

2015-16
Annual Accountability Report

UNIVERSITY OF CENTRAL FLORIDA

BOT APPROVED 03/16/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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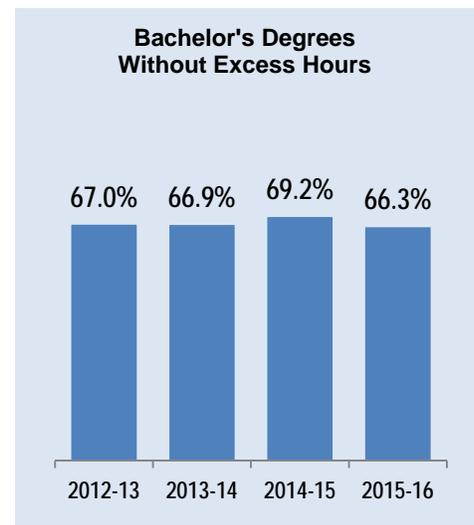
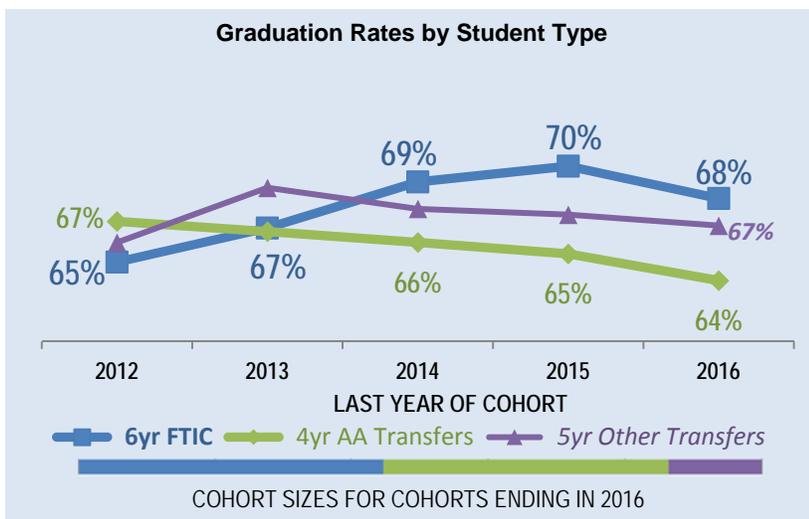
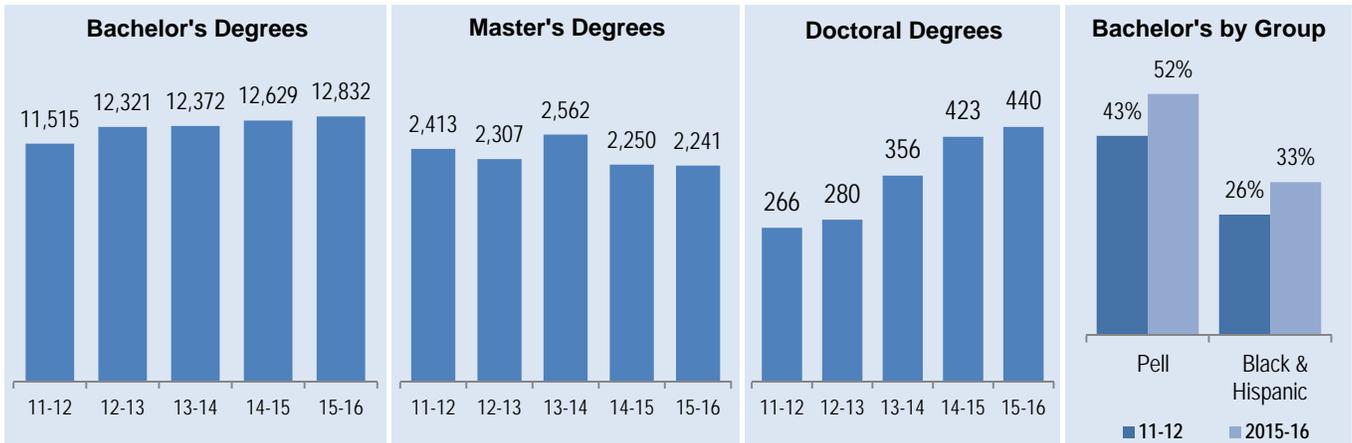
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Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-15 % Change	Degree Programs Offered			2015 Carnegie Classifications		
				Faculty (Fall 2015)	Full-Time	Part-Time			
TOTAL	63,016	100%	4%	TOTAL (as of Spring 2016)				Doctoral Universities: Highest Research Activity	
White	33,294	53%	0%	Baccalaureate	84		Basic:		
Hispanic	14,195	23%	8%	Master's	76		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate	
Black	6,872	11%	7%	Research Doctorate	27		Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical	
Other	8,655	14%	9%	Professional Doctorate	3		Size and Setting:	Four-year, large, primarily nonresidential	
Full-Time	41,007	65%	3%	TOTAL				Community Engagement:	Yes
Part-Time	22,009	35%	5%		1,626	46			
Undergraduate	54,073	86%	3%	Tenure & Ten. Track	851	18			
Graduate	8,012	13%	3%	Non-Tenured Faculty	775	28			
Unclassified	931	1%	27%						

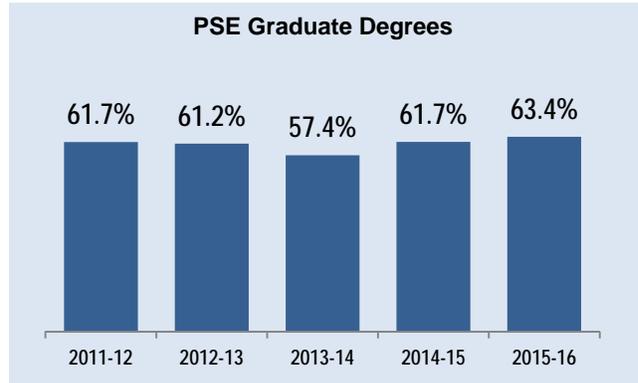
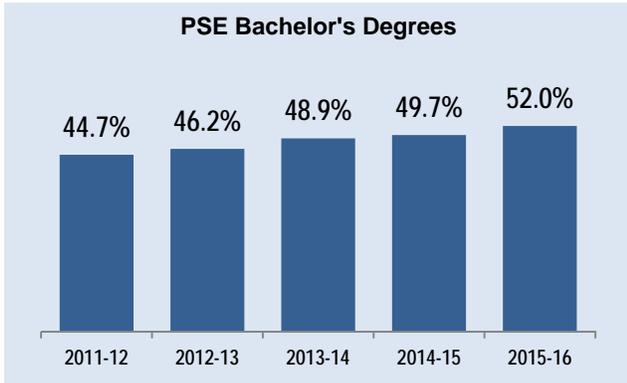
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



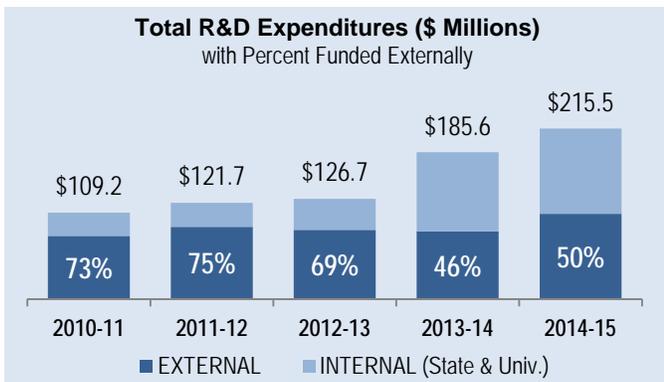


Dashboard

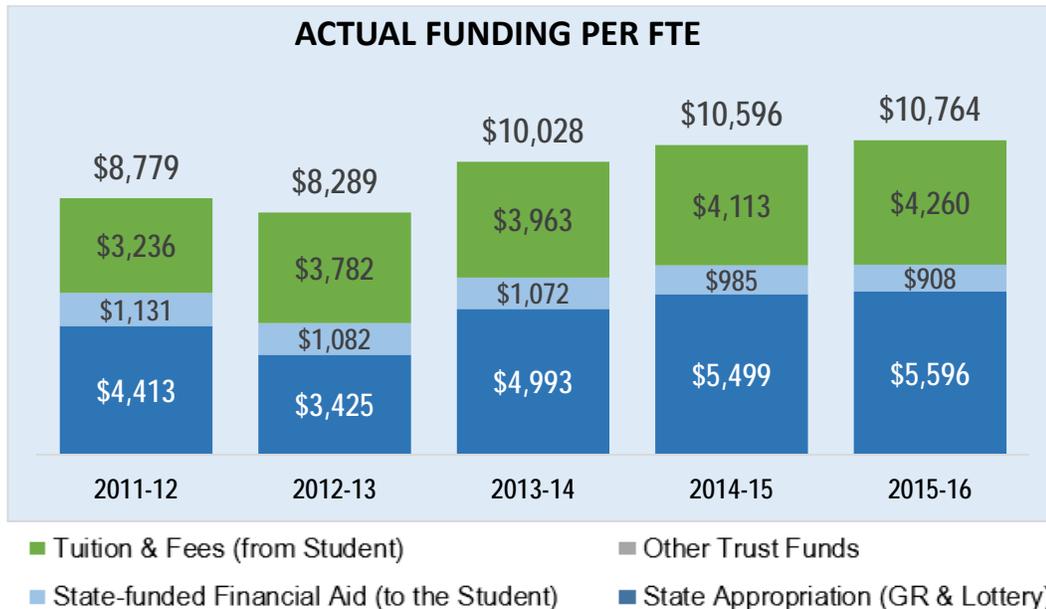
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

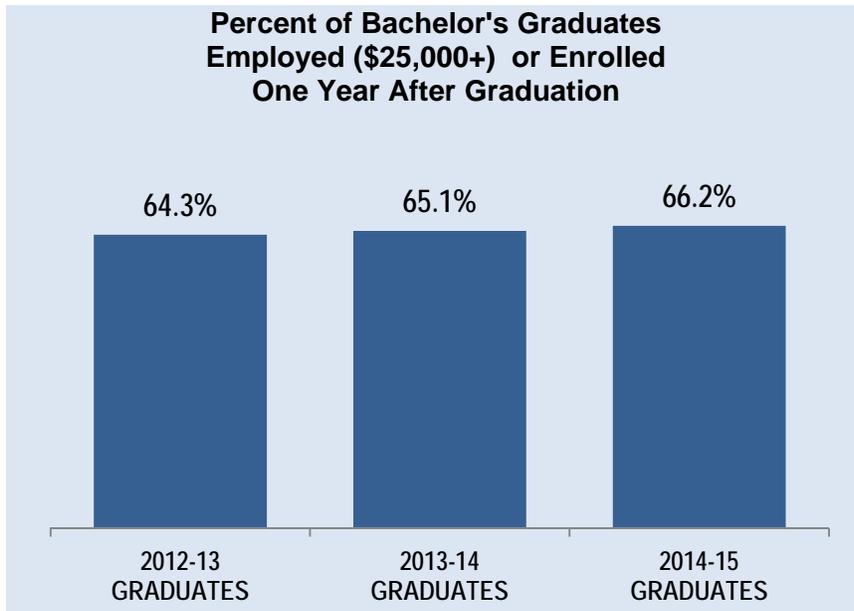


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do 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.



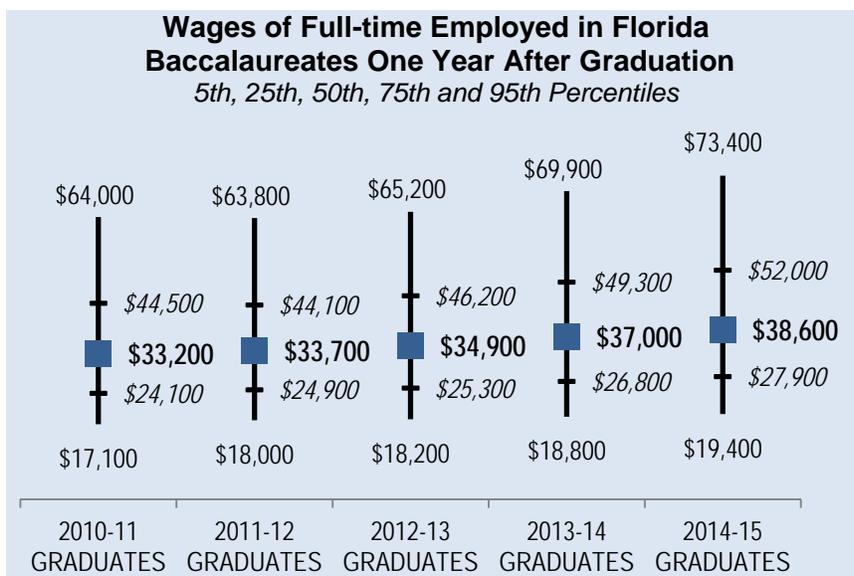
Dashboard

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 94% of the total 2014-15 graduating class.

See Table 40 within this report for additional information about this metric.



Notes: Wage data is based on 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 by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 60% 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

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	65.1%	66.2%	1.1%
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$37,000	\$38,600	4.3%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$15,330	\$15,280	-0.3%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	70.1%	68.3%	-1.9%
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	86.6%	86.5%	-0.1%
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	49.7%	52.0%	2.3%
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	39.4%	39.8%	0.4%
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	61.7%	63.4%	1.7%
		2014-15	2015-16	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	69.2%	66.3%	-2.9%
		2014-15	2015-16	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Bachelor Degrees Awarded	12,629	12,832	1.6%

Note: The annual data shown above is rounded to one decimal. The one-year change data is based on the non-rounded annual data and may not appear to sum due to rounding.



Key Achievements (2015-16)

STUDENT AWARDS/ACHIEVEMENTS

1. Engineering student Albert Manero (founder of the Limbitless Solutions) was named among the "15 People to Watch" in Central Florida by *Orlando* magazine. Manero also received the governor's top volunteer award.
2. Burnett Honors College student John Vastola was selected as a Rhodes Scholarship Finalist.
3. The UCF Collegiate Cyber Defense Competition Team won first place at the College Cyber Security Championship Cup and won the National Collegiate Cyber Defense Competition for the third year in a row.

FACULTY AWARDS/ACHIEVEMENTS

1. College of Business Administration professor Dr. Dean Cleavenger was awarded the Core Fulbright Scholar Award by the United States Department of State Bureau of Educational and Cultural Affairs for his teaching and research in Romania;
2. Mubarak Shah, Trustee Chair Professor of Computer Science, was listed as one of the most cited authors in the *International Journal of Computer Vision* and the highest cited author at UCF by Google Scholar.
3. College of Sciences physics professor Josh Caldwell was a Principal Investigator on the first science payload to fly on the suborbital Blue Origin rocket, and he also provided hardware for the NASA Strata-1 experiment, which is now in the International Space Station.

PROGRAM AWARDS/ACHIEVEMENTS

1. *Princeton Review* and *PC Gamer* ranked the Florida Interactive Entertainment Academy for video game graduate programs in North America.
2. The Rosen College of Hospitality Management program was ranked in the top five hospitality and hotel management schools in the world by *CEOWorld*.
3. *U.S. News & World Report* ranked 18 UCF graduate programs among the Top 100 in the country.

RESEARCH AWARDS/ACHIEVEMENTS

1. UCF researchers received a record \$145.75 million in funded research. The UCF Applied Research Institute was established and secured its first grant for over \$2 million.
2. UCF, in partnership with Massachusetts Institute of Technology, was awarded a \$75 million contract to develop smart fiber technology.
3. The U.S. Department of Agriculture awarded UCF a \$4.6 million grant to fight citrus greening and recognized UCF as a Center of Excellence. That designation, a first for the USDA, recognizes the university's capability and effectiveness as a research institution.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The Education Trust ranked UCF among the best public universities in the nation when it comes to reducing the graduation-rate gap between black and white students.
2. *U.S. News & World Report* ranked UCF 13th as one of the nation's "Most Innovative Schools" and 91st among public institutions.
3. UCF received a top-20 ranking from the National Academy of Inventors for patents by public universities.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Student Quality

The average Fall 2015 FTIC SAT score was 1261, a five point increase over last year. The average Fall 2015 incoming student high school GPA was 4.00, a 0.08 point increase over last year.

The average Fall 2015 SAT score for The Burnett Honors College was 1403, an increase of five points.

The FTIC full-time student retention rate increased to 89.1 percent (a 1.6 percentage point increase).

More than 23,000 UCF students received Bright Futures scholarships.

College of Health and Public Affairs student Nonica Santiago was the only student nationwide to receive the 2015 Student Triumph Award from the American Health Information Management Association.

College of Health and Public Affairs social work student Bernarda Elizabet Garcia received the 2015 Mario Savio Lecture Fund's Young Activist Award, and her work with the Hope Community Center in Apopka was featured in *The Chronicle of Higher Education*.

College of Engineering and Computer Science student Rebecca McLean received the 2016 Undergraduate Student Award in environmental chemistry from the American Chemical Society.

College of Engineering and Computer Science doctoral student Jared Church won the National Aeronautics and Space Administration/Florida Space Grant Consortium doctoral fellowship, one of only 11 awarded nationally.

College of Engineering and Computer Science Programming Team finished 33rd in the world finals and 3rd among United States teams at the Association for Computing Machinery and the International Collegiate Programming Contest.

LEAD Scholars Academy students Alexis Gheresi, Andrew Aboujaoude, and Jennifer Carvel received the Clinton Global Initiative University Resolution Project Award. Only 20 awards were given at the conference.

Program Quality

U.S. News & World Report ranked UCF 91st among public universities and 168th among all national universities.

College Rankings: College of Engineering and Computer Sciences (82nd), College of Education and Human Performance (91st).

Program Specific Rankings (in Top 100): Student Counseling and Personnel Services (9th), Atomic/Molecular/Optical (14th), Nonprofit Management (17th), Criminology (26th), Healthcare Management (38th), Industrial Engineering (39th), Speech-Language Pathology (53rd), Public



Affairs (63rd), Computer Engineering (64th), Materials Engineering (65th), Electrical Engineering (66th), Civil Engineering (75th), Environmental Engineering (75th), Social Work (78th), Physics (85th), Medical Research (88th), Computer Science (90th) and Doctor of Nursing Practice (100th).

Kiplinger named UCF 36th in the Best Values category for public colleges.

Forbes ranked UCF as 162nd in research universities and 82nd among all universities in the South.

The College of Arts and Humanities Department of English was ranked as the 2nd Best Online English and Humanities Program by Affordable College Online.

The College of Education and Human Performance Elementary Education bachelor's degree program was ranked 5th in the nation for traditional teacher education programs by Brookhill Institute of Mathematics.

The College of Education and Human Performance Sport and Exercise Science Ph.D. program was ranked 6th nationally for programs of similar size by the National Academy of Kinesiology.

The College of Nursing master's program was ranked 18th by *Best Colleges*.

The College of Arts and Humanities Florida Interactive Entertainment Academy, was ranked 5th in the nation for animation programs in the South and 30th in the nation for animation programs in the United States by *Animation Career Review*.

The College of Arts and Humanities School of Performing Arts received its first accreditation by the National Association of School of Theaters.

The Center for Distributed Learning was awarded the following recognitions:

- Online Learning Consortium Effective Practice Award
- 2nd and 3rd place awards in the IMS Global Learning Consortium "Learning Innovation App Challenge"
- *Campus Technology* Innovators Award

Collaborations

Continuing its charter membership in the University Innovation Alliance (UIA), UCF and the UIA were awarded an additional \$3.85 million in new funding from the Bill & Melinda Gates Foundation, Ford Foundation, and USA Funds to support the UIA's work to improve college completion rates. In addition, the UIA was awarded \$8.9 million from the U.S. Department of Education to conduct a four-year research study on the group's 11-member campuses to evaluate the effectiveness of advising to increase retention, progression, and graduation rates for low-income and first-generation students. Since its inception, UIA members have increased the proportion of degrees awarded to low-income students by three percent, while decreasing the gap in graduation rates between low-income students and their more affluent peers. UCF has increased the number of low-income graduates by more than 19 percent. The other UIA members include Arizona State University, Georgia State University, Iowa State University, Michigan State University, The Ohio State University, Oregon State University, Purdue University, University of California-Riverside, University of Kansas, and University of Texas at Austin.



UCF is a partner institution of Frontier Set, a select group of 29 colleges and universities and two state systems, funded by the Bill and Melinda Gates Foundation, that is committed to dramatically increasing student success and eliminating racial, ethnic, and socioeconomic disparities in college attainment.

The Rosen College of Hospitality Management finalized the Reciprocal Exchange Program with the University of Canberra, Australia, and Sun Yat-sen University, China, which increases international focus to our curricula, enhances career development, provides student development and leadership growth, and enhances UCF's goal of being a leading partnership university.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Degrees

UCF awarded 12,960 bachelor's degrees, an increase of 1.3 percent; 2,218 master's degrees, a decrease of 0.7 percent; and 440 doctoral degrees, an increase of 4.0 percent.

The Veterans Academic Resource Center helped 396 student-veterans earn degrees.

During the past decade, the gap between graduation rates of black and white students has been reduced by 1.9 percent.

Enrollment

UCF total enrollment increased 3.61 percent to 63,016.

African-American enrollment reached 6,872, a 7.2 percent increase over last year. Hispanic enrollment reached 14,195, an 8.1 percent increase over last year.

Study abroad programs enrolled 439 students, an 18 percent increase over last year.

UCF enrolled 2,412 international students from 124 different countries.

Online Learning

Online learning activity increased to 39.6 percent of total credit hours, an increase of 1.8 percent.

Among all registered students, 78.7 percent (58,095) took at least one fully online or blended-learning course.

Registration in online courses accounted for 30.5 percent of the total university student credit hour production.

The university offered 19 online bachelor's programs, 28 online minors, 27 online graduate certificate programs, 27 online master's programs, and two online doctoral programs.

Student Success

Student Financial Aid dispersed \$472 million in support.



The Student Academic Resource Center was recognized as one of 100 test centers to earn the National Test Center Certification distinction from among 650 institutional members across the United States and Canada.

The DirectConnect to UCF Pathway program was nationally recognized with the annual WCET Outstanding Work Award, which is presented to colleges, universities, and other organizations for exceptionally creative, technology-based solutions to a significant problem or need in higher education.

The Latino Faculty and Staff Association, along with the Office of Diversity and Inclusion, launched CREAR (College Readiness, Achievement, and Retention) Futuros. The program pairs students with student mentors who will introduce them to campus resources, provide tips on stress and time management, and offer insights on how to make the most of their time at UCF.

Transfer and Transition Services won the Statewide Exemplary Practices presented by the Association of Florida Colleges (AFC). This is the highest award given by the AFC, Student Development Commission.

INCREASE THE NUMBER OF DEGREES AWARDED IN STEM AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

UCF awarded 52 percent of bachelor's degree in STEM and other programs of strategic emphasis, an increase of 2.3 percentage points.

UCF awarded 63.4 percent of graduate degrees in STEM and other programs of strategic emphasis, an increase of 1.7 percentage points.

The College of Nursing Doctorate of Nursing Practice, and two graduate certificate programs designed for nurse practitioners were reaccredited for 10 years by the Commission on Collegiate Nursing Education.

The College of Sciences' Physics Ph.D. program was named one of six Bridge Program Sites in the nation by the American Physical Society. This program was recently initiated by the society and has already helped double the participation of underrepresented minorities in physics Ph.D. programs. UCF received six bridge program students in 2015-16.



Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Professionals at UCF received \$145.75 million in funded research. Forty-four researchers received \$1 million or more in funding during the year.

The American Association for the Advancement of Science elected Professor Martin Richardson, College of Optics and Photonics, as a fellow for his contributions to science and technology. He was recognized for his work in developing high-power pulsed lasers and for their use in understanding the science of high-power laser light interaction with laser-induced plasmas.

College of Engineering and Computer Science Electrical Engineering professor Issa Batarseh and College of Optics and Photonics professor Guifang Li were named National Academy of Inventors Fellows. They are UCF's 8th and 9th members of the select academy.

Michael Chini, assistant physics professor in the College of Sciences, and Sumit Jha, assistant computer science professor in the College of Engineering and Computer Science, earned 2 of 56 Young Investigator Research Programs awards by the Office of Naval Research.

College of Health and Public Affairs professor of Public Administration, Mary Ann Feldheim, received the 2016 Joan Fiss Bishop Leadership Award, which is given through the American Society for Public Administration, Section on Women in Public Administration.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

In its inaugural year, the Faculty Cluster Initiative added 33 new faculty members in six fields to advance areas of excellence and global impact. The interdisciplinary faculty teams are in the fields of cyber security and privacy, renewable energy, bioinformatics, energy conversion, sustainable coastal systems, and prosthetic interfaces.

UCF faculty members published more than 100 books, 302 book chapters, 2,242 journal articles, 1,889 conference proceedings, and 2,947 peer reviewed publications.

The Office of Research and Commercialization signed a \$22.3 million cooperative agreement with the Army Research Lab for work done by the Institute for Simulation and Training.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Key partnerships with industry resulted in award of seven new grants:

- \$13 million from the Department of Justice
- \$733,000 from the National Science Foundation
- \$315,000 from Qatar
- \$193,368 from the Army Research Office
- \$154,202 from SRI International



- \$150,000 from the National Geospatial Intelligence Agency
- \$30,000 from University of South Florida

The Center for Research in Computer Vision hosted eight international research scholars from around the world to work on different projects and foster relationships for future collaborations.

A new partnership was established with Belgium's nanotechnology research firm Imec. Imec has financed a nine-month visit for Electrical Engineering graduate student Kortan Ogutman to work on a joint project in its facility.

The NASA Florida Space Grant Consortium, led by UCF, provided 99 fellowships, scholarships, and research awards to students from 10 Florida universities and colleges and three community colleges.

UCF's Florida Space Institute in collaboration with Honeybee Robotics has demonstrated the feasibility of a system to refuel small spacecraft.

UCF completed a successful pilot project with Boeing, laying the groundwork for multi-year funding (\$50,000 for the pilot, \$150,000+ pending).

The College of Medicine received a \$51,000 grant to partner with the McCormick Research Foundation for Veteran's PTSD Equine Therapy research.



Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

UCF Health, the College of Medicine's physician practice, received recognition as a nationally certified Patient-Centered Medical Home for its use of evidence-based, patient-centered care in a teamwork environment. About 10 percent of the nation's primary care practices have received the honor.

Richard Lapchick, director of the DeVos Sport Business Management program, was honored by Harvard Medical School and the Dana-Farber Cancer Center with the Harvard Impact Global Health Catalyst Distinguished Leader Award for his work with cognitive and behavioral health in sports.

The Global Perspectives Office and its affiliates provided undergraduate students with access to a selection of 30 prominent speakers and specialists. Examples of distinguished visitors included Bill Nye, Nbada Mandela, Angela Oh, Kevin Bales, Shireen Hunter, and Allan Goodman.

The UCF Police Department provided "Not Anymore" prevention education to 18,133 incoming students. This tutorial addresses sexual, dating, and domestic violence, stalking, and bystander intervention in compliance with the 2014 Violence Against Women Act. Since its inception in 2010, the program has reached 81,113 students.

UCF generated 262.2 million total print, radio, outdoor, and online impressions with a widespread marketing campaign targeting prospective students, parents, and a variety of other stakeholders. This was a 69 percent increase over last year.

Pegasus magazine generated approximately 670,000 impressions and won 42 peer-reviewed awards. *Pegasus* featured more than 110 faculty and staff members along with 800 alumni. The magazine won both a gold and silver award from the Council for the Advancement and Support of Education.

More than 1.1 million copies of enrollment marketing material for Undergraduate Admissions were distributed to potential students and others.

UCF was featured in the story "A University Touched by Tragedy Ponders How to Recover" in the *Chronicle of Higher Education* following the Pulse shooting tragedy.

The Office of Local and State Government Affairs placed 16 students in the offices of eight Florida Senate and six Florida House Legislators, including the offices of both the speaker and the president. One legislative scholar was placed in Orange County government and one in the Gray Robinson law firm.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Knight-Thon, UCF's largest student-run philanthropic event, raised \$1,001,678 for the Children's Miracle Network, an increase of \$313,629 over last year's amount. The event had 2,500 student participants and it was the 8th largest dance marathon in the nation.



Students contributed 157,804 hours to activities sponsored by Volunteer UCF with an economic impact of \$3,493,781.

Student-athletes completed 3,862 service hours. Among the organizations they served were the Boys and Girls Club, Courts for Kids, Junior Achievement, Miracle League, Florida Hospital for Children, Feed Children Everywhere, Relay for Life, Habitat for Humanity, and Second Harvest Food Bank.

The Knights Helping Knights Pantry distributed more than 26,754 pounds of food to students in need.

The Burnett Honors College students volunteered as mentors assisting 11th graders with College Readiness including the financial aid process and college application process; as well as providing over \$125,000 worth of scholarship to students at three local high schools through the Elevation Financial Group.

UCF was named to the "Top 50 LGBT-Friendly" list of universities and colleges in the nation.

The Office of Community Relations coordinated UCF's involvement in the 2015 Greater Orlando Heart Walk. Held on the Orlando campus, the event attracted approximately 20,000 participants. The university sponsored 33 teams that raised \$43,217.

The Division of Administration and Finance partnered with the Heart of Florida United Way to manage the university's 2015 United Way Campaign.

The Community Relations Division provided support for internal and external community initiatives by belonging to organizations such as the Hispanic Chamber of Commerce, the African American Chamber of Commerce, the Central Florida Disability Chamber, and Orlando's LGBT Chamber of Commerce.

The Department of Purchasing expended \$36.9 million with companies that qualified as diversity contractors, exceeding last year's total by \$5.2 million.

The Metro Center sponsored or co-presented 11 community events in the last fiscal year. These events highlighted areas and programs of UCF excellence and reinforced UCF as a resource in the community.

UCF's marketing efforts engaged 2.95 million unique visitors from 221 countries on the UCF website, attracted readers from 214 countries to *UCF Today*, achieved 255,667 Facebook fans throughout the world, and supported the viewing of 891,461 minutes of video on the university's *YouTube* channel.

The endowment of the Foundation ended the year with a balance of \$146.4 million, generating a spendable amount of \$5.1 million for use in 2016-17. Approximately 15,500 donors gave or pledged over \$58.6 million, including \$7.6 million in planned gifts. *Believe*, the faculty and staff fundraising campaign, secured gifts from a record 1,850 donors. Fiscal year 2016 was the most productive year to date of the IGNITE Campaign, which has generated approximately \$260 million.

Among this year's notable fundraising commitments were:

- Presagis USA's \$9.5 million gift-in-kind of computer software
- More than \$20 million raised for UCF Downtown including:
 - Anonymous donor's gift of \$7 million
 - Dr. Phillips Charities contributed \$3 million
 - Florida Hospital, the Orlando Magic, and CFE Federal Credit Union's pledge of \$1.5 million each



- BB&T and Creative Village Orlando's pledge of \$1 million each

INCREASE COMMUNITY AND BUSINESS WORKFORCE

UCF continued its membership in the Florida Consortium of Metropolitan Research Universities. The partnership between Florida's three largest urban research universities – UCF, Florida International University, and the University of South Florida – seeks to help more students graduate from college and boost economic development around the state.

UCF produces more engineering graduates who get jobs with aerospace and defense companies than any other university in the nation, according to an annual workforce survey conducted by *Aviation Week*, the top aviation industry publication in the United States.

The CFE Arena hosted four career fairs that served more than 7,500 UCF students, veterans, and community members.

Career Services had 612 students participate in the Career Work Experience Program, with students earning over \$6 million through the program.

The College of Undergraduate Studies had 8,847 students participate in co-ops and internships.

The Division of Communications and Marketing helped to attract 4,666 faculty applicants for 100 positions in support of a campaign titled "UCF Hires Faculty." The campaign generated 13 million media impressions and resulted in 175 hires over a two-year period.

College of Business Dean Paul Jarley developed The EXCHANGE to prepare students with the knowledge, skills, and abilities needed for their first job and as future leaders in the communities they serve. From October 2015 – June 2016 over 95 speakers presented at The EXCHANGE and over 7,370 people attended.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$170,599,744	\$239,382,364	\$271,736,900	\$263,739,521	\$280,678,830
Non-Recurring State Funds	\$2,000,000	\$9,624,575	\$4,450,724	\$24,979,291	\$45,712,692
Tuition	\$193,715,731	\$198,942,361	\$201,228,657	\$202,873,549	\$205,063,436
Tuition Differential Fee	\$44,021,427	\$47,438,857	\$48,573,637	\$50,485,653	\$51,510,648
Misc. Fees & Fines	\$7,348,478	\$4,724,992	\$6,244,866	\$13,284,570	\$14,378,112
SUBTOTAL	\$417,685,380	\$500,113,149	\$532,234,784	\$555,362,584	\$597,343,718
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$22,989,863	\$24,514,526	\$25,257,576	\$25,601,541	\$26,040,566
Non-Recurring State Funds	\$0	\$32,946	\$500,000	\$500,000	\$100,000
Tuition	\$7,777,491	\$10,474,857	\$13,240,908	\$14,480,083	\$15,409,240
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$316,851	\$247,459	\$459,307	\$461,236	\$245,000
SUBTOTAL	\$31,084,205	\$35,269,788	\$39,457,791	\$41,042,860	\$41,794,806
CENTER FOR STUDENTS WITH UNIQUE ABILITIES					
Recurring State Funds	\$0	\$0	\$0	\$0	\$8,000,000
Non-Recurring State Funds	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$0	\$0	\$0	\$0	\$8,000,000
TOTAL	\$448,769,585	\$535,382,937	\$571,692,575	\$596,405,444	\$647,138,524

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 \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various 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.* **Phosphate/Other Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	\$246,805,394	\$274,683,472	\$286,919,266	\$316,786,470	\$337,805,478
Administration and Support	\$48,181,160	\$58,512,010	\$60,046,242	\$73,825,533	\$77,833,766
PO&M	\$28,657,987	\$68,274,029	\$55,699,148	\$50,562,078	\$81,695,405
Student Services	\$31,577,267	\$41,102,214	\$46,154,393	\$54,316,970	\$53,949,634
Library/Audio Visual	\$12,478,605	\$11,965,740	\$14,141,739	\$13,560,154	\$14,266,042
Other	\$4,098,672	\$6,693,458	\$5,970,919	\$5,567,197	\$5,380,882
SUBTOTAL	\$371,799,085	\$461,230,923	\$468,931,707	\$514,618,402	\$570,931,207
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$19,470,681	\$23,145,032	\$21,995,684	\$27,900,022	\$31,002,805
Administration and Support	\$3,657,268	\$3,442,636	\$4,253,171	\$4,883,285	\$4,845,255
PO&M	\$300,641	\$1,199,110	\$1,387,977	\$1,652,368	\$1,816,548
Library/Audio Visual	\$633,400	\$1,917,964	\$2,147,592	\$2,609,279	\$2,534,325
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$4,358,478
SUBTOTAL	\$24,061,990	\$29,704,742	\$29,784,424	\$37,044,954	\$44,557,411
TOTAL	\$395,861,075	\$490,935,665	\$498,716,131	\$551,663,356	\$615,488,618

The table reports actual 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 effectiveness; 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

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR & Lottery)</i>	\$4,413	\$3,425	\$4,993	\$5,499	\$5,596
Tuition & Fees <i>(State-funded Aid)</i>	\$1,131	\$1,082	\$1,072	\$985	\$908
Tuition & Fees <i>(from Student)</i>	\$3,236	\$3,782	\$3,963	\$4,113	\$4,260
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,779	\$8,289	\$10,028	\$10,596	\$10,764

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 Bachelor’s Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$20,280	\$21,060	\$22,430	\$24,190	\$26,550
[NEW]					
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	.	.	\$16,260	\$15,330	\$15,280

Notes: **Cost to the Institution** reports the 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. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board’s webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	\$136,915,241	\$150,749,952	\$152,225,292	\$162,692,583	\$172,241,429
Expenditures	\$116,221,223	\$138,676,700	\$165,148,876	\$169,260,105	\$187,878,200
Contracts & Grants					
Revenues	\$108,717,456	\$114,167,694	\$120,683,394	\$119,582,168	\$114,037,586
Expenditures	\$149,848,597	\$138,752,026	\$132,847,536	\$150,060,362	\$142,099,375
Local Funds					
Revenues	\$470,686,703	\$480,120,068	\$482,799,284	\$496,574,670	\$508,606,138
Expenditures	\$491,662,088	\$515,484,826	\$518,443,060	\$536,953,185	\$549,354,388
Faculty Practice Plans					
Revenues	\$573,997	\$1,414,463	\$1,628,691	\$2,326,263	\$3,109,557
Expenditures	\$2,208,382	\$3,375,678	\$2,437,524	\$4,470,322	\$5,176,308

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$122,609	\$135,462	\$154,595	\$150,668	\$146,416
Gifts Received (\$1000s)	\$14,858	\$38,839	\$23,116	\$36,847	\$22,427
Percentage of Alumni Donors	5.7%	6.1%	2.8%	1.5%	2.6%

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)

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	579	595	602	600	602
Tenure-track Faculty	206	189	173	175	249
Non-Tenure Track Faculty	621	808	707	715	775
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	3,070	3,218	3,139	3,267	3,399
FULL-TIME SUBTOTAL	4,476	4,810	4,621	4,757	5,025
Part-time Employees					
Tenured Faculty	18	21	13	12	18
Tenure-track Faculty	1	0	0	0	0
Non-Tenure Track Faculty	20	28	20	32	28
Instructors Without Faculty Status	735	725	724	698	675
Graduate Assistants/Associates	1,541	1,568	1,512	1,568	1,635
Non-Instructional Employees	31	18	17	23	26
PART-TIME SUBTOTAL	2,346	2,360	2,286	2,333	2,382
TOTAL	6,822	7,170	6,907	7,090	7,407

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 [REVISED]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	58,698	59,785	59,770	60,821	63,016
UNDERGRADUATE					
FTIC (Regular Admit)	24,489	24,073	23,953	24,355	24,881
FTIC (Profile Admit)	264	291	286	335	328
FCS AA Transfers	19,256	20,676	21,069	21,434	21,897
Other AA Transfers	244	253	263	257	325
Post-Baccalaureates	0	0	0	527	1,085
Other Undergraduates	5,425	5,424	5,476	5,376	5,557
Subtotal	49,678	50,717	51,047	52,284	54,073
GRADUATE					
Master's	6,170	6,020	5,705	5,415	5,663
Research Doctoral	1,671	1,728	1,707	1,757	1,724
Professional Doctoral	347	495	591	634	625
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>179</i>	<i>277</i>	<i>351</i>	<i>420</i>	<i>460</i>
<i>Nursing Practice</i>	<i>99</i>	<i>131</i>	<i>125</i>	<i>99</i>	<i>64</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>69</i>	<i>87</i>	<i>115</i>	<i>115</i>	<i>101</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Subtotal	8,188	8,243	8,003	7,806	8,012
UNCLASSIFIED					
HS Dual Enrolled	0	13	25	10	42
Other	832	812	695	721	889
Subtotal	832	825	720	731	931

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [REVISED]

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	15,413	14,745	14,539	14,979	15,375
UPPER	28,140	28,854	28,598	28,536	29,157
MASTERS (GRAD I)	4,021	3,641	3,493	3,191	3,195
DOCTORAL (GRAD II)	750	816	824	781	702
TOTAL	48,325	48,055	47,455	47,488	48,430
NON-RESIDENT FUNDABLE					
LOWER	628	593	595	736	979
UPPER	698	761	812	875	987
MASTERS (GRAD I)	411	439	442	506	535
DOCTORAL (GRAD II)	516	542	567	623	662
TOTAL	2,252	2,334	2,417	2,740	3,163
TOTAL FUNDABLE					
LOWER	16,042	15,338	15,135	15,716	16,355
UPPER	28,838	29,615	29,410	29,412	30,144
MASTERS (GRAD I)	4,432	4,079	3,935	3,697	3,730
DOCTORAL (GRAD II)	1,266	1,358	1,391	1,404	1,364
TOTAL	50,577	50,389	49,872	50,228	51,593
TOTAL NON-FUNDABLE					
LOWER	268	272	275	308	442
UPPER	298	341	318	360	339
MASTERS (GRAD I)	130	430	386	390	421
DOCTORAL (GRAD II)	24	25	25	27	19
TOTAL	720	1,068	1,004	1,085	1,222
TOTAL					
LOWER	16,310	15,609	15,410	16,024	16,797
UPPER	29,136	29,956	29,728	29,772	30,483
MASTERS (GRAD I)	4,562	4,510	4,321	4,087	4,152
DOCTORAL (GRAD II)	1,290	1,382	1,416	1,431	1,383
TOTAL	51,297	51,457	50,876	51,313	52,815

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

[REVISED]	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	13,107	12,015	11,404	11,100	11,356
UPPER	18,180	18,063	17,719	17,493	17,243
MASTERS (GRAD I)	2,477	2,435	2,335	2,139	2,149
DOCTORAL (GRAD II)	1,014	1,105	1,126	1,174	1,155
TOTAL	34,779	33,619	32,585	31,906	31,903
DISTANCE LEARNING					
LOWER	2,477	2,743	2,970	3,503	3,818
UPPER	9,033	9,690	9,837	10,056	10,705
MASTERS (GRAD I)	1,539	1,522	1,411	1,361	1,429
DOCTORAL (GRAD II)	182	185	183	177	161
TOTAL	13,231	14,140	14,401	15,098	16,112
HYBRID					
LOWER	725	851	1,035	1,421	1,624
UPPER	1,924	2,202	2,172	2,223	2,534
MASTERS (GRAD I)	545	553	575	587	573
DOCTORAL (GRAD II)	93	92	107	79	67
TOTAL	3,287	3,699	3,890	4,310	4,799
TOTAL					
LOWER	16,310	15,609	15,410	16,024	16,797
UPPER	29,136	29,956	29,728	29,772	30,483
MASTERS (GRAD I)	4,562	4,510	4,321	4,087	4,152
DOCTORAL (GRAD II)	1,290	1,382	1,416	1,431	1,383
TOTAL	51,297	51,457	50,876	51,313	52,815

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. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

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.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **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** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	5	5	9	7	8
Undergraduate	613	663	664	682	688
Master's (GRAD 1)	89	95	96	99	97
Doctoral (GRAD 2)	10	14	15	14	14
Subtotal	717	777	784	802	807
DEPENDENTS					
Unclassified	0	3	0	2	1
Undergraduate	437	483	605	602	617
Master's (GRAD 1)	26	33	28	34	32
Doctoral (GRAD 2)	4	1	1	1	1
Subtotal	467	520	634	639	651
NON-MILITARY					
Unclassified	827	817	711	722	921
Undergraduate	48,628	49,571	49,778	51,000	52,769
Master's (GRAD 1)	6,184	6,109	5,869	5,641	5,931
Doctoral (GRAD 2)	1,875	1,991	1,994	2,017	1,937
Subtotal	57,514	58,488	58,352	59,380	61,558
TOTAL	58,698	59,785	59,770	60,821	63,016

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	17,812	19,075	19,423	20,195	20,796
Percent with Pell Grant	36.3%	38.1%	38.5%	39.4%	39.8%

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 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Entertainment Management	50.1001	Bachelors	3/24/2016	2017 SPRING	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Actuarial Science	52.1304	Bachelors	-	2009 SUMMER	
New Programs Considered By University But Not Approved					

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, 2015 and May 4, 2016.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	6,182	5,927	5,832	6,222	6,289
% Retained <i>with Any GPA</i>	88%	87%	87%	89%	89%
% Retained <i>with GPA 2.0 or higher</i>	85.0%	84.9%	85.0%	86.6%	86.5%

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. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see:

http://www.flbog.edu/about/budget/performance_funding.php.

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	6,387	6,344	6,125	6,251	6,026
% Graduated	65%	67%	70%	70%	69%
% Still Enrolled	5%	6%	5%	5%	5%
% Success Rate	70%	73%	75%	75%	74%

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). **Full-time (FT)** status refers to the credit load during the student's first Fall semester freshmen year. **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

4 – Year Rates (FT only)	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	6,125	6,251	6,026	6,182	5,925
Same University	40%	40%	40%	40%	44%
Other University in SUS	2%	2%	2%	3%	2%
Total from System	42%	43%	42%	43%	46%

6 – Year Rates (FT & PT)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	6,644	6,580	6,306	6,367	6,183
Same University	64.6%	66.6%	69.2%	70.1%	68.3%
Other University in SUS	5%	4%	5%	5%	5%
Total from System	70%	71%	74%	75%	73%

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. **Full-time (FT) and Part-time (PT)** status refers to the credit load during the student’s first Fall semester freshmen year. 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 a snapshot of 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.

The six-year graduation rate from the same university 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 *(continued)*

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	5,323	5,776	5,810	5,799	5,642
Same University	28%	27%	25%	25%	23%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	4,061	4,875	5,323	5,776	5,808
Same University	67%	66%	66%	65%	64%

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	2007-12	2008-13	2009-14	2010-15	2011-16
<i>Cohort Size</i>	1,709	1,471	1,527	1,744	1,876
Same University	66%	69%	68%	67%	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

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	11,515	12,321	12,372	12,629	12,832
Second Majors	175	205	222	179	170
TOTAL	11,690	12,526	12,594	12,808	13,002

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 convey 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]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	1,718	1,903	1,969	2,208	2,317
HEALTH	1,383	1,683	1,817	1,998	2,111
GLOBALIZATION	69	93	94	91	88
EDUCATION	1,002	932	1,091	918	1,056
GAP ANALYSIS	1,059	1,180	1,189	1,154	1,195
SUBTOTAL	5,231	5,791	6,160	6,369	6,767
PSE PERCENT OF TOTAL	44.7%	46.2%	48.9%	49.7%	52.0%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	988	1,171	1,202	1,298	1,316
Percentage of Degrees	9%	10%	10%	10%	10%
Hispanic					
Number of Degrees	1,868	2,232	2,474	2,615	2,881
Percentage of Degrees	17%	19%	20%	21%	23%
Pell-Grant Recipients					
Number of Degrees	4,853	5,723	6,154	6,435	6,644
Percentage of Degrees	43%	47%	50%	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

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	66%	63%	59%	70%	68%
AA Transfers	67%	71%	72%	70%	66%
Other Transfers	55%	63%	61%	62%	58%
TOTAL	65%	67.0%	66.92%	69.2%	66.3%

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 which excludes those who previously 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	3,423	3,358	3,330	3,170	3,208

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	47%	48%	48%	50%	47%
30 to 49 Students	29%	28%	27%	26%	28%
50 to 99 Students	17%	17%	17%	17%	17%
100 or More Students	7%	7%	7%	7%	8%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	77%	77%	76%	76%	78%
Adjunct Faculty	17%	16%	16%	17%	16%
Graduate Students	6%	6%	7%	7%	5%
Other Instructors	0%	0%	1%	0%	1%

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	32	32	31	31	30

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

	2011	2012	2013	2014	2015
Examinees	237	218	222	233	243
First-time Pass Rate	96%	99%	96%	98%	97%
<i>National Benchmark</i>	89%	92%	85%	85%	87%

Note: Pass rates 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 40. Post-Graduation Metrics

Percent of Bachelor’s Graduates Employed or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	64.3%	65.1%	66.2%
Employed (Full-time) or Enrolled	69%	70%	75%	75%	75%
<i>Percent Found</i>	<i>1</i>	<i>36</i>	<i>38</i>	<i>39</i>	<i>41</i>
<i>Number of States/Districts Searched</i>	<i>89%</i>	<i>90%</i>	<i>93%</i>	<i>94%</i>	<i>94%</i>

Notes: **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **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 in Florida.

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, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$17,100	\$18,000	\$18,200	\$18,800	\$19,400
25th PERCENTILE WAGE	\$24,100	\$24,900	\$25,300	\$26,800	\$27,900
MEDIAN WAGE	\$33,200	\$33,700	\$34,900	\$37,000	\$38,600
75th PERCENTILE WAGE	\$44,500	\$44,100	\$46,200	\$49,300	\$52,000
95th PERCENTILE WAGE	\$64,000	\$63,800	\$65,200	\$69,900	\$73,400
<i>Percent Found</i>	<i>53%</i>	<i>51%</i>	<i>53%</i>	<i>61%</i>	<i>60%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>39</i>	<i>41</i>

Notes: **Median Wage** data is based on 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.

Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as “WRIS 2”). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

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						
Biomedical Engineering	14.0501	Masters	3/24/2016	2016 FALL		
Data Analytics	11.9999	Masters	3/24/2016	2016 FALL		
Terminated Programs						
None						
Programs Suspended for New Enrollments						
Business/Managerial Economics	52.0601	Masters	-	2009 FALL		
Economics, General	45.0601	Research Doctorate	-	2009 FALL		
New Programs Considered By University But Not Approved						

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, 2015 and May 4, 2016.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	2,679	2,587	2,918	2,673	2,681
Second majors	0	0	0	1	1
TOTAL	2,679	2,587	2,918	2,674	2,682
Masters and Specialist (1st majors)	2,413	2,307	2,562	2,250	2,241
Research Doctoral (1st majors)	229	238	266	286	299
Professional Doctoral (1st majors)	37	42	90	137	141
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	36	55	77	94
<i>Nursing Practice</i>	3	4	3	13	14
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	34	2	32	47	33
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	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 some of the Professional Doctoral degrees.

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	730	716	753	693	773
HEALTH	427	375	431	483	481
GLOBALIZATION	9	5	7	2	9
EDUCATION	416	416	408	402	343
GAP ANALYSIS	70	70	76	70	94
SUBTOTAL	1,652	1,582	1,675	1,650	1,700
PSE PERCENT OF TOTAL	61.7%	61.2%	57.4%	61.7%	63.4%

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)*

	2012	2013	2014	2015	2016 Preliminary
Examinees	59	77	93	115	121
First-time Pass Rate	97%	99%	100%	100%	100%
<i>National Benchmark</i>	96%	97%	96%	96%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	37	56	79	95	111
First-time Pass Rate	97%	98%	99%	99%	100%
<i>National Benchmark</i>	98%	98%	97%	95%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	36	55	76	94	113
First-time Pass Rate	100%	95%	97%	100%	99%
<i>National Benchmark</i>	97%	98%	96%	96%	97%

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on February and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).

Physical Therapy: National Physical Therapy Examinations

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	57	91	63	67	83
First-time Pass Rate	98%	96%	94%	93%	98%
<i>National Benchmark</i>	89%	89%	89%	90%	91%

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. 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. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2010-11	2011-12	2012-13	2013-14	2014-15
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$109,189	\$121,653	\$126,681	\$185,555	\$215,519
Federally Funded (\$ 1,000s)	\$69,098	\$78,411	\$76,533	\$70,716	\$88,814
Percent Funded From External Sources	73%	75%	69%	46%	50%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$145,975	\$154,972	\$161,583	\$239,426	\$278,089
Technology Transfer					
Invention Disclosures	109	126	124	98	98
Licenses & Options Executed	11	10	17	23	38
Licensing Income Received (\$)	\$500,966	\$1,009,977	\$797,883	\$1,072,103	\$1,582,117
Number of Start-Up Companies	2	5	3	8	14
	2011	2012	2013	2014	2015
Utility Patents Issued	74	79	52	67	55*

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. **Utility Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other patent types.

Note*: UCF staff have noted that three patents incorrectly left UCF off the assignee list. BOG staff are reviewing.



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 2016)	Fiscal Year 2015-16
Year Created:	2003		
Research Effectiveness			
<i>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.</i>			
Number of Competitive Grants Applied For		605	25
Value of Competitive Grants Applied For (\$)		\$235,208,224	\$17,863,053
Number of Competitive Grants Received		299	12
Value of Competitive Grants Received (\$)		\$70,102,051	\$4,205,478
Total Research Expenditures (\$)		\$55,636,481	\$2,117,296
Number of Publications in Refereed Journals From Center Research		457	57
Number of Invention Disclosures		126	8
Number of Licenses/Options Executed		4	0
Licensing Income Received (\$)		\$181,250	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		49	6
Collaborations with Private Industry		87	1
Collaborations with K-12 Education Systems/Schools		46	6
Undergraduate and Graduate Students Supported with Center Funds		0	0
Economic Development Effectiveness			
Number of Start-Up Companies <i>with a physical presence, or employees, in Florida</i>		5	0
Jobs Created By Start-Up Companies Associated with the Center		67	2
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations		\$414,597	\$154,736



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 2016)	Fiscal Year 2015-16
Year Created:	2007		
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		377	27
Value of Competitive Grants Applied For (\$)		\$214,665,007	\$12,945,904
Number of Competitive Grants Received		230	12
Value of Competitive Grants Received (\$)		\$43,821,652	\$6,907,979
Total Research Expenditures (\$)		\$25,678,394	\$3,250,033
Number of Publications in Refereed Journals From Center Research		313	29
Number of Invention Disclosures		55	5
Number of Licenses/Options Executed		1	0
Licensing Income Received (\$)		\$2,000	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		126	8
Collaborations with Private Industry		46	3
Collaborations with K-12 Education Systems/Schools		170	2
Undergraduate and Graduate Students Supported with Center Funds		290	18
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		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