



Addendum to Type 1 Campus Proposal

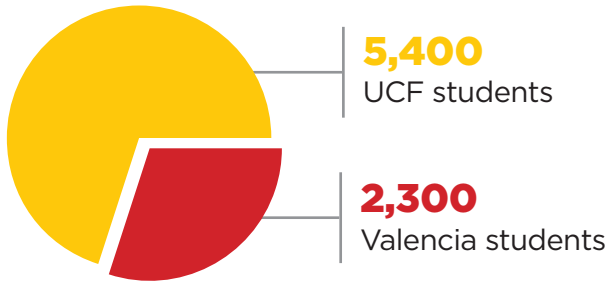
- I. UCF Downtown By The Numbers
- II. Response to BOG Staff Questions and Discussion
- III. UCF's Impact as a Metropolitan Research University



I. UCF Downtown By The Numbers

By The Numbers

7,700 TOTAL STUDENTS



Academic Programs

14 Programs of Strategic Emphasis

Health Services, Health Informatics, Digital Media and Game Design, Legal Studies, Communication, Social Work

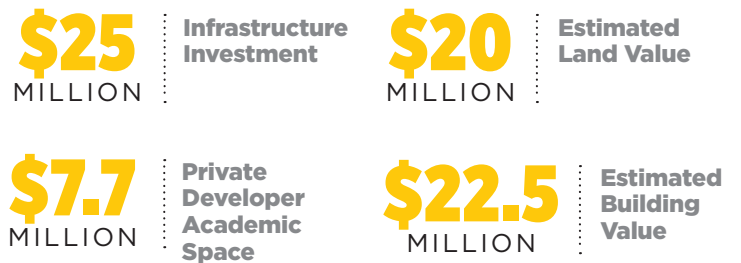
Academic ROI

1,800 UCF degrees awarded annually

Funding for New Academic Building



Additional Project Investments



Facilities



1 new academic building



Renovated Center for Emerging Media



Valencia Culinary & Hospitality academic space

(new, privately developed)



750 beds for student housing

300 UCF beds
450 Developer beds



1,800 parking spaces

600 UCF
600 Developer
600 City of Orlando

Next Steps

1 Request BOG Type 1 approval in January

2 Legislature appropriates \$20 million

3 Executive office approves funding

4 Campus opens in Fall 2018



II. Response to BOG Staff Questions and Discussion

Q: WHY DOES UCF NEED ADDITIONAL ACADEMIC FACILITIES?

UCF, more so than other state universities, needs additional infrastructure to serve our students and faculty. We use existing facilities more efficiently to produce more degrees, at a lower cost than elsewhere in the SUS – while *increasing* quality.

- According to the most recent Board of Governors’ analysis, UCF’s overall space “deficit” is 2.2 million square feet – that’s equivalent to half the size of the University of Florida’s main campus.
- Compared to our SUS partners, UCF awards more degrees and serves more students (FTE) per square foot than any other university in the state.
 - UCF: 157 Square Feet / Degree Awarded – 58 Square Feet / FTE
 - SUS: 297 Square Feet / Degree Awarded – 106 Square Feet / FTE
- In addition to using space efficiently, UCF produces bachelor’s degrees at the lowest cost to the institution, while improving performance outcomes. UCF continues to rank in the top 3 institutions each year in the Board of Governors’ performance metrics, which include degrees awarded, retention, and graduation rates.

Building downtown will provide UCF and the state with the best return on investment because of the type of facility we are constructing, and the academic programs we have slated to relocate downtown.

- New facilities could serve more students by leveraging technology to increase efficiencies, offering mixed learning modes to reduce seat time, and building collaborative or flexible spaces.

Q: WHY IS UCF CONSIDERING A PRESENCE DOWNTOWN?

Anchoring a higher education institution in a downtown area provides students with broader educational experiences, more opportunities for engagement, and relevant internship and experiential learning possibilities – all of which lead to higher student success rates – while serving the needs of the region.

- Surveys and data from the Coalition of Urban Serving Universities, of which UCF is a member, provide evidence of the vast majority of urban campuses partnering with nonprofit organizations, local school districts, public health agencies, area small businesses, and local governments/community agencies.
- *Example:* Portland State University Community-University partnership results in more than 400 businesses and organizations working with PSU students and faculty annually; students volunteered 1.4 million hours in one year, worth \$25 million to the metropolitan region.

Location matters for metropolitan research universities, because UCF defines its mission in part as contributing to the social and economic progress of our community.

- Built as planned and with other investments occurring in conjunction with the downtown campus, the project promises substantive economic and fiscal benefits, according to an updated economic impact analysis by GAI Consultants, Inc.
- Continuing activities stemming from this planned investment will generate \$205 million in gross economic income in a typical year across the state and local economies.
- This output is associated with more than 2,000 and \$90 million direct, indirect, and induced jobs and wages, respectively. As well, there will be significant gross fiscal benefits each and every year flowing to the state and various local governments.

Our experience with location-based education at the Rosen College of Hospitality Management in the heart of Orlando’s tourism corridor supports this type of engagement and shows us that this model is a success. We expect similar results in downtown Orlando.

- 100% of Rosen College’s 2,800 undergraduate students complete at least three internships in related fields prior to graduating.
- Since relocating to the International Drive area, the Rosen College’s enrollment has **more than doubled from 1,308 in 2004**, and the number of its students in co-op or internship courses has **grown from about 520 to 2,800**.
- Not only have businesses been able to support our growing student population’s internship needs, they’re hiring our students.
 - 2013-2014 Rosen College survey data showed more than 90% of students were employed in a field related to their study upon graduation.

Q: DID UCF SELECT PROGRAMS THAT WOULD BE ENHANCED BY THE DOWNTOWN ENVIRONMENT?

UCF Downtown builds upon the industry strengths in the immediate area, and will provide students with relevant learning, work, and engagement opportunities that benefit their academic experience and career readiness.

- In designing the campus, a team of faculty and university leaders only recommended relocating full academic programs that would benefit the academic and student experience by being downtown.
- One measure is industry data for the surrounding UCF Downtown location, indicating higher concentrations of businesses and organizations affiliated with the degree programs we intend to relocate downtown.

INDUSTRY	UCF MAIN CAMPUS AREA	UCF DOWNTOWN AREA
Communications	36	96
Government	27	414
Legal Studies	31	768
Health Services and Social Assistance	279	884

Data provided by Orlando Economic Development Commission of companies and/or organizations by NAIC and SIC codes for zip codes 32817, 32826, 32828, and 32825 (UCF Main Campus Area), and 32801, 32803, 32804, and 32806 (UCF Downtown Campus Area).

The academic programs also have synergies with our partners at Valencia, and other nearby educational institutions, such as the new Orange County PK-8 school being built across the street, the FAMU Law School, and the OCPS technical school several blocks away providing training in digital media, technology, and healthcare.

Q: WILL THE DOWNTOWN CAMPUS PREPARE STUDENTS FOR EMPLOYMENT?

We know the programs selected to relocate downtown will help meet our mission of access, as well as the state’s mission of awarding more degrees annually and aligning academic programs with job demands.

- Of the top 100 recent job openings in the state that require some level of higher education, more than a quarter are associated with the programs relocating downtown. (*Florida DEO, Bureau of Labor Statistics*)
 - *These include media and communication workers; counselors, social workers, and social service specialists; legal support workers; and health technologists and technicians.*
- Projections for regional workforce need show several professions associated with the degrees offered at UCF Downtown will exceed the national average, including paralegals and legal assistants, multimedia artists, and graphic designers. (*May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates – Florida DEO*)

Projected Degree Production at UCF Downtown in Academic Year 2018-19

TYPE OF DEGREE	PROJECTED DEGREES AWARDED
Strategic Emphasis Degrees	1,155
Non-Strategic Emphasis Degrees	685
Total Degrees	1,840

We know students who have engaged in our location-based programs, are finding employment relevant to their study upon graduation.

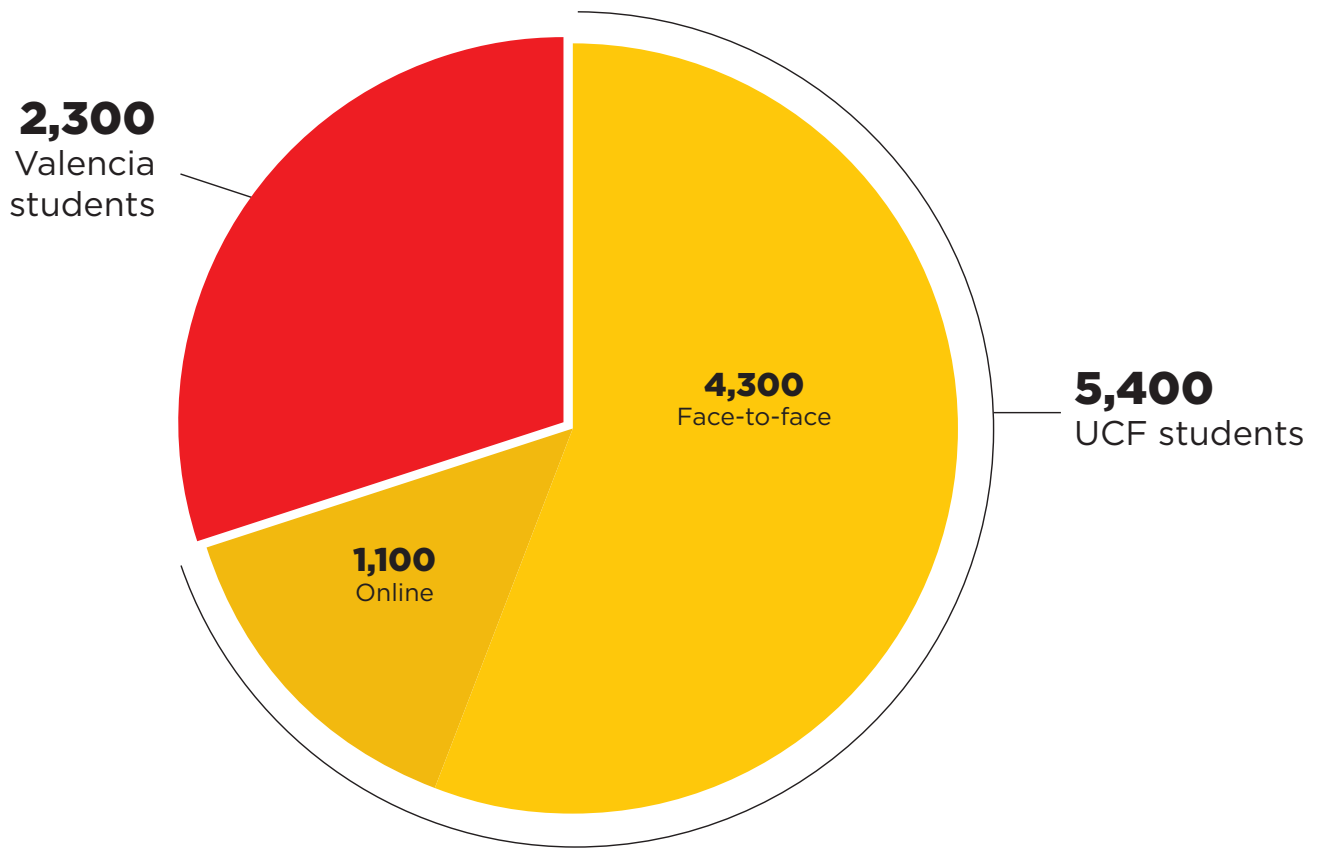
- 2013-2014 Rosen College survey data showed more than 90% of students were employed in a field related to their study upon graduation.
- UCF’s graduate video game design school, the Florida Interactive Entertainment Academy, is the No. 2-ranked school in North America by The Princeton Review, and is located at the existing Center for Emerging Media in the heart of downtown Orlando’s booming technology industry. Its graduates earn an average salary of more than \$60,000 with an 85% job placement rate in fields such as design, programming, and digital arts.

Q: HOW MANY STUDENTS WILL BE ENROLLED DOWNTOWN?

The campus will serve about 7,700 from UCF and Valencia College on Day 1. About 5,400 of the students will be enrolled in UCF degree programs relocating to the downtown campus.

- UCF’s enrollment projection includes a mix of face-to-face and online instruction.
- About 4,300 students (80% of 5,400) will engage in face-to-face instruction on the campus over the course of an academic year, based on current student behavior.
 - *The remaining 20% of students taking only online courses are mainly from two academic programs:*
 - ◆ Health Services Administration bachelor’s program enrolls 45% of students fully online, and
 - ◆ Health Informatics and Information Management master’s program enrolls 100% online – but is fewer than 80 students.

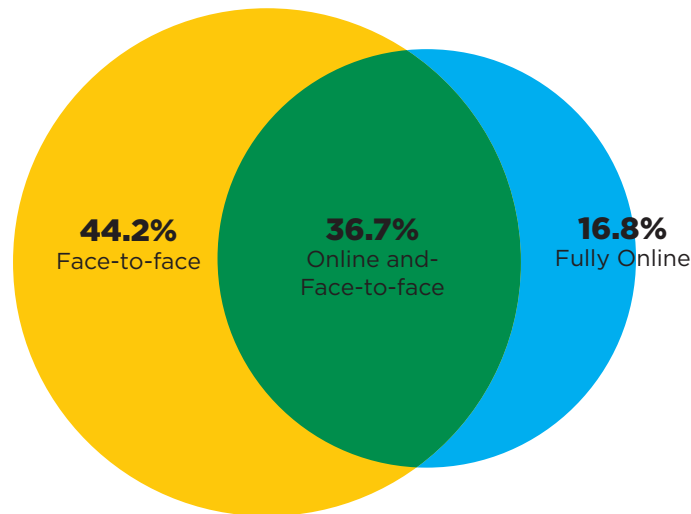
Projected Student Enrollment



Q: WHY IS UCF INCLUDING STUDENTS WHO TAKE 100% ONLINE COURSES IN ITS DOWNTOWN ENROLLMENT PROJECTIONS?

Students are not admitted to UCF undergraduate programs by modality – more simply stated, they do not apply to be an “online” student or a “face-to-face” student – they apply to be a UCF student. They are free to choose courses, regardless of location or delivery mode, that best help them complete their degree.

- For example, in the Fall 2015 at our main campus, 43.6% of students took face-to-face instruction, 16.2% took courses fully online and, 37.2% took a mixture of online and face-to-face.



- The Fall 2015 data is just a semester snap shot – not a full academic year – and does not represent a student’s degree path. Students could take all online courses one semester and all face-to-face courses the following semester – or a mix of both types of instruction in any semester.
- In 2014-2015, only 2.5% (or 305 students) of all bachelor’s degrees awarded by UCF were to students who only took online courses to complete their degree. This data show that students take multiple modalities during their time at UCF.

These programs are fully relocating downtown. The faculty, department resources, student advising, and other offices will be moving – and the students will still be engaged and on the campus, even if they are not taking face-to-face instruction.

- Students who are taking at least 75% online courses are equally engaged on the main campus, and in academic and other university activities.
- Of the current students in the programs slated to relocate downtown, those enrolled in at least 75% online instruction:
 - Used the on-campus recreation center at nearly the same rate; and
 - Engaged with on-campus student organizations at nearly the same rate.
- Even fully online students are engaging in student organizations and campus programs. Almost 30% of all fully online students in programs slated for downtown engaged in tracked on-campus student organization events and activities in 2014-15 – only a few percentage points lower than majority face-to-face students.

Q: THE BOG ANALYSIS IS CRITICAL OF THE ENROLLMENT PROJECTIONS. WHY ARE THE NUMBERS DIFFERENT?

UCF’s Year 1 projections for the downtown campus are based upon Fall 2018 enrollment figures, with 2% annual growth. The subsequent BOG staff analysis, however, looked at current enrollment in these programs over three semesters in 2014-15 – a different time period, and not taking into account projected growth.

UCF Downtown Campus Enrollment Projections – Distance Learning Impact

PROGRAM	YEAR 1 (FALL 18)	YEAR 1 (FALL 18) FACE-TO-FACE CAMPUS PROJECTIONS*	BOG STAFF ANALYSIS 2014-15 UNDULICATED NON-DISTANCE LEARNING (75% DEFINITION)
B Human Communication	850	725	522
B Legal Studies	755	637	404
B Social Work	384	380	344
B Digital Media	884	862	719
B Emerging Media; Character Animation	45	44	493
B Health Services Administration	1,445	798	189
B Health Informatics and Information Management	149	127	20
M Communication	60	54	83
M Social Work	303	286	234
M Digital Media; Interactive Entertainment	128	127	119
M Health Sciences	298	251	247
M Health Informatics and Information Management	82	-	-
Total	5,383	4,290	3,374

*Student is enrolled in at least one face-to-face course across the academic year. Data excludes regional campuses.

The BOG staff analysis defined students who took 75% or more of their courses online as distance learners who would not be engaged at the downtown campus. However, the UCF Year 1 projections include students taking at least one face-to-face course with their online offerings; these students would consequently be present and engaged on the campus.

Q: HOW MANY STUDENTS CAN UCF ACCOMMODATE IN THE DOWNTOWN FACILITIES?

We're building a campus to accommodate the enrollment we project based upon our students' current course-taking behavior in these academic programs and the necessary student support services, while allowing for future growth.

- We see flexibility in the number of students who can be accommodated on Day 1, dependent upon varying levels of face-to-face instruction, mixed mode, and online instruction.
- This will be a facility that could serve more students through the use of technology, mixed learning modes, and collaborative or flexible spaces — which likely will be driven by student demand in online offerings.
- Building downtown will provide UCF and the state with the best return on investment because of the type of facility we are constructing and the academic programs we have slated to relocate downtown.

Q: WHY IS UCF BUILDING HOUSING AND OTHER STUDENT SUPPORT SERVICES AT THE DOWNTOWN CAMPUS?

UCF Downtown will provide students with a full campus experience, including housing and student services, such as recreation and wellness, health, and advising, along with other engagement opportunities similar to the offerings on our main campus. Students downtown also will be able to take advantage of the many cultural and engagement opportunities in the immediate area, such as museums, performing arts centers, and community support or volunteer operations.

- The four-year graduation rate for students who live at least one year in UCF-managed housing is 10.2% higher than for those students who do not. We will focus on the academic value and affordability of downtown housing — not the amenities — and rates will be comparable to those on the main campus.
- UCF intends to partner with a private developer, who will build approximately 450 beds on the site to be operated by the university, in addition to university-built and operated housing.



III. UCF's Impact as a Metropolitan Research University



I. WHAT CHARACTERIZES A METROPOLITAN RESEARCH UNIVERSITY?

A metropolitan university is “an institution that accepts all of higher education’s traditional values in teaching, research, and professional service, but takes upon itself the additional responsibility of providing leadership to its metropolitan region by using its human and financial responsibilities to improve the region’s quality of life” (Mullhollan, 1995:1).

A metropolitan research university is different than other educational institutions because of the **constituencies it serves**, the **partnerships it develops**, and the **academic and research programs it provides** to best serve its surroundings.

In the past quarter century, universities are increasingly seen as “anchor institutions,” whose “physical presence is integral to the social, cultural, and economic wellbeing of the community. Urban-based universities in particular have recognized the many challenges facing their – and the nation’s – cities.

“Understanding that their fortunes are tied in part to those of their neighbors and physical surroundings, many have expanded their efforts to engage new partners,” such as government, businesses, health care systems, public schools, and non-profit organizations, “and address pressing community issues. In the process, they are **broadening the education of students, improving neighborhoods and cities, helping strengthen other anchor institutions, and informing and advancing the larger society**” (Coalition of Urban Serving Universities, 2014:1).

For metropolitan research universities, **location does matter** because these universities define their missions in part as contributing to the social and economic progress of the regions where they are located.

II. UCF'S MISSION AS A METROPOLITAN RESEARCH UNIVERSITY

The University of Central Florida 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; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues.

In doing so, UCF is committed to the region and the state’s efforts to **attract, retain, and grow our innovation economy** by building quality research and academic programs in areas that impact existing and emerging industry clusters in our region and across the state, and by **partnering with innovative companies and others in the region** to advance this mission.

The university is equally focused on **fostering a highly skilled talent pipeline for present and future workforce needs**, and lifting the lives and livelihoods of those in our community through access to a high-quality and affordable education that **provides people with new opportunities for social and economic wellbeing**.

III. UCF'S IMPACT IN THE REGION AND STATE

UCF employs more than 11,000 faculty and staff members. The university impacts more than 112,000 additional jobs and adds \$7.73 billion of value to the economy, according to a 2009-10 study by the Florida Board of Governors. Yet the university's impact goes far beyond payroll, goods, and services.

Many approaches to measuring a university's economic impact have focused on "public universities as the primary producers of public knowledge, such as strengthening technology transfer programs, encouraging university-industry partnerships, and tailoring educational curricula to match the skill demands of knowledge-based industries" (Goldstein & Drucker, 2006:22).

Some examples of UCF's distinctive impact in the region and the state include:

Business Incubation and Economic Gardening:

Since 1999, the **UCF Business Incubation Program** has assisted more than **350 early-stage companies** that have sustained nearly **3,700 jobs** throughout Central Florida, with a total regional **economic output of \$2.48 billion**. This program is a university-driven, community partnership between UCF; the Florida High Tech Corridor Council; Orange, Osceola, Seminole, and Volusia counties; and the cities of Apopka, Kissimmee, Orlando, and Winter Springs. In the past fiscal year, this publicly funded program **returned \$7.95 for every \$1 invested**.

Additionally, the UCF-based economic gardening project, GrowFL, has assisted companies that represent **over 14,000 direct jobs** across the state. In 2013-14, GrowFL helped generate an estimated **3,545 net new direct, indirect, and induced jobs**, which contributed more than **\$547 million** to Florida's economy and generated an additional **\$18.34 million** in total state and local tax revenues (above the cost of the program).

Research Centers and Patents:

UCF researchers earned \$133.4 million in external funding in 2014-15, with the Department of Defense, National Science Foundation, and NASA as top funding sources. UCF has earned the Carnegie Foundation classification of a "very high research activity" university – alongside institutions such as Harvard, Stanford, Johns Hopkins, and MIT – and participates in numerous research partnerships and consortia across the state, and the nation.

Among its internationally recognized centers are:

- the **Institute for Simulation and Training**, which supports the region's \$5 billion modeling, simulation, and training industry;
- the **Center for Research and Education in Optics and Lasers (CREOL)**, along with the **Florida Photonics Center of Excellence** and **Townes Laser Institute**, is developing the next generation of laser applications in medicine, advanced manufacturing, and defense; and
- the **Burnett School of Biomedical Sciences**, which anchors the Lake Nona Medical City with the **UCF College of Medicine**, Nemours, the VA Medical Center, a University of Florida academic and research center, and Sanford Burnham Prebys Medical Discovery Center.

In the past decade, UCF has shown remarkable progress in the strength of its patents, earning **more than 600 U.S.-issued patents since 2005**. UCF consistently ranks among the top 25 universities in the world for number of patents.

Education and Economic Development Partnerships:

Florida's three largest urban research universities, serving more than 60% of the state university system (SUS) population and 70% of Florida's SUS minority population, are working in partnership to help more students graduate from college while boosting economic development around the state.

Launched in 2014, the **Florida Consortium of Metropolitan Research Universities'** three members are UCF, the University of South Florida in Tampa, and Florida International University in Miami, committed to working together to:

- Fuel the state economy by providing combined leadership, expertise, capital, land, resources, and training to build a strong workforce;
- Increase the number of graduates in high-demand areas by expanding access to degrees and improving college completion rates; and
- Increase the number of under-represented and limited-income students graduating with skills and credentials required by Florida's employers.

The Florida Consortium of Metropolitan Research Universities' collective 2018 goals include:

- Increasing the number of baccalaureate degrees awarded annually by 12 percentage points, **adding 3,660 degrees**;
- Increase the 6-year, first-time-in-college graduate rate for minority students by 4 percentage points to **67%**;
- Increase the number of graduates employed or continuing education in Florida by 3 percentage points to **79%**; and
- Increase the salaries that our graduates earn in the workplace by 10% to an average of **\$39,072**.

References:

Coalition of Urban Serving Universities. (2014). The foundational role of universities as anchor institutions in urban development: A report of national data and survey findings. Washington, DC: Author.

Goldstein, H., & Drucker, J. (2006). The economic development impacts of universities on regions: Do size and distance matter? *Economic Development Quarterly*, 20, 22-43.

Mulhollan, P. E. (1995). Aligning missions with public expectations: The case of the metropolitan universities. In D. M. Johnson & D. A. Bell (Eds.), *Metropolitan universities: An emerging model in American higher education* (p. 27-36). Denton: University of North Texas Press.



- **More than 20,000 students** annually gain practical experience through co-ops, internships, and service-learning projects.
- UCF awarded **nearly 2,000 baccalaureate degrees in STEM fields in 2014-15**, the third-largest number in the State University System. Top STEM degrees awarded were Health Sciences, Biomedical Sciences, and Mechanical Engineering.
- **Career Services helped about 30,000 students search and compete for jobs** in 2013-14. One-on-one sessions and workshops cover topics such as resumes, interviewing and negotiating, and several hundred employers visited campus to recruit students.
- The Blackstone LaunchPad helps students transform entrepreneurial ideas into businesses through free one-on-one coaching, workshops, and other resources. **UCF's LaunchPad has provided advice to more than 900 student ventures** since opening in Fall 2013.
- The **UCF-Lockheed Martin Work Experience Program trains more than 550 students a year**, most from engineering and business. About 60% of the participants who graduated in 2013 received full-time job offers from Lockheed Martin.
- **UCF students graduate in high-demand areas**, and our latest data on degrees awarded shows business, health professions, and engineering in the top five fields.

Top 10 Bachelor's Degrees Awarded, 2013-14

DEGREE	# OF DEGREES	% OF TOTAL
Business, Management, Marketing and Related Programs	2,905	23%
Health Professions and Related Programs	1,817	14%
Psychology	1,113	9%
Education	1,091	9%
Engineering	789	6%
Multi/Interdisciplinary Studies	648	5%
Biology and Biomedical Sciences	630	5%
Social Sciences	604	5%
Communication, Journalism and Related Programs	590	5%
Visual and Performing Arts	507	4%