Board of Trustees
Teleconference Meeting
Millican Hall, 3rd floor, President's Boardroom
February 24, 2016
11:30 a.m.
800-442-5794, passcode, 463796

Agenda

I.	Call to Order			Marcos Marchena Chairman, Board of Trustees
II.	Roll Call			Rick Schell Associate Corporate Secretary
III.	New Business			Chairman Marchena
	AUD-1	Approval	Board of Governors' Performance-based Funding Data Integrity Certification Audit Report	Beverly Seay Chair, Audit, Operations Review, Compliance, and Ethics Committee
	AUD-2	Approval	Performance-based Funding Data Integrity Certification Form	Chair Seay
	BOT-1	Approval	UCF 2014-15 Annual Accountability Report	Dale Whittaker Provost and Executive Vice President
IV.	Adjournment			Chairman Marchena

ITEM: AUD-1

University of Central Florida Board of Trustees
Audit, Operations Review, Compliance, and Ethics Committee

SUBJECT: Board of Governors' Performance-based Funding Data Integrity Certification Audit Report

DATE: February 24, 2016

PROPOSED COMMITTEE ACTION

Accept University Audit's report on the Board of Governors Performance-based Funding Data Integrity Certification Process

BACKGROUND INFORMATION

As an annual requirement, University Audit has performed an audit of UCF's processes to ensure the completeness, accuracy, and timeliness of data submissions relating to Board of Governors' performance funding metrics.

The results of this audit are to be accepted by the committee including any identified corrective action plans. After acceptance by the committee, the report shall be submitted to the Board of Governors' Office of Inspector General and Director of Compliance no later than March 1, 2016.

Supporting documentation: Attachment A: Board of Governors' Performance-based Funding Data Integrity Certification Process Audit Report

Prepared by: Robert Taft, Chief Audit Executive, University Audit

Submitted by: Robert Taft, Chief Audit Executive, University Audit

University of Central Florida

University Audit

MEMORANDUM

TO: John C. Hitt
President

FROM: Robert J. Taft
Chief Audit Executive

DATE: February 9, 2016

SUBJECT: Audit of Performance Based Funding Data Integrity

The enclosed report represents the results of our performance based funding data integrity audit.

We appreciate the cooperation and assistance of the Institutional Knowledge Management staff.

cc: Dale Whittaker
M. Paige Borden
Joel Hartman
Board of Trustees Audit, Operations Review, Compliance, and Ethics Committee
Rick Schell

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UNIVERSITY AUDIT

AUDIT 332

FEBRUARY 9, 2016

PERFORMANCE BASED FUNDING DATA INTEGRITY

AUDIT OF INTERNAL CONTROLS AND COMPLIANCE
AS OF SEPTEMBER 30, 2015

UNIVERSITY OF CENTRAL FLORIDA

Background and Performance Objectives

The Florida Board of Governors (BOG) has broad governance responsibilities affecting administrative and budgetary matters for Florida's 12 public universities. Beginning in 2013-14, the BOG implemented a performance based funding model which is based on 10 performance metrics used to evaluate the institutions on a range of issues, including graduation rates, job placement, cost per degree, and retention rates, among other measures. According to information published by the BOG in May 2014, the following are key components of the funding model.

- For each metric, institutions are evaluated on either Excellence (a raw score) or Improvement (the percentage change from the prior year).
- Performance is based on data from one academic year.
- The benchmarks for Excellence are based on the BOG 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement are determined by the BOG after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and a proportional amount of institutional funding that would come from each university's recurring state base appropriation.

For 2015-16, each university was evaluated on seven metrics common to all universities. The eighth metric applied to all institutions except New College, which had an alternate metric more appropriate to its mission. The ninth metric was chosen by the BOG, focusing on areas of improvement and the distinct missions of each university. The tenth metric was chosen by each university's Board of Trustees from the remaining metrics in the University Work Plan. UCF's metrics were:

1. percent of bachelor's graduates employed full-time or continuing their education within the U.S. further one year after graduation
2. median wages of undergraduates employed full-time one year after graduation
3. average cost per bachelor's degree (instructional costs to UCF)
4. six-year graduate rate (full-time and part-time, first time in college students)
5. academic progress rate (second year retention with a GPA greater than 2.0)
6. university access rate (percent of undergraduates with a Pell-grant)
7. bachelor's degrees awarded within programs of strategic emphasis
8. graduate degrees awarded within programs of strategic emphasis
9. percent of bachelor's degrees without excess hours
10. number of bachelor's degrees awarded annually.

Audit Objectives and Scope

At the request of the Florida Board of Governors, we have conducted an audit of the university's processes that ensure the completeness, accuracy, and timeliness of data submissions to the BOG.

Data submitted to the BOG and the methods and controls applied by university management necessary to ensure the integrity of the process were subject to several key audit procedures.

Specifically, the objectives of the audit were to review and test:

- the appointment of the data administrator by the university president and the duties listed in the data administrator's official position description
- the processes used by the data administrator to ensure the completeness, accuracy, and timely submission of data to the BOG
- documentation, including policies, procedures, and desk manuals, to assess the adequacy of the documentation for ensuring data integrity for university data submissions to the BOG
- system access controls and user privileges to determine whether they are properly assigned and periodically reviewed to ensure data changes are made by authorized personnel
- data accuracy through independently recreating and verifying the completeness and accuracy of selected file submissions, including files related to:
    - six-year graduate rate
    - academic progress rate
    - bachelor's degrees awarded within programs of strategic emphasis
    - graduate degrees awarded within programs of strategic emphasis
- the veracity of the university data administrator's data submission statements that indicate, "I certify that this file/data represents the position of this University for the term being reported."
- the consistency of data submissions with the data definitions and guidance provided by the BOG through the data committee and communication at data workshops
- the university data administrator's data resubmissions to the BOG with a view toward ensuring these resubmissions are necessary, authorized, and appropriately limited

Overview of Results

Based on our audit, we have concluded that UCF's controls and processes are adequate to ensure the accuracy and completeness of data submitted to the BOG in support of performance based funding.

Further, we believe that our audit can be relied upon by the UCF Board of Trustees and president as a basis for certifying the representations made to the BOG related to the integrity of data required for the BOG performance based funding model.

ITEM: AUD-2

University of Central Florida Board of Trustees
Audit, Operations Review, Compliance, and Ethics Committee

SUBJECT: Performance-based Funding Data Integrity Certification Form

DATE: February 24, 2016

PROPOSED COMMITTEE ACTION

Approval for submission of the Performance-based Funding Data Integrity Certification Form to the Board of Governors

BACKGROUND INFORMATION

As an annual requirement, UCF is required to complete a Performance-based Data Integrity Certification Form affirming the results of the completed audit report (AUDC-1) and that all representations included in the Performance Data Integrity Certification Form have been fulfilled.

This document is to be signed by the university president and the UCF Board of Trustees Chair and is to be submitted to the Board of Governors' Office of Inspector General and Director of Compliance no later than March 1, 2016.

Supporting documentation: Attachment B: Board of Governors' Performance-based Funding Data Integrity Certification Form

Prepared by: Robert Taft, Chief Audit Executive, University Audit

Submitted by: Robert Taft, Chief Audit Executive, University Audit

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Attachment B

Performance Based Funding

Data Integrity Certification

Name of University: _____

Period Ending: _____

INSTRUCTIONS: Please respond "Yes," "No" or "N/A" in the blocks below for each representation. Explain any "No" or "N/A" responses to ensure clarity of the representation and include copies of supporting documentation as attachment(s).

Performance Based Funding Data Integrity Certification Representations				
Representations	**Yes**	**No**	**N/A**	**Comment / Reference**
1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making.	☐	☐	☐	
2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized and reported in a manner which ensures its accuracy and completeness.	☐	☐	☐	
3. In accordance with Board of Governors Regulation 1.001(3), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.	☐	☐	☐	
4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office.	☐	☐	☐	

Performance Based Funding
Data Integrity Certification

Performance Based Funding Data Integrity Certification Representations				
Representations	**Yes**	**No**	**N/A**	**Comment / Reference**
5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office.	☐	☐	☐	
6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board of Governors Information Resource Management (IRM) office.	☐	☐	☐	
7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission.	☐	☐	☐	
8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule.	☐	☐	☐	
9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing **Submit for Approval** represents electronic certification of this data per Board of Governors Regulation 3.007."	☐	☐	☐	
10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations.	☐	☐	☐	
11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations – from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State	☐	☐	☐	

Performance Based Funding
Data Integrity Certification

Performance Based Funding Data Integrity Certification Representations				
Representations	**Yes**	**No**	**N/A**	**Comment / Reference**
University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics.				

I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.

Certification:_____ Date_____
President

I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.

Certification: _____ Date_____
Board of Trustees Chair

ITEM: BOT-1

University of Central Florida
BOARD OF TRUSTEES

SUBJECT: UCF 2014-15 Annual Accountability Report

DATE: February 24, 2016

PROPOSED BOARD ACTION

Approval of the 2014-15 Annual Accountability Report.

BACKGROUND

The Board of Governors requires each university to file an annual accountability report, which is due on March 15.

Supporting documentation: UCF 2014-15 Annual Accountability Report

Prepared by: M. Paige Borden, Assistant Vice President for Institutional Knowledge Management

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

2014-15
Annual Accountability Report

UNIVERSITY OF CENTRAL FLORIDA

PENDING BOT APPROVAL 02/04/2016

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

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Dashboard

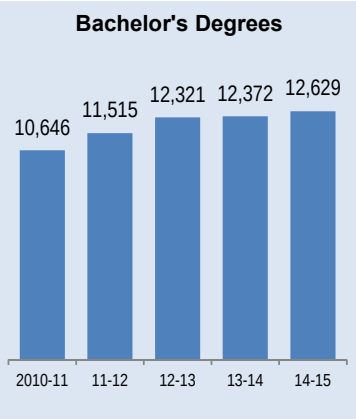
Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change
TOTAL	60.821	100%	2%
White	33.351	55%	-2%
Hispanic	13.127	22%	9%
Black	6.408	11%	4%
Other	7.935	13%	5%
Full-Time	39.866	66%	1%
Part-Time	20.955	34%	4%
Undergraduate	52.284	86%	2%
Graduate	7.806	13%	-2%
Unclassified	731	1%	2%

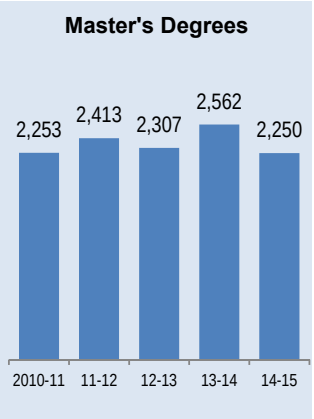
Degree Programs Offered	
TOTAL *(as of Spring 2015)*	188
Baccalaureate	83
Master's & Specialist's	77
Research Doctorate	25
Professional Doctorate	3

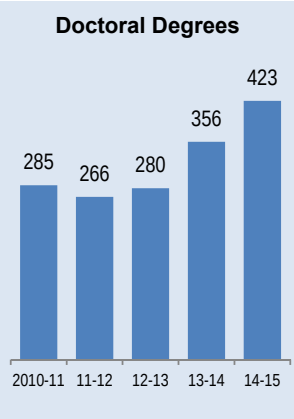
Faculty (Fall 2014)	Full-Time	Part-Time
TOTAL	1.490	44
Tenure & Ten. Track	775	12
Non-Tenured Faculty	715	32

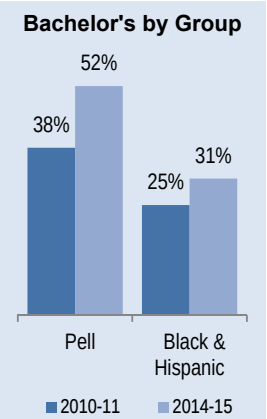
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Highest Research Activity
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	Yes

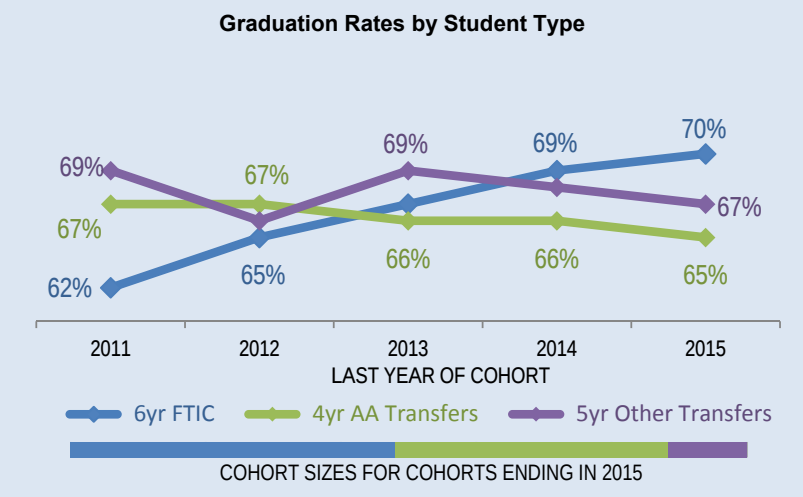
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

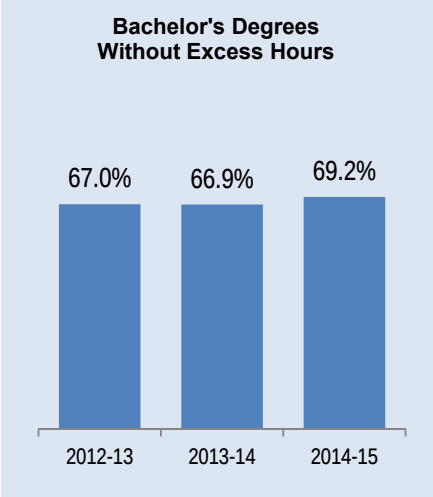






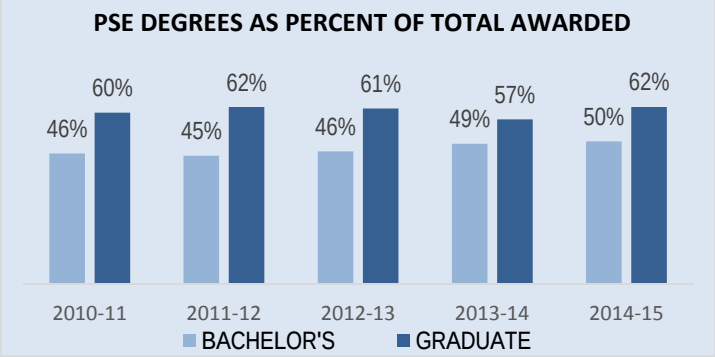


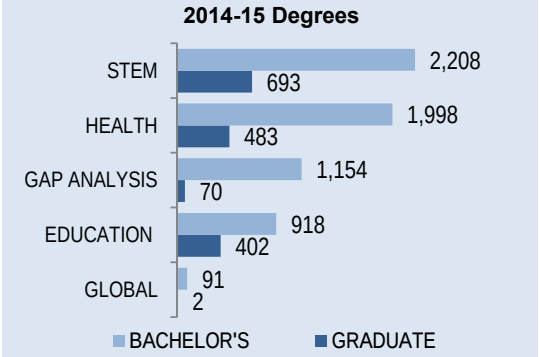




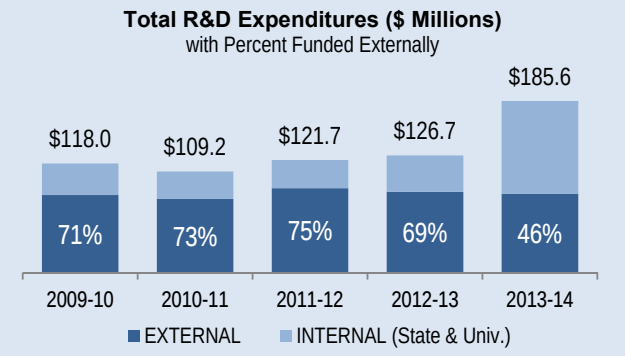
Dashboard

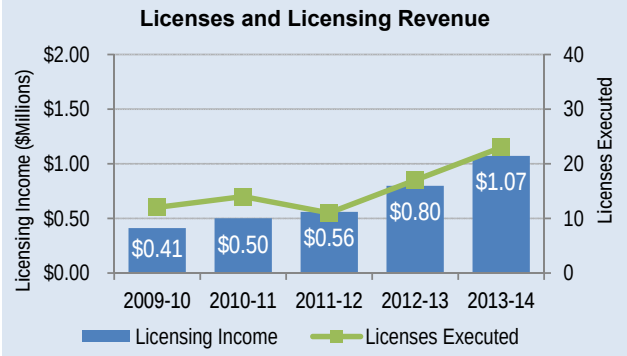
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



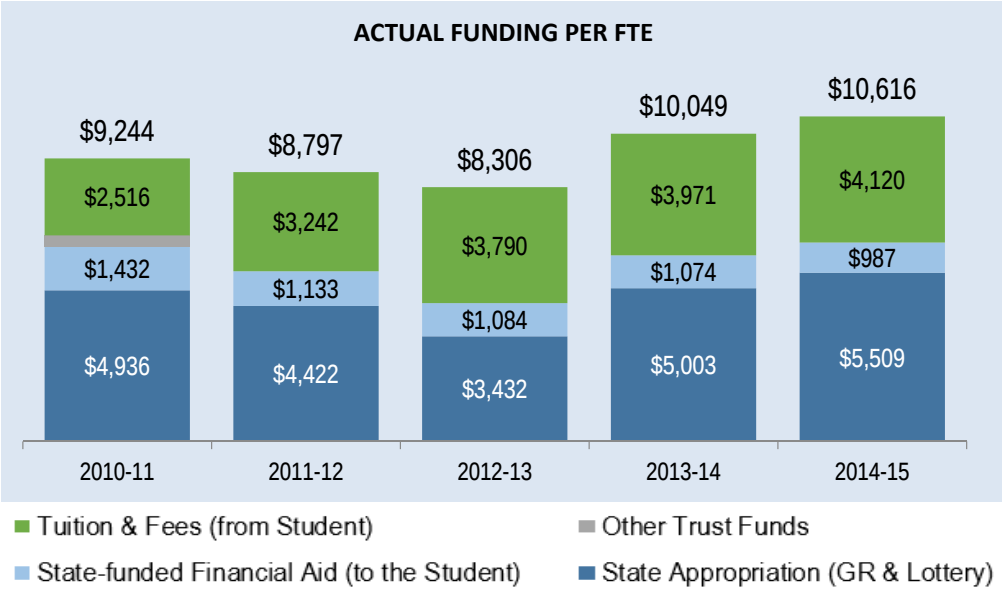


RESEARCH AND COMMERCIALIZATION ACTIVITY





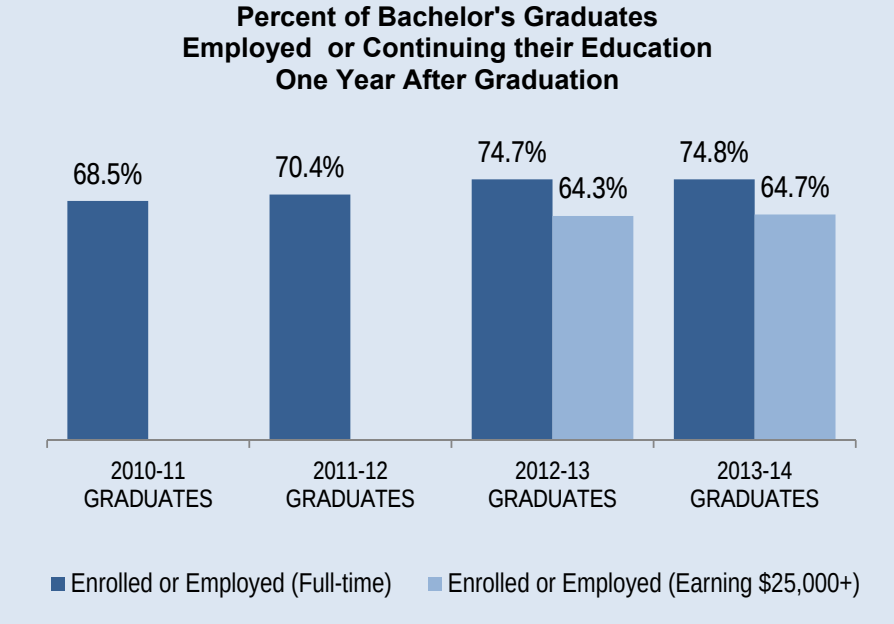
RESOURCES



Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.

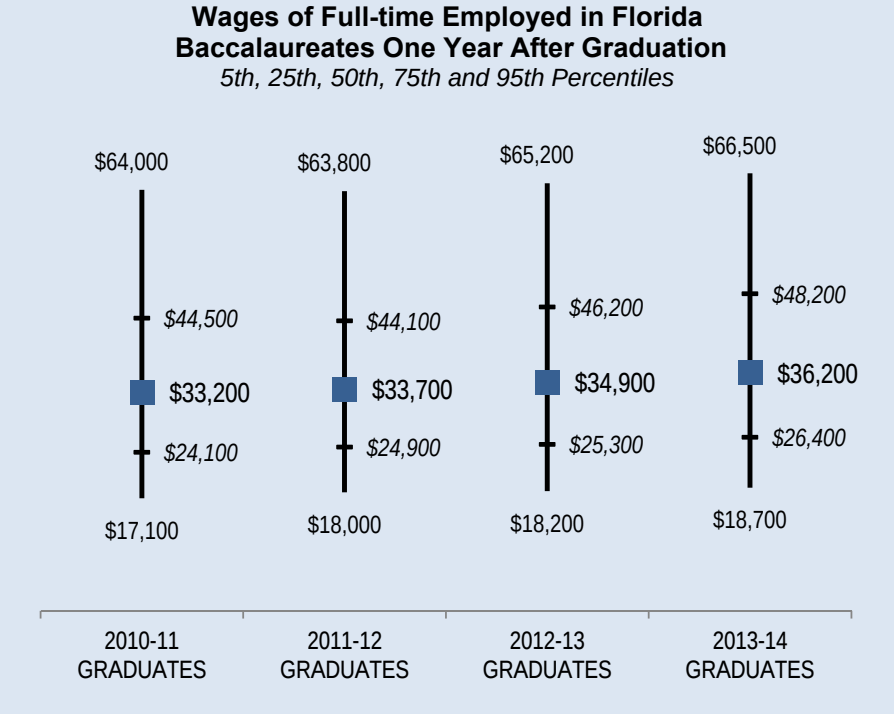
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 93% of the total 2013-14 graduating class.

See Table 4O within this report for additional information about this metric.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 56% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	74.75%	74.75%	0.0%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	$34,900	$36,200	3.7%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	$22,430	$24,190	7.8%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	69.20%	70.10%	0.9%pts
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	84.96%	87.59%	2.6%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	48.91%	49.73%	0.8%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	38.41%	39.00%	0.6%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	57.40%	61.71%	4.3%pts
		2013-14	2014-15	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	66.92%	69.18%	2.3%pts
		2013-14	2014-15	CHANGE
10	*Board of Trustees Choice Metric:* Bachelor Degrees Awarded	12,372	12,629	2.1%

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. UCF students were recipients of Rangel Graduate Fellowships, NSF Graduate Fellowships, Frost Scholarships, Astronaut Foundation Scholarships, and Fulbright awards.
2. The UCF Collegiate Cyber Defense Competition Team won the Alamo Cup in the 2015 Raytheon National College Cyber Defense Competition.
3. The UCF Computer Programming Team placed 8th in the United States and 28th in the world in the Association of Computing Machinery's International Collegiate Programming Contest.

FACULTY AWARDS/ACHIEVEMENTS

1. Faculty members were awarded NSF Early CAREER awards, Fulbright awards, Kennedy Center Medallions, Entrepreneur of the Year awards, NASA Group Achievement awards, and Research and Development 100 awards.
2. Deborah German, Vice President for Medical Affairs and College of Medicine Dean, received the Alma Dea Morani M.D. Renaissance Woman Award from the Foundation for the History of Women in Medicine.
3. College of Business faculty members were ranked as the Most Prolific Author, 3rd Most Prolific Author, and 4th Most Prolific Author (Steve Sutton, Robin Roberts, and Vicky Arnold, respectively) by the Accounting Information Systems database.

PROGRAM AWARDS/ACHIEVEMENTS

1. *Princeton Review* ranked the Florida Interactive Entertainment Academy (FIEA) as 2nd for video game graduate programs in North America for a second year in a row.
2. The Rosen College of Hospitality Management program ranked 7th among the Top Hospitality Management Programs in the World, according to eHow.com.
3. *U.S. News & World Report* ranked twenty-three graduate programs among the Top 100 in the country.

RESEARCH AWARDS/ACHIEVEMENTS

1. College of Sciences faculty member Dr. Linda Walters received the M. Patricia Morse Award for Excellence in Science Education and Innovation from the Society of Integrative and Comparative Biology.
2. College of Engineering and Computer Science faculty member Dr. Debra Reinhart received the 2015 Kappe Award from the American Academy of Environmental Engineers and Scientists.
3. Office of Research and Commercialization faculty member Dr. Daniel Britt received the NASA Group Achievement Award for the Mars Curiosity Rover.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The Carnegie Foundation awarded its 2015 Community Engagement Classification to UCF, making it one of only 25 public universities with the foundation's highest designation in both categories of "community engagement" and "very high research activity."
2. *U.S. News & World Report* ranked UCF 3rd as an "up and coming" school and 97th among public institutions.
3. *Kiplinger* named UCF 42nd in the Best Values category for public colleges.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITY

Student Quality

The average Fall 2014 FTIC SAT score was 1256, an 8 point increase over last year. The average Fall 2014 incoming student high school GPA was 3.92, a 0.03 point increase over last year.

The Burnett Honors College enrolled 506 freshmen for a total enrollment of 1,814 students. The average Fall 2014 SAT score was 1398, an increase of 3 points.

The FTIC full-time student retention rate increased to 87.5 percent (a 0.5 percentage point increase).

For the second year in a row, UCF led all other Florida universities in the enrollment of freshman National Merit Scholars. UCF enrolled 79 Merit Scholars in Fall 2014, an increase of 30 percent from Fall 2013.This number also ranked UCF 9th in the nation for freshman Merit Scholars at public universities.

UCF sponsored seven Fulbright Scholars during the 2014-15 academic year.

College of Business Administration student Jess Wolf won second place at the Blackstone LaunchPad Demo Day at the Blackstone LaunchPad in New York City, and students Jon Wachob and Brandon Carpenter won first place at the Florida Collegiate Business Plan Competition.

College of Sciences anthropology student Adam Kersch won the National Geographic Society's Young Explorers Grant.

College of Sciences statistics student Justin Mooney received first place in the EverBank Data Analysis Competition.

College of Graduate Studies student Andres Ceballos received the 2014 Service Award from the National Institutes of Health.

Program Quality

The Carnegie Foundation awarded its 2015 Community Engagement classification to UCF, making it one of only 25 public universities with the foundation's highest designation in both categories of "community engagement" and "very high research activity."

U.S. News & World Report ranked UCF 3rd as an "up and coming" school and 97th among public institutions.

> College Rankings: College of Optics and Photonics, atomic, molecular and optical science program (14th), College of Education and Human Performance (83rd), College of Nursing (83rd), College of Engineering and Computer Sciences (85th).
>
> Program specific rankings (in Top 100): Counselor Education (10th), Special Education (14th), Nurse Educator M.S.N. – online (25th), Nonprofit Management (25th), Criminal Justice (26th),

Healthcare Management (39th), Industrial Engineering (45th), Electrical Engineering (52nd), Computer Engineering (58th), Public Administration (59th), Materials Engineering (70th), Environmental Engineering (70th), Communication Sciences and Disorders (73rd), Civil Engineering (74th), Physics (85th), Social Work (89th), Computer Science (90th), Physical Therapy (99th) and Mechanical Engineering (100th).

Kiplinger named UCF 42nd in the Best Values category for public colleges.

Princeton Review named UCF 150th in their ranking of public universities offering a best value education, 6th for UCF Health Services, and 2nd for UCF Student Health Services Health Programs.

Forbes ranked UCF as 170th in research universities and 96th among all universities in the South.

Hispanic Outlook named UCF in the top 10 for degrees awarded to Hispanics in several categories: education (10th), biological and biomedical sciences (9th), business management and marketing (6th), engineering and engineering technology (7th), health professions and related (4th) and psychology (4th).

G.I. Jobs named UCF as one of the top 15 percent veteran-friendly campuses.

Princeton Review ranked the Florida Interactive Entertainment Academy (FIEA) as 2nd for video game graduate programs in North America for a second year in a row.

The Rosen College of Hospitality Management program ranked 7th among the Top Hospitality Management Programs in the World, according to eHow.com.

UCF's Criminal Justice online programs were ranked number one in the nation by BestColleges.com.

The Center for Distributed Learning received the 21st Century Award for Best Practices in Distance Learning by the U.S. Distance Learning Association.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Degrees

The university awarded 15,481 degrees, a school record that led all universities in Florida in the number of degrees awarded. The university celebrated its 250,000th graduate at the Spring 2015 commencement ceremony.

UCF awarded 12,793 bachelor's degrees, an increase of 1.6 percent; 2,233 master's degrees, a decrease of 12.1 percent; and 423 doctoral degrees, an increase of 18.8 percent.

Enrollment

UCF total enrollment increased 1.8 percent to 60,821.

UCF minority enrollment was 41.3 percent. African American enrollment reached 6,408, a 4.2 percent increase over last year. Hispanic enrollment reached 13,137, an 8.7 percent increase over last year.

Study abroad programs enrolled 372 students in 59 study abroad programs.

UCF enrolled 2,458 international students from 128 different countries.

DirectConnect to UCF received the Gold Standard Award from the National Association of Student Personnel Administrators.

The College of Graduate Studies held the 2014 Grad Fair, which attracted 1,250 prospective graduate students.

Online Learning

Online learning activity increased to 37.8 percent of total credit hours, an increase of 1.1 percent.

Among all registered students, 77.7 percent (53,585) took at least one fully online or blended-learning course.

The university offered 18 online bachelor's programs, 28 online minors, 34 online graduate certificate programs, 25 online master's programs, and 2 online doctoral programs.

Student Success

UCF's six-year graduation rate for FTIC students was 70.1 percent, a one percentage point increase over 2014, and an eight percentage point increase over 2011.

UCF is a member of the University Innovation Alliance, a national group of 11 major public research institutions that joined together in 2014 to improve the graduation rates of students, particularly first-generation and low-income students.

UCF implemented the Knights Graduation Grant Initiative, a financial support program targeting students nearing graduation.

UCF contracted with the Education Advisory Board to pursue a change-management process to alter our advising and student support processes using predictive analytics, proactive advising, and case management.

UCF participated in the Foundations of Excellence Transfer Initiative to achieve higher levels of transfer student academic success, learning, satisfaction, and graduation.

The College of Sciences Psychology Undergraduate Advising Office received the Outstanding Advising Award from the National Academic Advising Association.

For the tenth consecutive year, the University Testing Center was named one of the Top 100 College Level Examination Program Centers by the College Board.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

UCF awarded 49.7 percent of bachelor's degree in STEM and other programs of strategic emphasis, an increase of one percentage point.

UCF awarded 61.7 percent of graduate degrees in STEM and other programs of strategic emphasis, an increase of 4 percentage points.

The UCF Collegiate Cyber Defense Competition Team won the Alamo Cup in the 2015 Raytheon National College Cyber Defense Competition. This is the second year in a row that UCF has won the Alamo Cup. The team also won the 2014 Collegiate Cyber Security Championship Cup from the Center for Infrastructure Assurance and Security at the University of Texas.

The UCF Programming Team placed 28th in the World Final of the 2015 Association for Computing Machinery Contest.

The College of Medicine secured Continuing Accreditation from the National Accrediting Agency for Clinical Laboratory Sciences.

College of Nursing faculty member Christopher Blackwell was named the Public Healthcare Provider of the Year by the March of Dimes.

College of Nursing faculty member Diane Wink was named the Villanova Medallion Award Winner for distinguished contributions to nursing education.

The UCF American Chemical Society Student Affiliates Chapter for Chemistry received the Outstanding Chapter Award and the Green Chapter Award from the American Chemical Society.

Secondary Science Education faculty member Malcolm Butler was appointed President of the International Committee of the Association for Science and Teacher Education.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Professionals at UCF received $133.4 million in contracts and grants. Twenty-nine people received $1 million or more in contract and grant awards.

College of Engineering and Computer Science faculty member Mansooreh Mollaghasemi received the 2014 Schwartz Tech Award Innovator of the Year Award from the Orlando Economic Development Commission.

College of Business Administration faculty member Steve Sutton was ranked as the Most Prolific Author Worldwide by the Accounting Information Systems database. Faculty member Robin Roberts was ranked 3rd most prolific and Vicky Arnold was ranked 4th most prolific.

UCF College of Optics and Photonics was the lead on the $110 million Department of Defense effort on Integrated Photonic Institute for Manufacturing Innovation and partnered with 68 industry companies and 24 other academic institutions.

College of Optics and Photonics faculty member Demetrios Christodoulides was inducted into the World's Most Influential Scientific Minds by Thomas Reuters.

College of Optics and Photonics faculty member Shin-Tson Wu was inducted into the Florida Inventors Hall of Fame.

College of Sciences faculty member Linda Walters received the M. Patricia Morse Award for Excellence in Science Education and Innovation.

College of Engineering and Computer Science faculty member Sudipta Seal received the 2014 Tech Connect Innovation Award from the Tech Connnect World Expo and the 2014 Schwartz Award for Researcher of the Year from the Orlando Economic Development Commission.

College of Engineering and Computer Science faculty member Dr. Debra Reinhart received the 2015 Kappe Award from the American Academy of Environmental Engineering and Science.

College of Engineering and Computer Science faculty member Dr. Weiwei Deng received the NSF Career Award from the National Science Foundation.

College of Engineering and Computer Science faculty member Dr. Suryanarayana Challapalli received the Central Florida Engineers' Award for Lifetime Achievement in Engineering.

College of Engineering and Computer Science faculty member Dr. Pamela McCauley received the Black Engineer of the Year Award for STEM College-level Promotion of Education at the BEYA STEM Global Competitiveness Conference.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

UCF faculty members published more than 80 books, 211 book chapters, 3,086 journal articles, 1,400 conference proceedings, and 1,619 peer reviewed publications.

Faculty members gave 591 invited exhibitions or performances and 2,467 peer-reviewed conference presentations.

Office of Research and Commercialization Technology Transfer team executed 34 License and Option Agreements and launched 11 startup companies, representing a 48 percent and 38 percent increase over the previous year.

The College of Undergraduate Studies sponsored the 12th Annual Showcase of Undergraduate Research Success, which included 290 posters, 436 presentations, and 39 faculty judges. The showcase attracted 1,850 attendees, a 9 percent increase over last year. A total of $17,100 in scholarships was awarded to 52 event winners from 10 academic disciplines.

Office of Research and Commercialization members Kapono Curry and Blaire Martin were selected as two of “I-lando: Otown’s Innovators Disrupting and Constructing Your Digital Landscape” list.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

College of Health and Public Affairs student Winona Ward received the 2014 Partnership Award for International and/or Inter-collegial Collaboration from the Society of Research Administrators International.

College of Health and Publics Affairs faculty member Linda Rosa-Lugo created a new student exchange affiliation agreement with the University of Sao Paulo in Brazil.

College of Health and Publics Affairs faculty member Ross Wolf created a new Tourism Oriented Policing training program for the Aruba police.

College of Sciences faculty member Kate Mansfield worked with Brazil, Germany, and France to provide the first satellite tracks of oceanic-stage sea turtles globally.

College of Engineering and Computer Science faculty member Dr. Debra Reinhart was elected president of the International Waste Working Group.

Rosen College of Hospitality Management began two new reciprocal programs with Bournemouth University (UK) and Breda University (Netherlands). It also began the first international internship in Okinawa, Japan.

The office of International Affairs and Global Strategies began five new Reciprocal Student Exchange programs with Germany, Ireland, Japan, Australia, and the United Kingdom.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

UCF partnered with Microsoft, Marvel, Blue Man Group, The Clearwater Marine Aquarium, Orlando City Soccer Club, and Orlando Health to deliver 3D printed arms created by UCF students to children in Florida, the nation, and the world. The partnership generated more than 1,000 news stories in diverse media such as *Good Morning America*, the *Orlando Sentinel*, CNN, and the BBC. Actor Robert Downey, Jr promoted the students' work on his personal Facebook page and on *The Late Show with David Letterman*.

The Global Perspectives Office hosted 69 prominent speakers, including James McLurkin, Vivek Tiwary, former senator Olympia Snowe, Julian Bond, Cheryl Brown Henderson, General Donald Kerick, and Cathy Areu.

College of Optics and Photonics hosted the 2014 National Science Olympiad Tournament with 7,000 students attending, and the 2014 and 2015 Florida Science Olympiad Tournaments with 2,000 students attending.

Office of Research and Commercialization faculty member Coleen Kettles received recognition from the U.S. Department of Energy Clean Cities Program for her work on Most Improved Clean Cities Coalition for Petroleum Reduction.

College of Health and Public Affairs expanded the Walking School Bus Program to include 500 students from nine schools in three counties, as part of a national initiative to help children get to school safely.

The Office of Diversity and Inclusion sponsored its annual Diversity Breakfast, which featured Julian Bond as the keynote speaker. More than 520 people from UCF and Central Florida attended, and they donated 860 pounds of food to the Knights Helping Knights Pantry.

College of Health and Public Affairs students in the UCF Chapter of the National Student Speech-Language Hearing Association received the Bronze Award from the National Student Speech-Language Hearing Association for fundraising, career awareness events, and advocacy for individuals with communication disorders.

The Office of Government Affairs placed legislative-scholar students in the offices of seven Florida senators and five Florida representatives, including the offices of both the house speaker and the senate president.

Florida Solar Energy Center Buildings Division received the Top Innovation Award from the Department of Energy and the ENERGY STAR Partner of the Year Award.

Pegasus magazine generated more than 640,000 impressions and won 62 peer-reviewed awards. *Pegasus* featured more than 50 faculty and staff members along with 659 alumni. The magazine won both a gold and silver award from the Council for the Advancement and Support of Education.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The Office of Experiential Learning provided 4,071 student experiences in cooperative education at 1,494 employer sites. The office and the colleges collectively administered 8,618 student internship experiences. Fifty approved service-learning classes enrolled 8,654 students, who practiced in the community what they learned in the classroom. These students provided approximately 174,485 hours of service to Central Florida.

Knight-Thon, UCF's largest student-run philanthropic event raised $688,049 for the Children's Miracle Network, an increase of $295,217 over last year's amount. The event had 1,000 student participants and it was the 6th largest dance marathon in the nation.

Students contributed 166,641 hours to activities sponsored by Volunteer UCF, a 54 percent increase over the previous year.

Student-athletes completed 2,610 service hours, reaching approximately 14,300 members in the Central Florida community. Among the organizations they served were the Oviedo Little League, Junior Achievement, Nemours Children's Hospital, Florida Hospital for Children, Feed Children Everywhere, Relay for Life, and the American Cancer Society.

College of Medicine students involved in Keeping Neighbors in Good Health through Service worked with Grace Medical Home and the University of Florida to provide ongoing care to 50 patients in high-need sectors.

The Knights Helping Knights Pantry distributed more than 24,863 pounds of food to students in need.

The Office of Student Involvement supported 160 students on 16 trips during the Alternative Break Program, a week of volunteer service during spring break.

College of Sciences faculty member Linda Walters coordinated oyster reef restoration efforts in Volusia and Brevard Counties in collaboration with the Brevard Zoo, Brevard County Natural Resources, IRL NEP, New Smyrna Beach Marine Discovery Center, Community-Based Living Shoreline, and the National Park Service.

The Public Administration Center for Public and Nonprofit Management expanded the Walking School Bus Program to include 500 students from nine schools and three counties as part of a national incentive to help children get to school safely.

The College of Education and Human Performance created the Saturday Reading Camp in partnership with the Parramore community where teacher candidates tutored students in reading.

College of Medicine faculty provided a Pre-Collegiate Summer program to attract underrepresented high school students to health-related careers.

College of Medicine faculty and students worked with Winnie Palmer Hospital and Nemours Children's Hospital to promote health and wellness through a Global Health Conference directed at newborns and their mothers.

College of Medicine worked with Heavenly Hoofs (a nationally accredited equine-assisted therapy program in Osceola) and SADLES of Umatilla and Osceola County to provide equine-based therapy to local veterans.

UCF developed partnerships with the City of Orlando, local developers, Valencia College, and community leaders to plan and develop a campaign in support of UCF Downtown.

Multiple offices supported the UCF Downtown planning and design effort. The UCF Downtown Task Force involved more than 150 university and community members serving on 12 committees and addressing topics as diverse as academics, facilities, student services, community engagement, technology, and students with intellectual disabilities.

17,300 donors gave or pledged $56.6 million, including $14.9 million in planned gifts from 29 individuals. UCF's marketing efforts engaged 2.75 million unique visitors from 226 countries on the UCF website, attracted readers from 211 countries to *UCF Today*, achieved 219,000 Facebook fans throughout the world, and supported the viewing of 912,000 minutes of video on the university's YouTube channel.

The Division of Administration and Finance partnered with the Heart of Florida United Way to manage the university's 2014 United Way Campaign, which raised $140,500.

The inaugural UCF Celebrates the Arts Festival was held at the Dr. Phillips Center for the Performing Arts. The six-day festival showcased the talent of university performing and visual arts students. The festival gave 1,000 Central Florida K-12 students the opportunity to participate in educational workshops led by UCF professionals.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Four career fairs were hosted by UCF at the CFE Arena, one of which was exclusively for veterans. The four events attracted more than 6,000 students and community members.

The Office of Research and Commercialization's GrowFL program hosed 17 entrepreneur events with 1,598 attendees aimed at increasing jobs in the Central Florida region.

College of Medicine faculty participated in the Hungerford Elementary School Teach-in in Eatonville to help mentor children about professions they might never have considered.

The Office of Research and Commercialization Technology Transfer Team executed 34 license and option agreements and launched 11 startup companies, representing a 48% and 38% increase over the previous year.

The Division of Communications and Marketing helped to attract 4,577 faculty applicants for 100 positions by means of its media campaign titled "UCF Hires Faculty." The campaign generated 14.6 million media impressions and resulted in 79 new hires. The campaign recorded the highest-ever response rate for *The Chronicle of Higher Education*'s "On Hiring" email newsletter.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues *(Not Adjusted for Inflation)*

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	$219,981,159	$170,599,744	$239,382,364	$271,736,900	$263,739,521
Non-Recurring State Funds	$3,193,785	$2,000,000	$9,624,575	$4,450,724	$24,246,767
Tuition	$188,596,560	$193,715,731	$198,942,361	$201,228,657	$197,765,797
Tuition Differential Fee	$24,304,933	$44,021,427	$47,438,857	$48,573,637	$48,767,285
Misc. Fees & Fines	$7,925,436	$7,348,478	$4,724,992	$6,244,866	$6,699,644
SUBTOTAL	$444,001,873	$417,685,380	$500,113,149	$532,234,784	$541,219,014
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$22,184,003	$22,989,863	$24,514,526	$25,257,576	$25,601,541
Non-Recurring State Funds	$0	$0	$32,946	$500,000	$500,000
Tuition	$4,674,909	$7,777,491	$10,474,857	$13,240,908	$14,618,096
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$263,166	$316,851	$247,459	$459,307	$245,000
SUBTOTAL	$27,122,078	$31,084,205	$35,269,788	$39,457,791	$40,964,637
TOTAL	$471,123,951	$448,769,585	$535,382,937	$571,692,575	$582,183,651

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300 M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the Allocation Summary and Workpapers were used for the estimated year.* Non-Recurring State Funds: include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* Note on Performance Funding: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. Tuition: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* Tuition Differential Fee: Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* Miscellaneous Fees & Fines: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* This data is not adjusted for inflation.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13*	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	$255,456,088	$246,805,394	$274,683,472	$286,919,266	$316,786,470
Administration and Support	$49,496,890	$48,181,160	$58,512,010	$60,046,242	$73,825,533
PO&M	$32,265,898	$28,657,987	$68,274,029	$55,699,148	$50,562,078
Student Services	$24,335,198	$31,577,267	$41,102,214	$46,154,393	$54,316,970
Library/Audio Visual	$13,923,281	$12,478,605	$11,965,740	$14,141,739	$13,560,154
Other	$3,472,624	$4,098,672	$6,693,458	$5,970,919	$5,567,197
TOTAL	$378,949,979	$371,799,085	$461,230,923	$468,931,707	$514,618,402
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$15,329,758	$19,470,681	$23,145,032	$21,995,684	$27,900,022
Administration and Support	$4,399,689	$3,657,268	$3,442,636	$4,253,171	$4,883,285
PO&M	$193,636	$300,641	$1,199,110	$1,387,977	$1,652,368
Library/Audio Visual	$647,429	$633,400	$1,917,964	$2,147,592	$2,609,279
Teaching Hospital & Clinics	$0	$0	$0	$0	$0
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$20,570,512	$24,061,990	$29,704,742	$29,784,424	$37,044,954
TOTAL	$399,520,491	$395,861,075	$490,935,665	$498,716,131	$551,663,356

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. This data is not adjusted for inflation.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). Administration & Support Services: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). PO&M: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. Student Services: Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Other: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation *(GR & Lottery)*	$4,936	$4,422	$3,432	$5,003	$5,509
Tuition & Fees *(State-funded Aid)*	$1,432	$1,133	$1,084	$1,074	$987
Tuition & Fees *(from Student)*	$2,516	$3,242	$3,790	$3,971	$4,120
Other Trust Funds	$360	$0	$0	$0	$0
TOTAL	$9,244	$8,797	$8,306	$10,049	$10,616

Notes: State Appropriations includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). Tuition and Fee revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). Other Trust funds (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. Full-time Equivalent enrollment is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	$21,260	$20,280	$21,060	$22,430	$24,190

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. Source: State University Database System (SUDS), Expenditure Analysis: Report IV.
This data is not adjusted for inflation.

Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	$136,520,909	$136,915,241	$150,749,952	$152,225,292	$162,692,583
Expenditures	$127,547,949	$116,221,223	$138,676,700	$165,148,876	$169,260,105
Contracts & Grants					
Revenues	$108,430,999	$108,717,456	$114,167,694	$120,683,394	$119,582,168
Expenditures	$130,104,487	$149,848,597	$138,752,026	$132,847,536	$150,060,362
Local Funds					
Revenues	$445,605,694	$470,686,703	$480,120,068	$482,799,284	$496,574,670
Expenditures	$461,282,530	$491,662,088	$515,484,826	$518,443,060	$536,953,185
Faculty Practice Plans					
Revenues	$4,361	$573,997	$1,414,463	$1,628,691	$2,326,263
Expenditures	$8,762,333	$2,208,382	$3,375,678	$2,437,524	$4,470,322

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. Auxiliary Enterprises are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Contract & Grants resources are received from federal, state or private sources for the purposes of conducting research and public service activities. Local Funds are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. Faculty Practice Plan revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value ($1000s)	$127,129	$122,609	$135,462	$154,595	$150,668
Gifts Received ($1000s)	$19,732	$14,858	$38,839	$23,116	$36,847
Percentage of Alumni Donors	5.1%	5.7%	6.1%	2.8%	1.5%

Notes: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Gifts Received as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. Percentage of Alumni Donors as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*

Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	564	579	595	602	600
Tenure-track Faculty	184	206	189	173	175
Non-Tenure Track Faculty	564	621	808	707	715
Instructors Without Faculty Status	3	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	3,033	3,070	3,218	3,139	3,267
FULL-TIME SUBTOTAL	4,348	4,476	4,810	4,621	4,757
Part-time Employees					
Tenured Faculty	14	18	21	13	12
Tenure-track Faculty	0	1	0	0	0
Non-Tenure Track Faculty	15	20	28	20	32
Instructors Without Faculty Status	719	735	725	724	698
Graduate Assistants/Associates	1,509	1,541	1,568	1,512	1,568
Non-Instructional Employees	35	31	18	17	23
PART-TIME SUBTOTAL	2,292	2,346	2,360	2,286	2,333
TOTAL	6,640	6,822	7,170	6,907	7,090

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TOTAL	56,341	58,701	59,789	59,770	60,821
UNDERGRADUATE					
FTIC (Regular Admit)	24,464	24,450	24,030	23,953	24,355
FTIC (Profile Admit)	201	263	291	286	335
AA Transfers	17,447	19,499	20,928	21,332	21,691
Other Transfers	5,168	5,376	5,376	5,465	5,348
Subtotal	47,280	49,588	50,625	51,036	51,729
GRADUATE					
Master's	6,157	6,170	6,020	5,705	5,415
Research Doctoral	1,652	1,671	1,728	1,707	1,757
Professional Doctoral	256	347	495	591	634
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*0*	*0*	*0*	*0*	*0*
Medicine	*100*	*179*	*277*	*351*	*420*
Nursing Practice	*64*	*99*	*131*	*125*	*99*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*92*	*69*	*87*	*115*	*115*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*
Subtotal	8,065	8,188	8,243	8,003	7,806
UNCLASSIFIED					
HS Dual Enrolled	47	67	90	27	27
Other	949	858	831	704	1,259
Subtotal	996	925	921	731	1,286

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	10,306	11,054	.	10,900	.	11,231
Upper-Division	16,000	21,618	.	21,427	.	21,380
Master's (GRAD I)	2,627	2,683	.	2,572	.	2,353
Doctoral (GRAD II)	379	609	.	616	.	584
Subtotal	29,012	35,964	.	35,515	.	35,548
NON-FLORIDA RESIDENTS						
Lower-Division	.	445	.	446	.	552
Upper-Division	.	571	.	609	.	657
Master's (GRAD I)	.	329	.	331	.	379
Doctoral (GRAD II)	.	406	.	425	.	467
Subtotal	1,528	1,751	.	1,812	.	2,055
TOTAL FTE						
Lower-Division	.	11,499	10,758	11,346	10,758	11,783
Upper-Division	.	22,188	16,481	22,036	16,481	22,036
Master's (GRAD I)	.	3,013	2,899	2,904	2,899	2,732
Doctoral (GRAD II)	.	1,015	702	1,041	702	1,051
Total (FL Definition)	30,840	37,715	30,840	37,327	30,840	37,603
Total (US Definition)	41,120	50,287	41,120	49,770	41,120	50,137

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. Funded enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. Actual enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	9,760	9,673	8,856	8,400	8,150
Upper-Division	12,902	13,477	13,380	13,135	12,943
Master's (GRAD 1)	1,891	1,813	1,677	1,601	1,452
Doctoral (GRAD 2)	761	748	814	832	868
TOTAL	25,314	25,712	24,727	23,968	23,413
HYBRID					
Lower-Division	525	538	632	764	1,052
Upper-Division	1,379	1,427	1,625	1,608	1,641
Master's (GRAD 1)	344	379	358	409	406
Doctoral (GRAD 2)	56	66	67	77	56
TOTAL	2,304	2,410	2,682	2,858	3,155
DISTANCE LEARNING					
Lower-Division	1,511	1,817	2,011	2,182	2,580
Upper-Division	6,175	6,699	7,183	7,293	7,453
Master's (GRAD 1)	1,137	1,084	977	894	874
Doctoral (GRAD 2)	125	133	134	132	127
TOTAL	8,947	9,733	10,306	10,501	11,034
TOTAL					
Lower-Division	11,796	12,028	11,499	11,346	11,782
Upper-Division	20,456	21,603	22,188	22,036	22,037
Master's (GRAD 1)	3,372	3,277	3,013	2,904	2,732
Doctoral (GRAD 2)	942	947	1,015	1,041	1,051
TOTAL	36,565	37,855	37,715	37,327	37,602

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	9	5	5	9	7
Undergraduate	653	613	663	664	682
Master's (GRAD 1)	97	89	95	96	99
Doctoral (GRAD 2)	13	10	14	15	14
Subtotal	772	717	777	784	802
DEPENDENTS					
Unclassified	2		3		2
Undergraduate	399	437	483	605	602
Master's (GRAD 1)	39	26	33	28	34
Doctoral (GRAD 2)	3	4	1	1	1
Subtotal	443	467	520	634	639
NON-MILITARY					
Unclassified	915	827	817	711	722
Undergraduate	46,295	48,628	49,571	49,778	51,000
Master's (GRAD 1)	6,303	6,184	6,109	5,869	5,641
Doctoral (GRAD 2)	1,610	1,875	1,991	1,994	2,017
Subtotal	55,123	57,514	58,488	58,352	59,380
TOTAL	56,338	58,698	59,785	59,770	60,821

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	15,099	17,812	19,075	19,423	20,194
Percent with Pell Grant	32.23%	36.22%	37.98%	38.41%	39.00%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Actuarial Science	52.1304	Bachelors		Summer 2009	
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2010-11	2011-12	2012-13	2013-14	2014-15
Cohort Size	*6,026*	*6,182*	*5,927*	*5,832*	*6,223*
% Retained *with Any GPA*	87%	88%	87%	87%	89%
% Retained *with GPA 2.0 or higher*	84.52%	84.96%	84.85%	84.96%	87.59%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Retained with Any GPA is based on student enrollment in the Fall term following their first year. Percent Retained with GPA Above 2.0 is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*6,041*	*6,387*	*6,344*	*6,125*	*6,251*
% Graduated	63%	65%	67%	70%	70%
% Still Enrolled	*5%*	*5%*	*6%*	*5%*	5%
% Success Rate	68%	70%	73%	75%	75%

Notes: Cohorts are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates *for* First-Time-in-College (FTIC) Students

(includes Full- and Part-time students)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*6,580*	*6,306*	*6,367*	*6,183*	*6,334*
Same University	35%	40%	40%	40%	40%
Other University in SUS	1%	2%	2%	2%	2%
Total from System	37%	42%	42%	41%	43%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*6,305*	*6,644*	*6,580*	*6,306*	*6,367*
Same University	62.09%	64.58%	66.55%	69.20%	70.10%
Other University in SUS	6%	5%	4%	5%	5%
Total from System	68%	70%	71%	74%	75%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts.
Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.
Same University provides graduation rates for students in the cohort who graduated from the same institution.
Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates *for* AA Transfer Students from Florida College System

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
Cohort Size	*4,875*	*5,323*	*5,776*	*5,810*	*5,799*
Same University	28%	28%	27%	25%	25%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*3,537*	*4,061*	*4,875*	*5,323*	*5,776*
Same University	67%	67%	66%	66%	65%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates *for* Other Transfer Students

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
Cohort Size	*2,111*	*1,709*	*1,471*	*1,527*	*1,744*
Same University	69%	66%	69%	68%	67%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	10,646	11,515	12,321	12,372	12,629
Second Majors	169	175	205	222	179
TOTAL	10,815	11,690	12,526	12,594	12,808

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. **Second Majors** include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline.

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,674	1,718	1,903	1,969	2,208
HEALTH	1,168	1,383	1,683	1,817	1,998
GLOBALIZATION	66	69	93	94	91
EDUCATION	932	1,002	932	1,091	918
GAP ANALYSIS	1,083	1,059	1,180	1,189	1,154
SUBTOTAL	4,923	5,231	5,791	6,160	6,369
PSE PERCENT OF TOTAL	45.52%	44.75%	46.23%	48.91%	49.73%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	939	988	1,171	1,202	1,298
Percentage of Degrees	9%	9%	10%	10%	10%
Hispanic					
Number of Degrees	1,604	1,868	2,232	2,474	2,615
Percentage of Degrees	16%	17%	19%	20%	21%
Pell-Grant Recipients					
Number of Degrees	3,989	4,877	5,771	6,223	6,526
Percentage of Degrees	38%	43%	47%	51%	52%

Note: Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	57%	66%	63%	59%	70%
AA Transfers	66%	67%	71%	72%	70%
Other Transfers	49%	55%	63%	61%	62%
TOTAL	61%	65%	66.99%	66.92%	69.18%

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	3,398	3,423	3,358	3,330	3,170
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	49%	47%	48%	48%	50%
30 to 49 Students	28%	29%	28%	27%	26%
50 to 99 Students	16%	17%	17%	17%	17%
100 or More Students	7%	7%	7%	7%	7%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	76%	77%	77%	76%	76%
Adjunct Faculty	18%	17%	16%	16%	17%
Graduate Students	6%	6%	6%	7%	7%
Other Instructors	1%	0%	0%	1%	0%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	31	32	32	31	31

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: ***National Council Licensure Examination for Registered Nurses***

	2010	2011	2012	2013	2014
Examinees	209	237	218	222	233
First-time Pass Rate	95%	96%	99%	96%	98%
National Benchmark	*89%*	*89%*	*92%*	*85%*	*85%*

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Post-Graduation Metrics

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	68.6%	70.4%	74.75%	74.75%
Enrolled or Employed (Earned $25,000+)	.	.	64.26%	64.70%
Number of States included in Search	*1*	*36*	*38*	*38*
Percent Found	*89%*	*90%*	*93%*	*93%*

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least $25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.
For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.
For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

Median Wages of Bachelor's Graduates Employed Full-time in Florida, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	$17,100	$18,000	$18,200	$18,700
25th PERCENTILE WAGE	$24,100	$24,900	$25,300	$26,400
MEDIAN WAGE	$33,200	$33,700	$34,900	$36,200
75th PERCENTILE WAGE	$44,500	$44,100	$46,200	$48,200
95th PERCENTILE WAGE	$64,000	$63,800	$65,200	$66,500
Percent Found	*53%*	*51%*	*53%*	*56%*

Notes: **Median Wage** data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
None						
Programs Suspended for New Enrollments						
Business/Managerial Economics	52.0601	Masters	-	Fall 2009		
Economics, General	45.0601	Research Doctorate	-	Fall 2009		
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	2,538	2,679	2,587	2,918	2,673
Second majors	0	0	0	0	1
TOTAL	2,538	2,679	2,587	2,918	2,674
Masters and Specialist (first majors)	2,253	2,413	2,307	2,562	2,250
Research Doctoral (first majors)	245	229	238	266	286
Professional Doctoral (first majors)	40	37	42	90	137
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*0*	*0*	*0*	*0*	*0*
Medicine	*0*	*0*	*36*	*55*	*77*
Nursing Practice	*12*	*3*	*4*	*3*	*13*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*28*	*34*	*2*	*32*	*47*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other Professional Doctorate	*0*	*0*	*0*	*0*	*0*

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees.

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	691	730	716	753	693
HEALTH	319	427	375	431	483
GLOBALIZATION	6	9	5	7	2
EDUCATION	422	416	416	408	402
GAP ANALYSIS	78	70	70	76	70
SUBTOTAL	1,516	1,652	1,582	1,675	1,650
PSE PERCENT OF TOTAL	59.73%	61.66%	61.15%	57.40%	61.71%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Medicine: *US Medical Licensing Exam - Step 1* *(for 2nd year MD students)*

	2011	2012	2013	2014	2015 Preliminary
Examinees	39	59	77	93	115
First-time Pass Rate	95%	97%	99%	100%	100%
National Benchmark	*94%*	*96%*	*97%*	*96%*	*96%*

Medicine: *US Medical Licensing Exam - Step 2 Clinical Knowledge* *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	.	37	56	79	88
First-time Pass Rate	.	97%	98%	99%	99%
National Benchmark	*97%*	*98%*	*98%*	*97%*	*95%*

Medicine: *US Medical Licensing Exam - Step 2 Clinical Skills* *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	.	36	55	76	94
First-time Pass Rate	.	100%	95%	97%	100%
National Benchmark	*98%*	*97%*	*98%*	*96%*	*96%*

Physical Therapy: *National Physical Therapy Examinations*

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	60	57	91	63	67
First-time Pass Rate	92%	98%	96%	94%	93%
National Benchmark	*88%*	*89%*	*89%*	*89%*	*90%*

Note on National Benchmarks: The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$117,985	$109,189	$121,653	$126,681	$185,555
Federally Funded ($ 1,000s)	$69,331	$69,098	$78,411	$76,533	$70,716
Percent Funded From External Sources	71%	73%	75%	69%	46%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$156,479	$145,975	$154,972	$161,583	$239,426

Technology Transfer	2009-10	2010-11	2011-12	2012-13	2013-14
Invention Disclosures	96	109	127	124	98
Licenses & Options Executed	12	14	11	17	23
Licensing Income Received ($)	$411,393	$500,966	$560,135	$797,883	$1,072,103
Number of Start-Up Companies	7	1	5	3	8

	2010	2011	2012	2013	2014
U.S. Patents Issued [REVISED]	68	74	79	52	67

Notes: R&D Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). Invention Disclosures reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. Licenses & Options Executed that were executed in the year indicated for all technologies – as reported by AUTM. Licensing Income Received refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia – as reported on the AUTM survey. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. REVISED: US Patents Issued awarded by the United States Patent and Trademark Office (USPTO) by Calendar year.

Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Florida Photonics Center of Excellence (FPCE)	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2003		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		570	25
Value of Competitive Grants Applied For *($)*		$214,945,776	$8,547,436
Number of Competitive Grants Received		292	19
Value of Competitive Grants Received *($)*		$66,234,640	$4,337,066
Total Research Expenditures *($)*		$55,171,917	$2,902,092
Number of Publications in Refereed Journals From Center Research		400	49
Number of Invention Disclosures		106	4
Number of Licenses/Options Executed		5	1
Licensing Income Received *($)*		$206,250	$25,000
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
PCollaborations with Other Postsecondary Institutions		43	6
Collaborations with Private Industry		86	6
Collaborations with K-12 Education Systems/Schools		40	9
Undergraduate and Graduate Students Supported with Center Funds		0	0
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		5	0
Jobs Created By Start-Up Companies Associated with the Center		65	2
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations		$259,861	$11,921
Narrative Comments on next page.			

Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	Florida Photonics Center of Excellence (FPCE)
Narrative Comments [Most Recent Year]:	

The FPCE $10M grant has been used for developing an infrastructure for research and graduate education in photonics. This included establishment of two endowed chairs, support for five outstanding FPCE faculty, construction of a new 21,000 sq ft building addition with incubation space, and addition of a unique multi-user nanophotonics fabrication facility (housing ~$15M of capital equipment serving faculty, industry, and external organizations). Since 2003, the FPCE has invigorated photonics research, supported many partnership projects with Florida industry, resulted in more than 106 patent disclosures with some leading to spinoffs, and generated research grants totaling more than $66M. Efforts in building up the biophotonics program, which were seeded by the FPCE grant, have being vigorously pursued. A senior faculty member whose research is in the area of lasers and their applications to biophotonics started his appointment in January 2013. We have also recruited a junior faculty member in the area of nano-photonics. Her appointment started in Fall 2012. In Fall 2015, two junior faculty members were added in the areas of nano-photonics and sensing and imaging. Another junior faculty in biophotonics will start in Spring 2016.

Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Laser Technology Initiative *(aka Townes Laser Institute)*	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2007		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		350	25
Value of Competitive Grants Applied For *($)*		$ 201,719,103	$11,170,205
Number of Competitive Grants Received		218	22
Value of Competitive Grants Received *($)*		$36,913,673	$4,669,101
Total Research Expenditures *($)*		$22,428,361	$3,758,117
Number of Publications in Refereed Journals From Center Research		284	40
Number of Invention Disclosures		50	6
Number of Licenses/Options Executed		1	1
Licensing Income Received *($)*		$2,000	$2,000
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		118	9
Collaborations with Private Industry		43	7
Collaborations with K-12 Education Systems/Schools		168	2
Undergraduate and Graduate Students Supported with Center Funds		272	62
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		7	0
Jobs Created By Start-Up Companies Associated with the Center		31	0
Specialized Industry Training and Education		8	0
Private-sector Resources Used to Support the Center's Operations		$5,500,000	$0
Narrative Comments on next page.			

Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	Laser Technology Initiative *(aka Townes Laser Institute)*
Narrative Comments:	

In its eight year, the Townes Laser Institute has continued towards its objective of becoming the paramount academic institution in laser technology in the nation, and its mission of supporting these technologies in industry, government and advanced institutions of learning in Florida first, and also in the nation.

Some achievements have been made in FY2015.

- The Townes Institute captured several major research grants and contracts during the year totaling over $4.6M.
- The Townes Institute graduated a number of Ph.D students and MS students.
- Transfer of operations of the ISTEF laser range has been completed and charging scheme has been established and put in place for customers, external and internal to UCF to use.
- The Optical Materials Laboratory was completed and major equipment has been relocated.
- There was no change in the number of faculty this year, but some of the new appointees substantiated their research groups and positions, to the benefit of the Institute as a whole, and themselves personally.
- The Townes Laser Institute's long and vigorous efforts to elevate advanced laser manufacturing at UCF has continued. A search for new faculty positions is underway.