2013-14 ESOL Endorsement K-12 Certificate __ Assessment Report
- 2013-14 Experiential Learning __ IE Assessment Report
- 2013-14 Forensic Science MS __ IE Assessment Report
- 2014-15 English BA __ IE Assessment Report
- 2014-15 English MA __ IE Assessment Report
- 2014-15 ESOL Endorsement K-12 Certificate __ Assessment Report
- 2014-15 Experiential Learning __ IE Assessment Report
- 2014-15 Forensic Science MS __ IE Assessment Report
- BA English 3.3.1.1 Summary Focused Report_FINAL
- DRCListAcademic
- ESOL Endorsement 3.3.1.1 Summary Focused Report_FINAL
- Experiencial Learning 3.3.1.1 Summary Focused Report_FINAL
- Forensic Science MS 3.3.1.1 Summary Focused Report_FINAL
- IEAOrgChart
- IEAOrgChartDetail
- IEAOrgChartDetail-Academic
- IEARubrics
- MA English TC 3.3.1.1 Summary Focused Report_FINAL

- [UACList](#)

3.7.1

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

SACSCOC Off-Site Committee Comments

The Off-Site Reaffirmation Committee was able to determine that most of the faculty meet qualifications by academic degrees or other qualifications that offer sufficient justification that faculty members are competent to teach their assigned courses. However, faculty in the following units have been identified as requiring additional documentation and/or justification to confirm qualifications to teach assigned courses: Public Administration, the College of Medicine, the Rosen College of Hospitality Management, the Department of Marketing, the Department of Chemistry, the Nicholson School of Communication, Political Science, African American Studies, English, Women's Studies, Graduate Studies, Chemistry, Political Science, and Nelson School of Communications. All faculty requiring additional information are listed on the Request for Justifying and Documenting Qualifications of Faculty appended to this report.

Focused Report Response

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. In 29 out of roughly 2,300 cases, however, the SACSCOC off-site committee determined that additional documentation and/or justification was necessary to confirm qualifications to teach assigned courses. The list of cases for which additional information was requested is provided below. In some instances, a system or human error omitted critical degree data necessary to support the case. In other instances, justification was enhanced with additional information or clarification about the courses taught or faculty qualifications themselves.

Three cases identified by the off-site review committee were first flagged by the university in the initial off-site submission of the faculty roster as having resulted in university-initiated "corrective action." The need for corrective action was determined in the course of the university's regular and robust faculty teaching qualifications review and certification process described in detail in the narrative for Comprehensive Standard 3.7.1 submitted for off-site review. Two of the three cases involved missing faculty transcripts (Mr. ▮▮▮▮▮▮ and Ms. ▮▮▮▮▮▮▮▮); the third case was determined to lack appropriate graduate course work in the field (Ms. ▮▮▮▮▮▮). During

this internal review, hiring units were informed that the faculty members in question could not be rehired until required documentation of their degrees and course work were provided. The off-site review committee requested that the on-site committee follow up on these corrective actions. In one case ██████), the required transcript was subsequently provided and the faculty member was retained. In the other two cases (██████████ and ██████████), the faculty members have not been rehired to date. Except for the two faculty members who were not rehired to teach at UCF, all cases in the updated roster meet UCF's Minimum Faculty Teaching Qualifications Guidelines, which allow a faculty member to be qualified on the basis of academic credential(s) (degrees and course work at the appropriate level) and/or other demonstrated competencies and achievements that relate to the teaching assignment (e.g., scholarship, professional experience, licensure). For each case in question, a copy of the official transcript for the qualifying degree(s) or course work (or U.S. equivalency evaluation if earned at a non-U.S. institution) and curriculum vitae are provided as evidence of appropriate teaching qualifications. The corresponding Discipline Description, described in greater detail below, is also provided for each case as further evidence of the appropriateness of the faculty member's teaching qualifications.

Accounting for Disciplinary Differences - Discipline Descriptions
UCF's Minimum Faculty Teaching Qualifications Guidelines are broad enough to accommodate every discipline taught at the university. It is important to recognize, however, that norms and good practices often vary by discipline. In order to assure that 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 standards for the fields represented in that unit. At UCF, we call these good practices statements Discipline Descriptions and rely on them to provide appropriate disciplinary context when reviewing each faculty member's teaching qualifications. Roughly 70 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 falls 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 roughly every seven years, external consultants review these internal policy documents to verify that local perceptions of good practices in the discipline align with common practice. In the course of preparing additional information on the faculty qualifications cases questioned by the off-site committee, some Discipline Descriptions were updated to better clarify commonly accepted good practices in the field.

> The roster has been removed from this public report to protect the privacy of the faculty members listed.

Sources

- Ethics&Humanities_DisciplineDescription
- STLL_DepartmentConsultantReport
- UCF Off-Site Report_Request for Qualifications of Faculty
- UCFFacQualsGuidelines
- Web page - Academic Program Review

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

SACSCOC Off-Site Committee Comments
The University uses two proctoring systems to verify student identity in on-line courses: ProctorHub and ProctorU. ProctorHub was developed in-house for wide, cost-free use. That video proctoring system requires the use of a webcam on the part of a student; the institution notes that most laptops are equipped with built in webcams and that those students without can check out webcams from technology services. The ProctorHub FAQs make explicit that the service does not incur any additional cost for the student.

ProctorU, a commercially available proctoring system, is used by the College of Nursing. That service does require an additional fee. In the sample course materials provided, the fee ($25 per exam) is not mentioned anywhere on the syllabus; it is mentioned in only the most general way "you will be participating in 5 online discussions and 3 examinations conducted by Proctor U (additional testing fees apply)" in the ProctorU screen shot from NGR6262_CMB-155Summer Home Page Announcements. The general information required to appear on relevant syllabi contains similarly non-specific language: "Students are responsible for setting up an account with ProctorU, scheduling the examination, having required technology and paying any associated costs."

Additionally, the UCF Tuition and Fees page for the graduate students lists a "technology fee" under the base "Tuition and Fees" listing; the "Other Fees" section lists a distance learning course fee, but does not mention the possible additional charges incurred with ProctorU.

Focused Report Response

The University of Central Florida offers a large number of online courses and programs at all levels and, as noted in the Compliance Certification Report in Federal Requirements 4.8.1 and 4.8.2, takes appropriate measures to confirm the identities and protect the privacy of students in such courses. In its review, the off-site evaluation team raised a concern regarding subsection 4.8.3, which pertains to fees associated with the proctoring of examinations in selected graduate courses in UCF's College of Nursing. The report indicated that information about the fees associated with this service were not described sufficiently in the sample course materials nor on the university tuition and fees website. The university has addressed these concerns in the following ways:

Concern A: *Sample course materials provided do not explicitly state the fees associated with this requirement.*

To address this concern, the College of Nursing has updated the syllabus template on which all graduate courses are based to explicitly include the price of ProctorU services. The updated template is included for review. This template will go into effect for all applicable courses starting in Summer 2016. The college has also updated its graduate handbook to explicitly list the cost of ProctorU services, the related procedures, and the courses in which the services are required. A PDF of the relevant section is included for review.

Concern B: *The UCF Tuition and Fees website does not list this possible additional cost.*

To address this concern, the university has updated the graduate tuition and fees website to include this item, and the fee has been listed on the Explanation of Fees page of the site. PDFs of both pages, with the relevant changes highlighted, are included for review.

Sources

- College of Nursing Graduate Program Handbook 2015-2016 (Page 3)
- CON Syllabus template 2016
- Explanation of Fees Web Page (Page 2)
- Tuition and Fees Web Page (Page 2)