2012-13

Annual Accountability Report

University of Central Florida

State University System *of* Florida

Board of Governors

TABLE OF CONTENTS

EXECUTIVE SUMMARY

DASHBOARD p. 2
KEY ACHIEVEMENTS p. 5
NARRATIVE p. 6

DATA TABLES

SECTION 1. FINANCIAL RESOURCES p. 16
SECTION 2. PERSONNEL p. 20
SECTION 3. ENROLLMENT p. 21
SECTION 4. UNDERGRADUATE EDUCATION p. 23
SECTION 5. GRADUATE EDUCATION p. 32
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT p. 35

Dashboard

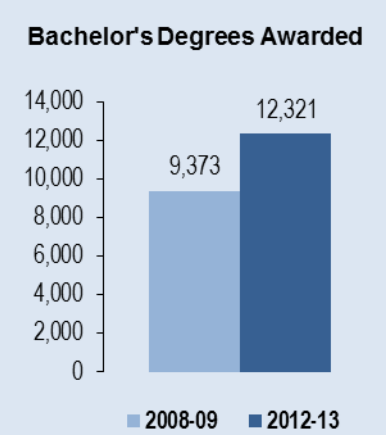
Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change
TOTAL	59,785	100%	23%
White	35,146	59%	7%
Hispanic	11,315	19%	80%
Black	5,969	10%	45%
Other	7,355	12%	32%
Full-Time	40,584	68%	19%
Part-Time	19,201	32%	31%
Undergraduate	50,717	85%	23%
Graduate	8,243	14%	27%
Unclassified	825	1%	-23%

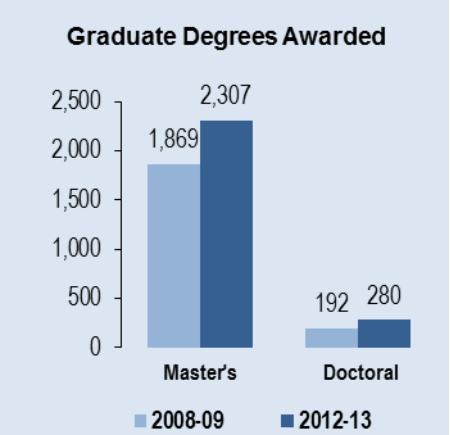
Degree Programs Offered	
TOTAL *(as of Spring 2013)*	184
Baccalaureate	81
Master's	76
Research Doctorate	24
Professional Doctorate	3

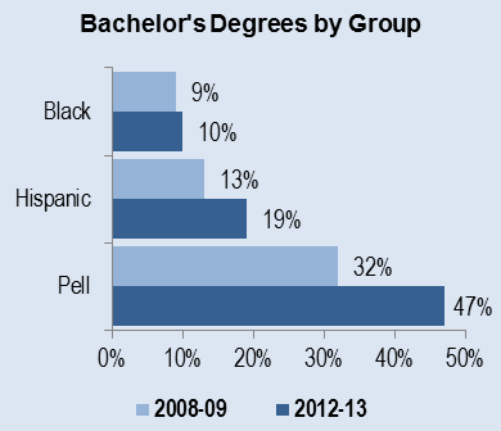
Faculty (Fall 2012)	Full-Time	Part-Time
TOTAL	1,592	49
Tenure & Ten. Track	784	21
Non-Tenured Faculty	808	28

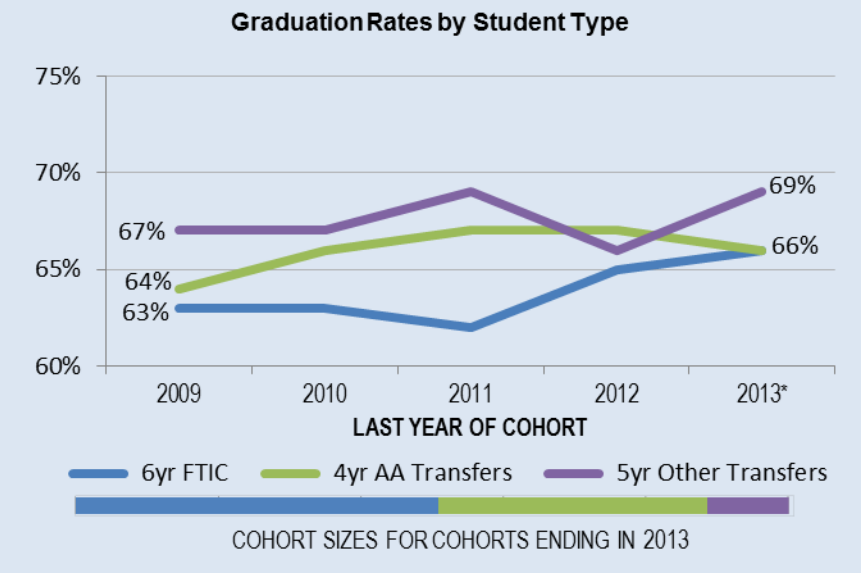
2012 Carnegie Classifications	
Basic:	Research Universities (very high research activity)
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)
Size and Setting:	Large four-year, primarily nonresidential
Community Engagement:	Curricular Engagement and Outreach & Partnerships

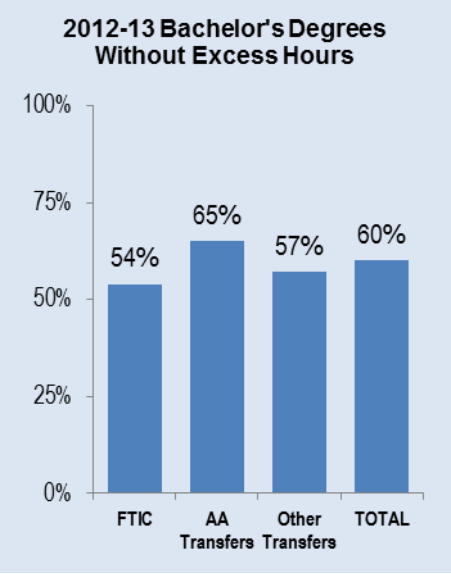
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY







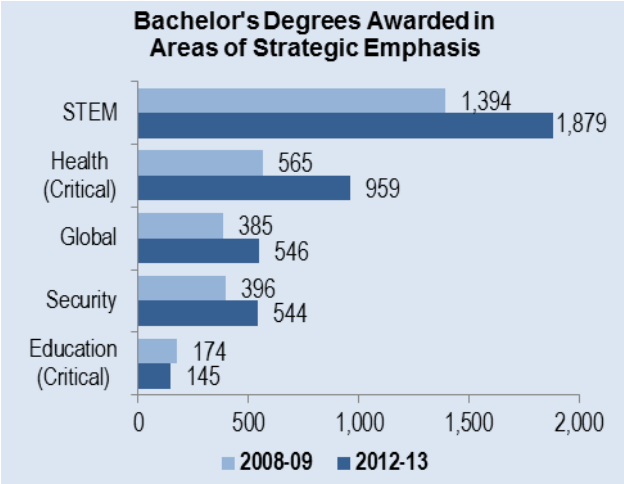


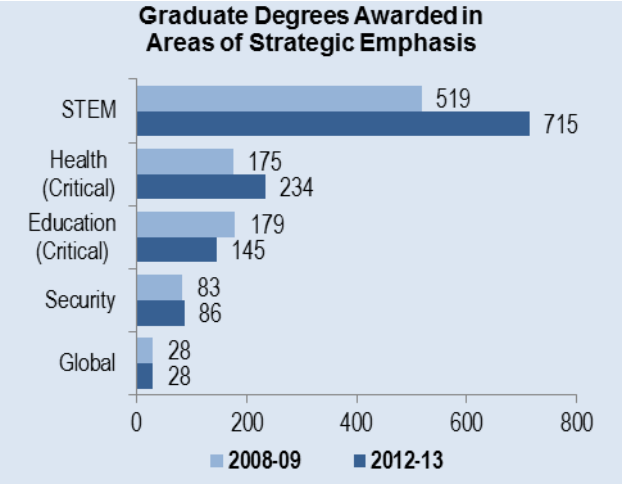


* Based on 2013 preliminary data

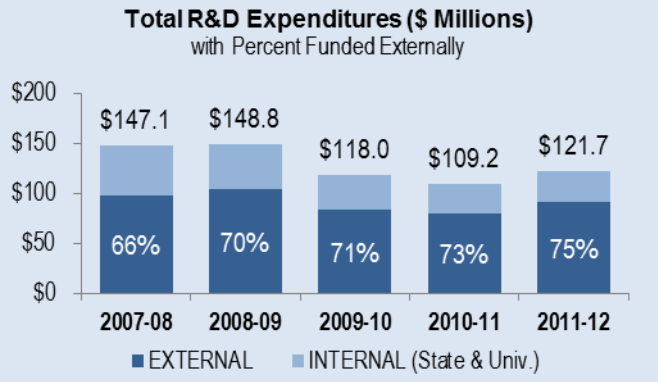
Dashboard

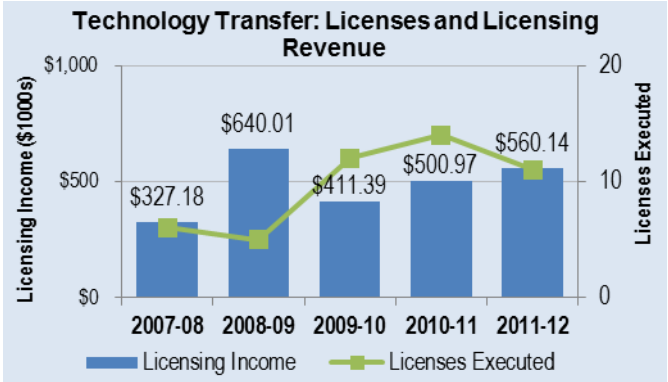
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



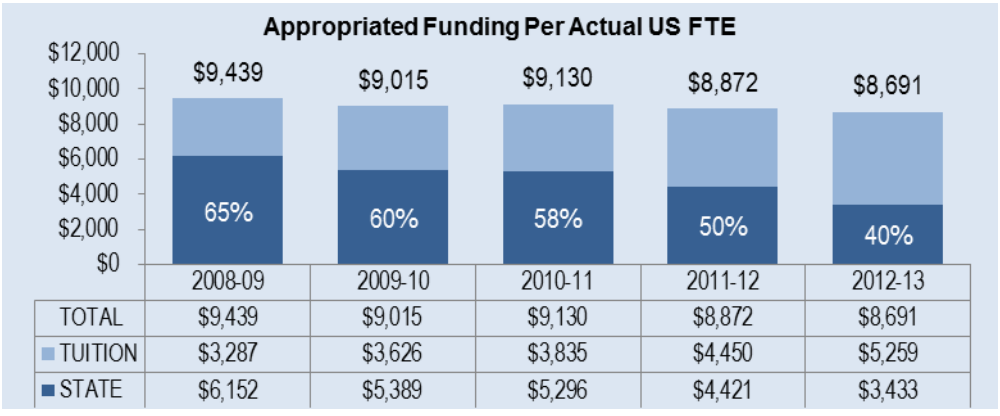


RESEARCH AND COMMERCIALIZATION ACTIVITY





RESOURCES

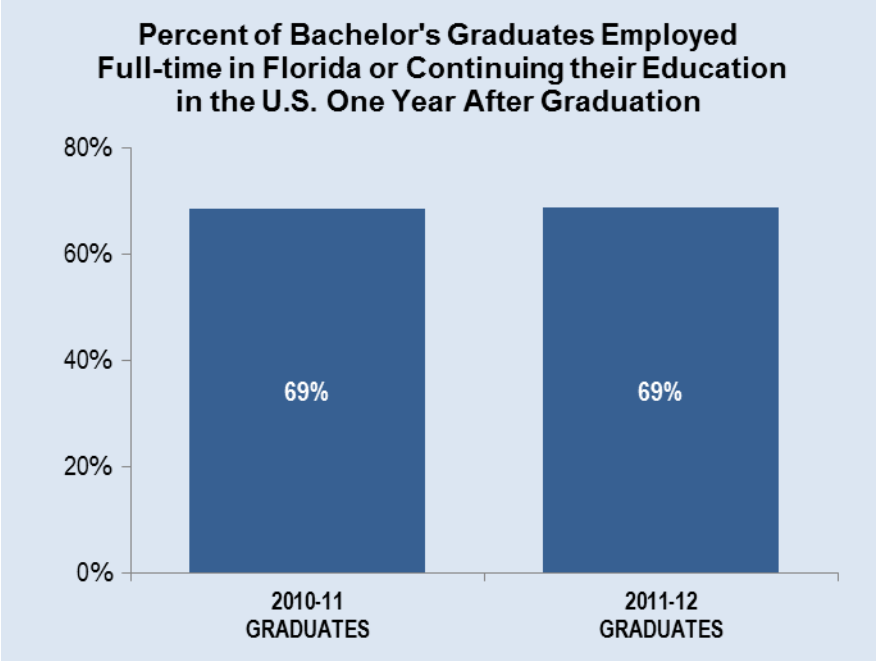


	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	$9,439	$9,015	$9,130	$8,872	$8,691
TUITION	$3,287	$3,626	$3,835	$4,450	$5,259
STATE	$6,152	$5,389	$5,296	$4,421	$3,433

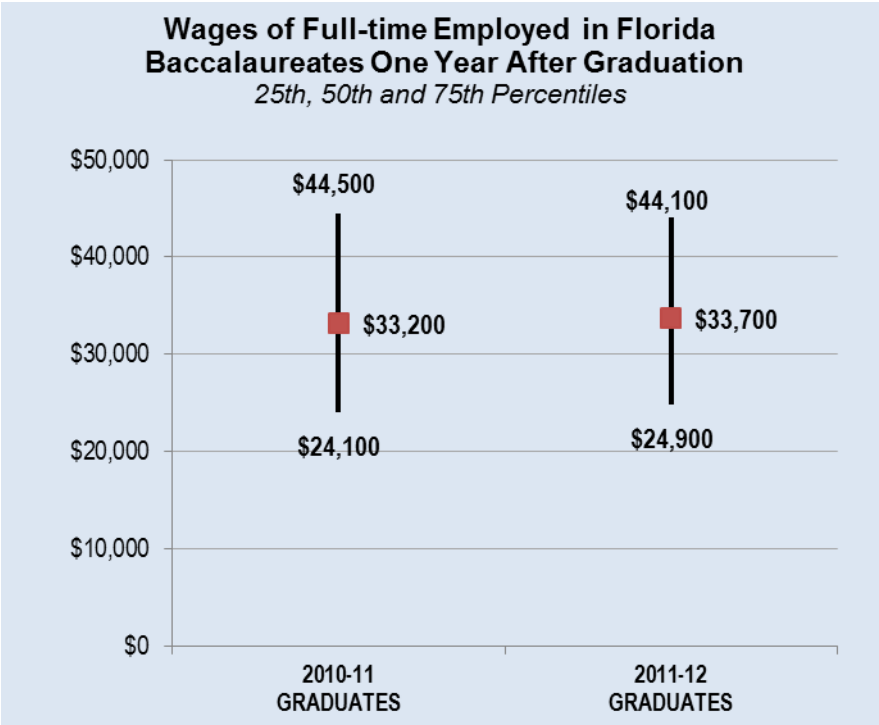
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.

Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) 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. These data account for 94% and 89% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



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 wage data excludes graduates who were enrolled, regardless of their earnings. 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. These data account for 53% and 51% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.

Key Achievements (2012 –2013)

STUDENT AWARDS/ACHIEVEMENTS

1. Student awards: Astronaut Scholar, American Medical Association Foundation Minority Scholar, Fulbright Scholars, Gilman Scholar, NSF Graduate Research Fellow, and a Pickering Foreign Affairs Fellow.
2. Student-athlete awards: Conference USA Commissioner's Academic Medals and 227 student athletes named to the 2012-13 Commissioner's Academic Honor Roll. Aurieyall Scott became the Knights first-ever NCAA Champion winning the 60-meter dash at the NCAA Indoor Championships.
3. UCF student volunteers helped UCF earn the U.S. President's Volunteer Service Gold Award.

FACULTY AWARDS/ACHIEVEMENTS

1. Faculty members were awarded Fulbright Fellows, New Innovator awards, Outstanding Educator awards, NSF Early CAREER awards, and Young Investigator awards.
2. Vice President Soileau was awarded the Distinguished Service Appreciation Medal from the Institute of Photonic Sciences.
3. Professor Eric van Stryland was awarded the R.W. Wood Prize by the Optical Society of America.

PROGRAM AWARDS/ACHIEVEMENTS

1. UCF's Department of Writing and Rhetoric earned the Writing Program Certificate of Excellence from the Conference on College Compositions and Communication.
2. UCF's orientation presentation "The Ultimate Knight" was selected as the National Orientation Directors Associate Innovative Program recipient.
3. The Student Union and the Student Academic Resource Center received the 2012-13 National Association of Student Personnel Administrators' Excellence Gold Award for excellence in student activities, Greek life, and leadership.

RESEARCH AWARDS/ACHIEVEMENTS

1. College of Engineering and Computer Sciences faculty members were awarded a $55 million grant from NASA. This is the largest single grant in UCF history.
2. UCF's Business Incubation Program was awarded the National Business Incubator Network of the Year in 2013 by the National Business Incubation Association.
3. UCF's Office of Research and Commercialization received the "James S. Cogswell Outstanding Industrial Security Achievement Award," which is the most prestigious honor the Defense Security Service may bestow to a cleared industry.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The Sloan Consortium recognized UCF as a national leader in the delivery of online education with the Excellence in Institution-wide Online Education Award.
2. *U.S. News & World Report* ranked UCF among the "Top Up-and-Coming" national universities for the eighth year in a row. *Kiplinger* and *The Princeton Review* have recognized a UCF education as one of the best values in the country.
3. UCF was selected as the outstanding university in the nation for strategies and accomplishments in the promotion of diversity and inclusion in an educational institution by the National Association of Diversity Officers in Higher Education. This award in the most prestigious diversity award in the field of higher education.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- *Kiplinger* and *The Princeton Review* have recognized a UCF education as one of the best values in the country.
- UCF was ranked the fifth "up and coming" school in the country, according to the "2013 Best Colleges" listing of *U.S. News & World Report*. The magazine ranked UCF 98th among public institutions and in the top 20 percent of college and universities for SAT averages. The magazine also ranked the master's degree in Counselor Education among the top 10 in the nation.
  - College Rankings: College of Engineering and Computer Science – 72nd, College of Nursing – 79th, College of Education – 91st.
  - Program specific rankings (in Top 100): Counselor Education – 9th, Optics and Photonics – 13th, Special Education – 16th, Nonprofit Management – 25th, Criminal Justice – 26th, Industrial Engineering – 35th, Healthcare Management – 46th, Electrical Engineering – 55th, Computer Engineering – 58th, Public Administration – 59th, Environmental Engineering – 64th, Materials Engineering – 70th, Communication Sciences and Disorders – 73rd, Social Work – 89th, Civil Engineering – 90th, Computer Science – 91st, Mechanical Engineering – 93rd, Physical Therapy – 99th .
- For overall quality, *Forbes* ranked UCF 170th among research universities and 88th among universities in the south.
- A record eight students earned Fulbright Scholarships placing UCF among the Top 50 universities.
- The College of Business Administration's DeVos Sports Business Management Program was ranked in the top five such programs by *The Wall Street Journal* and *ESPN Magazine*.
- *The Princeton Review* ranked the Florida Interactive Entertainment Academy among the top five in North America for graduate video-game programs.
- Rosen College of Hospitality Management ranked 9th in "The 20 Best Hospitality Programs in the United States" category by the *Journal of Hospitality & Tourism*.
- The College of Arts and Humanities' School of Visual Art and Design's Character Animation, Experimental Animation, and Game Design specializations ranked as 27th of the top 100 schools for Game Design.
- College of Arts and Humanities' Department of Writing and Rhetoric received the Writing Program Certificate of Excellence from the Conference on College Composition and Communication. This award is the highest honor a writing program can receive.
- College of Nursing ranked first among State University System schools for its 98.6 percent pass rate on the National Council Licensure Examination. Nationally, the average pass rate is 92 percent.
- College of Health and Public Affairs - One-hundred percent of all Doctor of Physical Therapy students passed the National Physical Therapy Licensure Examination. Nationally, the average pass rate is 88 percent.

INCREASE DEGREE PRODUCITIVITY AND PROGRAM EFFICIENCY

- UCF set a school record by awarding 15,113 degrees this academic year, the largest number of any state university.

- UCF awarded 12,522 bachelor's degrees, an increase of 7.1 percent over the previous academic year, and the university ranked second nationally in this area.
- UCF awarded 2,286 master's degrees (an increase of 4.4 percent) and 280 doctoral degrees (an increase of 5.2 percent), and the university ranked in the top 25th percentile for master's degrees granted.
- Honors in the Major (UCF's oldest and most prestigious undergraduate research program) enrollment totaled 413, an increase of 19 percent.
- 182 students graduated with Honors in the Major distinction.
- The freshman retention rate reached 87.8 percent, exceeding the university's comparison and peer institution averages.
- Rosen College of Hospitality Management implemented the Peer Mentoring Outreach Program for at-risk and probationary students. This program had a 95 percent success rate in retaining students in the program earning praise from the National Academic Advising Association's 36th Annual Conference.
- UCF was the recipient of the Higher Education Excellence in Diversity award, presented by *INSIGHT Into Diversity* magazine. This award honors colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.
- The College of Medicine partnered with the Orlando VA Medical Center and the Osceola Regional Medical Center to achieve accreditation of the first university-sponsored internal residency program.
- As of May 2013, UCF offers 68 online programs (14 undergraduate, 24 graduate, and 30 graduate certificates). This year, there were nine new undergraduate programs and three new graduate programs online.
- Fall 2012 enrollment was 59,785, making UCF the second-largest university in the nation. Undergraduate enrollment increased by 2.0 percent to 50,982, and graduate enrollment increased by 1.2 percent to 8,803. Enrollment in the Burnett Honors College was 2,181, an increase of 1.7 percent.
- The College of Medicine increased enrollment to 277 students.
- UCF enrolled 67 National Merit Scholars in the Fall 2012 semester, the second most in the state. UCF ranks 12th among public universities and among the top 35 universities in the country for National Merit Scholars enrolled.
- The average high school GPA of the freshman class was 3.91, an increase of .04 points. The average SAT was 1244 for the fall freshman class; The Burnett Honors College SAT average was 1391. The national average for SAT scores was 1010, and the Florida average was 984.
- Fall 2012 African-American and Hispanic enrollment reached 17,284, an increase of 7.2 percent.
- The percentage of non-majority students reached a new high of 39.3 percent. Approximately 26 percent of our students are the first in their families to attend college.
- UCF Student Financial Assistance awarded more than $420 million in aid.
- The College of Graduate Studies opened the Graduate Student Center in fall 2012. The facility is used for individual and collaborative study, project development, graduate workshops, and meetings.
- The Office of Student Involvement registered 45 new organizations for a total of 505 organizations available to students for extra-curricular activity. The intra-mural sports programs engaged more than 22,500 students.

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

- UCF awarded 4,073 bachelor's degrees (a 10.0 percent increase over 2011-12) and 1,208 graduate degrees in Areas of Strategic Emphasis.

- Of all bachelor's degrees awarded, 15.3 percent were in STEM while 27.6 percent of all graduate degrees were in STEM.
- UCF was one of only four SUS institutions to receive $3.75 million in IT Performance Funding from the State.
- UCF supports two NSF-funded Research Experiences for Undergraduates in Computer Vision and Nanoscience Technology.
- The College of Medicine's M.D. program received full accreditation from the Liaison Committee on Medical Education. This is the highest level of accreditation for this field.
- The College of Medicine graduated its charter class of 36 medical students, and *NBC Nightly News* produced a story on the class.
- The College of Arts and Humanities, Department of Writing and Rhetoric received a $30,000 donation from the Atkins Foundation to support excellence-in-writing in STEM-related areas.
- College of Education and Human Performance faculty members Rosemarye Talyor, Erhan Haciomeroglu and Janet Andreasen received $10 million to create a STEM Educator Education program at UCF.
- The College of Sciences' faculty members coordinated over $2 million in awards that funded over 300 STEM students in 80 labs, which also targeted underrepresented minority students.
- The EXCEL program is designed to increase STEM student success in the first two years of college. Originally funded by NSF, the university-supported program recruits 200 students annually and has served 1,554 students since inception. Recruits to the program must have earned second quartile scores on the SAT Math portion. The program has increase STEM retention 40 percent over the control group and is on par or above the top SAT quartile performing students in STEM graduation rates.
- GEMS, Girls EXCELing in Math and Science, is a subgroup of EXCEL and focuses on reducing the gender gap in students pursing STEM majors. The original gap was 15 percentage points; the program has reduced the gap to 6 percentage points.
- COMPASS, Convincing Outstanding Math-Potential Admits to Success in STEM, was funded by NSF and will recruit 90 additional STEM students during 2012-13.
- LEARN, Learning Environment and Academic Research Network, is an NSF funded program that recruits 28 students per year to a STEM focused living-learning community in UCF's residence halls.
- YES, Young Entrepreneur and Scholar scholarship program, was originally funded by NSF and has attracted additional funding to continue preparing academically talented junior and senior STEM students to successfully transition to the workforce or graduate school upon completion of a baccalaureate degree in a STEM discipline. The program provides internship opportunities and has obtained participation agreements from 45 companies (including matching dollar support).
- The College of Computer Engineering and Computer Science students won the 2012 Gold Award from the Institute of Industrial Engineers.
- Two students in the College of Medicine's Burnett School of Biomedical Sciences received the National Student Honor Award from the American Society for Clinical Pathology. This is the highest award given to undergraduate students in this field.
- The College of Sciences' Biology student received $43,500 in research funding from the Sea Turtle Grant program. This was an unusually high amount of research funding awarded to a graduate student.
- The College of Sciences' Physics Department's students won the gold medal at the American Physical Society Science Olympiad Championship, and they also won first place at the American Physical Society's University Physics Competition.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- The Carnegie Foundation designates UCF as a "very high research activity" institution, its highest ranking in that category.
- UCF secured $113 million in extramural funding. This is the ninth consecutive year of securing more than $100 million in funding.
- UCF had 23 individuals who brought in $1 million or more in research dollars and grants over the last year. The total amount of funding to them was $57.5 million.
- The College of Engineering and Computer Sciences faculty members Hassan Forrosh and Richard Eastes were co-primary investigators on a $55 million grant from NASA. This is the largest single grant in UCF history. Funding from this award will be received in phased beginning in 2013-14.
- The College of Optics and Photonics faculty members created the world's shortest laser pulse at 67 attoseconds.
- UCF earned five research grants worth approximately $1.2 million from the Defense University Research Instrumentation Program, which placed UCF among the top 10 award recipients in the country.
- Microsoft Academic Search identified Dr. Mubarak Shah (College of Engineering and Computer Science) as the sixth most-cited author in the world in computer vision over the last five years.
- Dr. M.J. Soileau, Vice President for Research and Commercialization, received the Institute of Photonic Sciences Distinguished Service Appreciation Medal.
- The College of Arts and Humanities Department of Music had two albums charting in JAZZWEEK: *Do That Again* (#7) *and The Blues is Alright* (#35). Be Boyd and Mark Brotherton, two members of the Theater Department, were awarded "Meritorious Achievement Awards" from at the Kennedy Center American College Theatre Festival.
- The College of Education and Human Performance's faculty member Dr. Jeff Stout was named the "Outstanding Sport Scientist of the Year" by the National Strength and Conditioning Association; faculty member Joyce Nutta won the "2013 Outstanding Book Award" from the American Association of Colleges for Teacher Education; faculty member Dr. Vicky Cardullo received the "2013 Award for Exemplary Professional Development School Achievement Award" from the National Association for Professional Development Schools; and, faculty member Tom Brewer received a the William J. Fulbright Foreign Scholarship Grant for Lecturing/Research from the Bureau of Educational and Cultural Affairs, U.S. Department of State.
- The College of Education and Human Performance: graduate Deborah Bradford received the "Leo and Margaret Goodman-Malamuth Dissertation Award" from the American Association of University Administrators; and students Dorothy Limberg and John Petko received the "Outstanding Graduate Student of the Year Award" (from the American Counseling Association) and the "Outstanding Research Poster Award" (from the British Association for Counseling and Psychotherapy), respectively.

- The College of Engineering and Computer Science faculty member Dr. Steven Duranceau was awarded the "2012 Lifetime Achievement Award" from the Southeast Desalting Association; the "2013 Recognition & Service Award," and was named the "2012 Emeritus Director Recipient" by the American Membrane Technology Association; faculty member Dr. Supita Seal was awarded the "Science Spectrum Trailblazer Award," and was inducted as a Fellow into both the Institute of Nanotechnology and the American Vacuum Society; and, faculty member Dr. Scott Hagen won the "Outstanding Achievement Award for Advancement of the State-of-the Art" from the Oak Ridge Associated Universities
- The College of Engineering and Computer Science's student Brandon Lojewski won the Atlantic Coast Conference Clean Energy Challenge championship and a $100,000 prize.
- The College of Nursing faculty member Mary Lou Sole was awarded the "Researcher of the Year Award" by the National Association of Clinical Nurse Specialists (NACNS), the "2013 Katie Brush Research Scholarship Award," and the "2012 Florida Nurses Association Nursing Research Award."
- The College of Optics and Photonics - CREOL had four faculty members elected as Fellows: Guifang Li was elected into the Institute of Electrical and Electronics Engineers, Martin Richardson was elected into the International Society for Optics and Photonics, and M.J. Soileau and Leon Glebov were elected into the National Academy of Inventors.
- The College of Sciences faculty member Dr. Zenghu Chang was credited with creating the world's shortest pulse laser beam; faculty member Eduardo Salas won the "Joseph E. McGrath Award for Lifetime Achievement" and the "Michael R. Losey Human Resource Research Award" from the Society for Human Resource Management (SHRM), the HR Certification Institute, and the SHRM Foundation; faculty member Dr. Hojun Song won the National Science Foundation "CAREER Award", the most prestigious award in support of junior faculty who exemplify the role of teacher/scholar; faculty member Dr. Mark Neider won the "Earl Alluisi Award for Early Career Achievement," an international award made to one person each year by the American Psychological Association.
- The Rosen College of Hospitality Management faculty member Dr. Po-Ju Chen received the John Wiley & Sons "Award of Innovation in Research," for which there is one recipient yearly.
- The College of Medicine faculty Dr. Diane Davey and Dr. Maria Cannarozzi were named "Best Doctors" in America. Dr. Juan Cendan was named as a "Best Doctor" in America, "Best Surgeon" in America, and "Best Doctor" in Orlando.
- Video @CDL collaborated with UCF's Film and History departments to produce "The Committee," which told the story of the firing and expelling of LGBTQ faculty and students at Florida's state universities in the 1950's and 1960's. This film won the 2012 Broadcast Educators Association Festival of Media Arts "Best of Competition Award" and the 2012 Brouhaha Film & Video Festival "Best of Fest Distinction" Award.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

- UCF faculty members published more than 157 books, 347 book chapters, 1,971 journal articles, 1,498 conference proceedings, and 2,489 peer reviewed publications. Faculty members also gave 144 invited exhibitions or performances and 2,393 peer-reviewed conference presentations.
- The College of Medicine implemented the GEAR program in the summer and fall of 2012. This program expands undergraduate research opportunities for 24 new students.
- The university's premier commercialization effort, the UCF Business Incubation Program, was awarded the National Business Incubator Network of the Year award in 2013. Only one incubator system is selected each year from all international applicants.
- The UCF Business Incubator Program supported the creation of 303 jobs. The return on $1 of investment at the incubator sites was $5.93.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- The Bill and Melinda Gates Foundation, Lockheed Martin, Learn and Serve America, and the U.S. Department of Education provided $11,738,000 in funding for the Exceptional Student Education Program in the College of Education and Human Performance.
- The College of Business Administration's Department of Marketing's Professional Selling Program was one of only a select few schools nationally that received a $10,000 grant from Wells Fargo.
- The College of Business Administration hosted 290 events with 4,508 attendees at the Small Business Development Center and satellite offices that provided training and seminars for pre-venture clients, start-up clients, micro business clients and Small-to-Medium Business Enterprises (SMBEs).

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- Student Development and Enrollment Services documented more than 90,000 hours of service by students participating in Student Leadership Development, Greek organizations, Volunteer UCF, Knights Pantry, Alternative Spring Break, Volunteers uKnighted, and Knights Give Back Day of Service. More than 390 sites in Central Florida benefited from these activities.
- President Hitt was ranked seventh among the *Orlando Sentinel's* "25 Most Powerful People in Central Florida" and third among *Orlando* magazine's "50 Most Powerful People in Orlando."
- Vice President Helen Donegan was also included among *Orlando* magazine's "50 Most Powerful People in Orlando."
- University Marketing's *Pegasus* magazine won 19 local, regional, or national awards. In total, the marketing unit earned 32 awards for projects ranging from video to digital branding.
- The College of Medicine received approval from the national Accreditation Council for Graduate Medical Education to implement the internal medicine program, which will create 20 slots in 2014, and result in more trained doctors in our community.
- The College of Business Administration faculty member Dr. Richard Lapchick received the "Manny Jackson Human Spirit Award" from the Basketball Hall of Fame (the highest award given by the BHF, exclusive of induction); the "Champions Award" from the Alliance of Women's Coaches (the first time this award has been given to a male); and the "Distinguished Service Award" from the Black Coaches Association (which has only been given out twice in the last 28 years).
- Regional Campuses opened the UCF/Valencia-Osceola Campus Building 4 in January of 2013. This 150,000 square foot building will serve West Orange and Osceola counties.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- UCF was mentioned 12,403 times in print and online media. UCF appeared more than 300 times in national media, including *The New York Times, USA Today, Wall Street Journal, U.S. World & News Report, NBC Nightly News, The Chronicle of Higher Education, Discovery News,* and the *Christian Science Monitor*. UCF also designed, developed, and delivered an updated *Pegasus Magazine* to more than 200,000 print and online readers.
- UCF's marketing efforts engaged 2.8 million unique visitors from 220 countries via the Web site www.ucf.edu, delivered UCF research topics through 100 international media outlets, achieved 145,000 Facebook fans throughout the world, and delivered 815,000 viewing minutes on UCF's YouTube channel.
- UCF officially took ownership of WMFE TV's license, and Central Florida's primary PBS programming moved to WUCF TV. The station raised more than $879,000 from viewer-supported activities, a 30 percent increase over the prior year.
- UCF's Department of Purchasing participated in nine external diverse vendor outreach events, resulting in the discovery of four new sources of supplies and $1.13 million in contracts.

- Joining the Board of Trustees this year were Beverly Seay, Reid Oetjen, and Melissa Westbrook; and Board of Trustees members awarded *emeritus* status to Meg Crofton and Harris Rosen for their distinguished service.
- UCF's Office of Global Perspectives reached more than 31,000 people through sponsored forums, partnerships, and publications.
- UCF's Office of Community Relations participated in, hosted, facilitated, or sponsored more than 110 programs in Orange, Osceola, and Seminole counties. The office also coordinated more than 90 events for the president.
- UCF's Office of University Economic Development planned or assisted in the coordination of UCF involvement with more than 148 individual meetings with international, national, regional, and local companies and institutions.
- WUCF TV teamed up with Orlando Magic player Glen "Big Baby" Davis' foundation, the Orange County Library System, and Orange County public Schools to hold a summer-long online reading race for nearly 5,000 students at Title 1 elementary schools. The children read 206,030 books. Thanks to competitive grant funding, WUCF TV distributed 3,700 free books to students who read the most.
- UCF's total endowment value reached $133.8 million as of June 30, 2013.
- The UCF Capital Campaign's first phase crossed the landmark of $100 million committed toward the campaign goal. The number of planned gifts more than doubled from 22 in 2012 to 48 in 2013. The gift commitment total grew from $3.39 million in 2012 to $19.22 million in 2013.
- Gift highlights include $3.95 million committed by the Central Florida Educators' Federal Credit Union to name the CFE Arena, a $2.76 million anonymous estate gift committed to the College of Medicine to benefit future generations of physicians, and a $2 million estate gift committed by Vivian and Herbert Knispel to endow a visiting international professorship in the College of Arts and Humanities.
- The NorthView student housing project was developed on 8.5 acres of land located north of the Orlando campus. The owner, Alan H. Ginsburg, donated half of that land to the UCF Foundation and the other half to the UCF Hillel Jewish student organization. The housing project will be managed by UCF Housing and Residence Life. The value of the donation to the foundation in $6 million.
- The Golden Knights' Club Annual Fund pledges exceeded $1.8 million, an increase of 6.2 percent.
- The Knights Helping Knights Pantry provided 32,000 pounds of food distributed to 11,300 students.
- The College of Arts and Humanities collectively gave 393 performances and events that were open to the public, including art and gallery exhibits, theatrical performances, and musical events.
- The College of Business Administration MBA students raised $16,500 for the Wounded Warrior Project, held three employment workshops that highlighted 10 non-profit veteran's service organizations, and held a Central Florida Veteran's Job Fair that attracted 440 veteran job seekers and over 100 employer representatives.
- The College of Education and Human Performance's Bithlo Transformation Project worked to connect underprivileged adults and children with Junior Achievement, internships, training, professional development, summer reading, and interdisciplinary collaboration.
- The College of Education and Human Performance's Minority Teacher Recruitment and Retention Program resulted in faculty logging more than 1,300 hours of service in local schools and community organizations, and provided 67 mentors to engage with 67 students.
- The College of Engineering and Computer Science collaborated with the Bill and Melinda Gates Foundation, 20 outside universities, two school districts, and the UCF College of Education and Human Performance to implement TeachLive, a mixed-reality classroom with simulated students that

provides teachers the opportunity to develop their pedagogical practice in a safe environment that doesn't place real students at risk.

- The Rosen College of Hospitality Management partnered with the Walt Disney Company to create 280 student internships in 2012-13.
- The College of Medicine created the KNIGHTS Clinic, which is a student-run organization that provides nearly free healthcare to medically underserved patients in Central Florida. This is a partnership with Grace Medical Home.
- The College of Sciences Political Science students were involved in prestigious internships and conference proceedings as follows: Nicolas Oscheneek and Ida Eskamani were both interns in the White House; Oscheneek was also a delegate to the Student Conference on US Affairs (which was held at West Point); Sangitha Palaniappa was the US Department of State Intern to the US Mission to the UN Economic and Social Council; and Christopher Szczerba was the delegate to the Naval Academy Foreign Affairs Conference.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

- The GrowFL technical assistance program helped 124 companies create 837 jobs and contribute $27.9 million to the regional economy.
- The Florida High Tech Corridor Council supported 30 projects with 25 partners. Public funding totaled $2.2 million for these projects with an industry match of $3.3 million.
- The National Center for Simulation along with the Florida High Tech Council raised $200,000 and was awarded a $350,000 state grant to support efforts to anticipate activities by the Base Realignment and Closure Commission.
- UCF's Career Services managed the UCF/Lockheed Martin Work Experience Program which generated $7.7 million in funding to 568 employ students. Of these, 52 were converted to regular employment.
- Approximately 20,000 experiential-learning students practiced in their community what they learned in the classroom. Nearly 4,400 students worked in co-operative education placements at 1,442 employer sites. More than 7,800 students participated in internships.
- Through the Scholars Internship Program, the State and Local Government Affairs Office placed eight UCF students, some serving dual positions, in the offices of five Senate and five House offices of Central Florida legislators, including the House Speaker-Elect and the Senate President-Elect.

Data Tables

FINANCIAL RESOURCES

Table 1A. Education and General Revenues
Table 1B. Education and General Expenditures
Table 1C. Funding per Student FTE
Table 1D. Other Budget Entities
Table 1E. Voluntary Support of Higher Education
Table 1F. Tuition Differential Fee

PERSONNEL

Table 2A. Personnel Headcount

ENROLLMENT

Table 3A. Full-time Equivalent (FTE) Enrollment
Table 3C. Enrollment by Method of Instruction

UNDERGRADUATE EDUCATION

Table 4A. Baccalaureate Degree Program Changes in AY 2011-2012
Table 4B. Retention Rates
Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
Table 4D. Full- and Part-time FTIC Graduation Rates
Table 4E. AA Transfers Graduation Rates
Table 4F. Other Transfers Graduation Rates
Table 4G. Baccalaureate Degrees Awarded
Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
Table 4J. Baccalaureate Degrees Without Excess Credit Hours
Table 4K. Undergraduate Course Offerings
Table 4L. Faculty Teaching Undergraduates
Table 4M. Student/Faculty Ratio
Table 4N. Licensure/Certification Exam: Nursing (NCLEX)

GRADUATE EDUCATION

Table 5A. Graduate Degree Program Changes in AY 2011-2012
Table 5B. Graduate Degrees Awarded
Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
Table 5D. Licensure/Certification Exams for Graduate Programs

RESEARCH & ECONOMIC DEVELOPMENT

Table 6A. Research and Development Expenditures
Table 6B. Centers of Excellence

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	$230,048,412	$236,617,996	$219,981,159	$170,599,744	$233,364,462
Non-Recurring State Funds	$1,546,948	$4,011,025	$3,193,785	$2,000,000	$1,450,000
Tuition	$153,543,780	$171,296,902	$188,596,560	$193,715,731	$190,933,409
Tuition Differential Fee	$5,441,298	$13,262,074	$24,304,933	$44,021,427	$46,618,460
Misc. Fees & Fines	$8,063,441	$7,969,502	$7,925,436	$7,348,478	$6,612,644
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$18,333,861	$17,542,813	$0	$0	$0
SUBTOTAL	$416,977,740	$450,700,312	$444,001,873	$417,685,380	$478,978,975
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$18,309,829	$19,710,194	$22,184,003	$22,989,863	$24,251,830
Non-Recurring State Funds	$0	$1,000,000	$0	$0	$0
Tuition	$820,000	$2,438,201	$4,674,909	$7,777,491	$10,970,388
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$193,549	$653,918	$3,164,126	$7,780,782	$354,902
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$694,836	$661,664	$0	$0	$0
SUBTOTAL	$20,018,214	$24,463,977	$30,023,038	$38,548,136	$35,577,120
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	$0	$0	$0	$0	$0
TOTAL	$436,995,954	$475,164,289	$474,024,911	$456,233,516	$514,556,095

Recurring State Funds: State recurring 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: for estimated 2012-13 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. Non-Recurring State Funds: State non-recurring 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 document and all other non-recurring budget amendments allocated later in the fiscal year. 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 Research Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 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. Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	$247,343,517	$255,456,088	$246,805,394	$274,683,472	$323,025,585
Administration and Support	$45,213,786	$49,496,890	$48,181,160	$58,512,010	$54,733,493
PO&M	$27,915,673	$32,265,898	$28,657,987	$68,274,029	$43,272,802
Student Services	$20,817,735	$24,335,198	$31,577,267	$41,102,214	$41,314,181
Library/Audio Visual	$13,208,381	$13,923,281	$12,478,605	$11,965,740	$10,510,790
Other	$3,471,828	$3,472,624	$4,098,672	$6,693,458	$6,122,124
TOTAL	$357,970,920	$378,949,979	$371,799,085	$461,230,923	$478,978,975
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$15,958,269	$15,329,758	$19,470,681	$23,145,032	$31,453,230
Administration and Support	$0	$4,399,689	$3,657,268	$3,442,636	$2,475,767
PO&M	$0	$193,636	$300,641	$1,199,110	$709,280
Library/Audio Visual	$0	$647,429	$633,400	$1,917,964	$938,843
Teaching Hospital & Clinics	$0	$0	$0	$0	$0
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$15,958,269	$20,570,512	$24,061,990	$29,704,742	$35,577,120
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
TOTAL	$0	$0	$0	$0	$0
TOTAL	$373,929,189	$399,520,491	$395,861,075	$490,935,665	$514,556,095

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 (i.e., 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 (i.e., 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. Note**: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

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. State Funding per Full-Time Equivalent (FTE) Student

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	$5,522	$4,466	$4,354	$3,791	$2,954
Lottery Funds	$630	$528	$582	$630	$479
Tuition & Fees	$3,287	$3,626	$3,835	$4,450	$5,259
Other Trust Funds	$0	$395	$360	$0	$0
TOTAL	$9,439	$9,015	$9,130	$8,872	$8,691
Actual Funding per FTE					
Tuition & Fees	$3,343	$3,602	$3,949	$4,375	$4,874
TOTAL	$9,495	$8,992	$9,244	$8,797	$8,306

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	$128,038,541	$136,520,909	$136,915,241	$150,749,952	$191,593,923
Expenditures	$118,336,227	$127,547,949	$116,221,223	$138,676,700	$188,545,104
Contracts & Grants					
Revenues	$107,835,863	$108,430,999	$108,717,456	$114,167,694	$124,080,936
Expenditures	$112,130,008	$130,104,487	$149,848,597	$138,752,026	$150,912,000
Local Funds					
Revenues	$388,390,432	$445,605,694	$470,686,703	$480,120,068	$552,964,143
Expenditures	$398,202,043	$461,282,530	$491,662,088	$515,484,826	$592,214,372
Faculty Practice Plans					
Revenues	$1,095	$4,361	$573,997	$1,414,463	$2,153,472
Expenditures	$348,419	$8,762,333	$2,208,382	$3,375,678	$4,119,389

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.

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value ($1000s)	$114,990	$91,951	$102,739	$127,129	$122,609
Gifts Received ($1000s)	$23,957	$15,708	$31,791	$19,732	$14,858
Percentage of Alumni Donors	5%	7%	5%	4%	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.

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	$13,262,074	$24,304,933	$44,021,427
Students Receiving TDF Funded Award	5,610	8,048	15,544
Total Value of TDF Funded Financial Aid Awards	$555	$553	$540

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	6,620	8,538	8,446
Number Receiving a TDF Waiver	22	52	51
Average Value of TDF Waivers	$6,066	$2,821	$2,042

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the the Tuition Differential Fee funds. Florida Student Assistance Grant (FSAG) Eligible Students: **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.

Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	520	547	564	579	595
Tenure-track Faculty	272	207	184	206	189
Non-Tenure Track Faculty	455	528	564	621	808
Instructors Without Faculty Status	0	0	3	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	3,024	2,914	3,033	3,070	3,218
FULL-TIME SUBTOTAL	**4,271**	**4,196**	**4,348**	**4,476**	**4,810**
Part-time Employees					
Tenured Faculty	19	1	14	18	21
Tenure-track Faculty	2	1	0	1	0
Non-Tenure Track Faculty	65	10	15	20	28
Instructors Without Faculty Status	617	698	719	735	725
Graduate Assistants/Associates	1,698	1,335	1,509	1,541	1,568
Non-Instructional Employees	40	37	35	31	18
PART-TIME SUBTOTAL	**2,441**	**2,082**	**2,292**	**2,346**	**2,360**
TOTAL	**6,712**	**6,278**	**6,640**	**6,822**	**7,170**

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. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	10,306	11,353	10,306	11,557	10,306	11,054
UPPER-DIVISION	16,000	19,974	16,000	21,080	16,000	21,618
MASTER'S (GRAD I)	2,627	3,075	2,627	2,969	2,627	2,683
DOCTORAL (GRAD II)	379	572	379	560	379	609
TOTAL	**29,312**	**34,975**	**29,312**	**36,166**	**29,012**	**35,964**
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	443	.	471	.	445
UPPER-DIVISION	.	482	.	523	.	571
MASTER'S (GRAD I)	.	297	.	308	.	329
DOCTORAL (GRAD II)	.	369	.	387	.	406
TOTAL	**1,528**	**1,590**	**1,528**	**1,689**	**1,528**	**1,751**
TOTAL FTE						
LOWER-DIVISION	.	11,796	.	12,028	.	11,499
UPPER-DIVISION	.	20,456	.	21,603	.	22,188
MASTER'S (GRAD I)	.	3,372	.	3,277	.	3,013
DOCTORAL (GRAD II)	.	942	.	947	.	1,015
TOTAL	**30,840**	**36,565**	**30,840**	**37,855**	**30,840**	**37,715**
TOTAL US Definition	**41,120**	**48,753**	**41,120**	**50,473**	**41,120**	**50,287**
Headcount for Medical Doctorates						
FLORIDA RESIDENTS	100	76	160	135	240	215
NON-RESIDENTS	0	24	20	44	40	62
TOTAL	**100**	**100**	**180**	**179**	**280**	**277**

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. 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). Funded enrollment as reported in the General Appropriations Act and set by the legislature. 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.

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	9,760	9,673	8,856
UPPER-DIVISION	12,902	13,477	13,380
MASTER'S (GRAD I)	1,891	1,813	1,677
DOCTORAL (GRAD II)	761	748	814
TOTAL	**25,314**	**25,712**	**24,727**
HYBRID			
LOWER-DIVISION	525	538	632
UPPER-DIVISION	1,379	1,427	1,625
MASTER'S (GRAD I)	344	379	358
DOCTORAL (GRAD II)	56	66	67
TOTAL	**2,304**	**2,410**	**2,682**
DISTANCE LEARNING			
LOWER-DIVISION	1,511	1,817	2,011
UPPER-DIVISION	6,175	6,699	7,183
MASTER'S (GRAD I)	1,137	1,084	977
DOCTORAL (GRAD II)	125	133	134
TOTAL	**8,947**	**9,733**	**10,306**
TOTAL			
LOWER-DIVISION	11,796	12,028	11,499
UPPER-DIVISION	20,456	21,603	22,188
MASTER'S (GRAD I)	3,372	3,277	3,013
DOCTORAL (GRAD II)	942	947	1,015
TOTAL	**36,565**	**37,855**	**37,715**

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. 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 3A, 3B.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Photonic Science and Engineering	14.1003	B	3/21/2013	Fall 2013	
Terminated Programs					
None					
Inactive Programs					
None					
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, 2012 and May 4, 2013.

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.
Inactive Programs 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.
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

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	6,140	6,257	6,030	6,183	5,933
% Retained	87%	87%	87%	88%	87%
% Retained *with GPA of 2.0 or higher*	86%	86%	86%	86%	86%

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 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	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort Size	*5,643*	*5,710*	*6,041*	*6,389*	*6,353*
% Graduated	63%	64%	63%	65%	67%
% Still Enrolled	*6%*	*5%*	*5%*	*5%*	*6%*
% Success Rate	*69%*	*69%*	*68%*	*70%*	*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). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, 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. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	6,305	6,646	6,589	6,321	6,373
From Same University					
% Graduated	33%	35%	35%	40%	40%
% Still Enrolled	*39%*	*39%*	*41%*	*38%*	*38%*
From Other SUS University					
% Graduated	2%	2%	1%	2%	2%
% Still Enrolled	*5%*	*5%*	*4%*	*5%*	*4%*
From State University System					
% Graduated	35%	37%	37%	41%	42%
% Still Enrolled	*44%*	*44%*	*45%*	*42%*	*42%*
% Success Rate	*79%*	*80%*	*81%*	*84%*	*84%*

6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	5,908	5,911	6,305	6,646	6,589
From Same University					
% Graduated	63%	63%	62%	65%	66%
% Still Enrolled	*6%*	*5%*	*5%*	*6%*	*6%*
From Other SUS University					
% Graduated	6%	6%	6%	5%	4%
% Still Enrolled	*3%*	*3%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	68%	69%	68%	70%	71%
% Still Enrolled	*9%*	*8%*	*7%*	*7%*	*8%*
% Success Rate	*77%*	*77%*	*75%*	*77%*	*79%*

Notes: 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 since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table 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-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	3,537	4,061	4,875	5,323	5,776
From Same University					
% Graduated	32%	30%	28%	28%	27%
% Still Enrolled	*51%*	*54%*	*55%*	*55%*	*56%*
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	32%	30%	29%	28%	27%
% Still Enrolled	*53%*	*55%*	*57%*	*57%*	*57%*
% Success Rate	*85%*	*85%*	*85%*	*85%*	*84%*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	2,719	2,849	3,537	4,061	4,875
From Same University					
% Graduated	64%	66%	67%	67%	66%
% Still Enrolled	*9%*	*8%*	*8%*	*9%*	*8%*
From Other SUS University					
% Graduated	1%	1%	2%	2%	1%
% Still Enrolled	*1%*	*2%*	*2%*	*1%*	*1%*
From State University System					
% Graduated	65%	67%	69%	69%	68%
% Still Enrolled	*11%*	*9%*	*9%*	*10%*	*10%*
% Success Rate	*76%*	*77%*	*78%*	*79%*	*77%*

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. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table 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-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	1,103	2,208	2,111	1,709	1,471
From Same University					
% Graduated	67%	67%	69%	66%	69%
% Still Enrolled	*4%*	*4%*	*4%*	*4%*	*4%*
From Other SUS University					
% Graduated	3%	3%	2%	3%	2%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	71%	69%	71%	69%	71%
% Still Enrolled	*6%*	*5%*	*5%*	*6%*	*5%*
% Success Rate	*76%*	*75%*	*77%*	*74%*	*77%*

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table 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-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	9,373	9,969	10,646	11,515	12,321

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	1,394	1,484	1,651	1,697	1,879
Health Professions **only disciplines in critical need*	565	664	682	814	959
Security and Emergency Services	396	375	377	460	544
Globalization	385	456	520	560	546
Education **only disciplines in critical need*	174	146	176	171	145
SUBTOTAL	**2,914**	**3,125**	**3,406**	**3,702**	**4,073**
Percentage of All Baccalaureate Degrees (includes second majors)	*31%*	*31%*	*31%*	*32%*	*35%*

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. 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). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.
Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	753	852	939	988	1,171
Percentage of Degrees	9%	9%	9%	9%	10%
Hispanic					
Number of Degrees	1,163	1,296	1,604	1,868	2,232
Percentage of Degrees	13%	14%	16%	17%	19%
Pell-Grant Recipients					
Number of Degrees	2,955	3,289	3,989	4,877	5,797
Percentage of Degrees	32%	33%	38%	43%	47%

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 2010-11 academic year. This reclassification will impact trends.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	66%	57%	57%	66%	54%
AA Transfers	77%	69%	66%	67%	65%
Other Transfers	66%	57%	49%	55%	57%
TOTAL	**71%**	**62%**	**61%**	**65%**	**60%**

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (ie, 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*: 2012-13 data are not comparable to prior year data due to changes made in the data collection process and methodology..

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	2,984	3,161	3,398	3,423	3,358
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	47%	49%	49%	47%	48%
30 to 49 Students	28%	26%	28%	29%	28%
50 to 99 Students	18%	18%	16%	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

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	78%	79%	76%	77%	77%
Adjunct Faculty	17%	16%	18%	17%	16%
Graduate Students	5%	4%	6%	6%	6%
Other Instructors	1%	1%	1%	0%	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 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	29.9	30.9	31.0	31.7	31.5

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). In 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. Do not count undergraduate or graduate student teaching assistants as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2008	2009	2010	2011	2012
Examinees	204	220	209	237	218
First-time Pass Rate	95%	98%	95%	96%	99%
National Benchmark	*88%*	*90%*	*89%*	*89%*	*92%*

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 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2012-13

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						
Hospitality Management	52.0901	R	3/15/2012	Fall 2012	6/21/2012	
Criminal Justice	43.0104	R	3/21/2013	Fall 2014	11/21/2013	
Terminated Programs						
None						
Inactive Programs						
None						
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, 2012 and May 4, 2013.

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.
Inactive Programs 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.
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

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	**2,061**	**2,220**	**2,538**	**2,679**	**2,587**
Masters and Specialist	1,869	1,960	2,253	2,413	2,307
Research Doctoral	192	231	245	229	238
Professional Doctoral	0	29	40	37	42
a) Medicine	*0*	*0*	*0*	*0*	*36*
b) Law	*0*	*0*	*0*	*0*	*0*
c) Pharmacy	*0*	*0*	*0*	*0*	*0*

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	519	562	688	713	715
Health Professions **only disciplines in critical need*	175	195	256	309	234
Security and Emergency Services	83	75	81	98	86
Globalization	28	36	28	43	28
Education **only disciplines in critical need*	179	186	199	173	145
TOTAL	**984**	**1,054**	**1,252**	**1,336**	**1,208**
Percent of All Graduate Degrees	*48%*	*47%*	*49%*	*50%*	*47%*

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Note*: excludes non-Florida schools.

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

	2009	2010	2011	2012	2013 Preliminary
Examinees	.	.	39	59	77
First-time Pass Rate	.	.	95%	97%	99%
National Benchmark	.	.	*96%*	*96%*	*96%*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	.	.	.	37	53
First-time Pass Rate	.	.	.	97%	98%
National Benchmark	.	.	.	*98%*	*98%*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	.	.	.	36	34
First-time Pass Rate	.	.	.	100%	94%
National Benchmark	.	.	.	*97%*	*98%*

Physical Therapy: *National Physical Therapy Examinations*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	91	61	60	57	91
First-time Pass Rate	73%	74%	92%	98%	96%
National Benchmark	*86%*	*87%*	*87%*	*91%*	*89%*

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$147,092	$148,803	$117,985	$109,189	$121,653
Federally Funded ($ 1,000s)	$68,806	$73,736	$69,331	$69,098	$78,411
Percent Funded From External Sources	66%	70%	71%	73%	75%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$184,326	$187,883	$157,734	$145,975	$155,170
Technology Transfer					
Invention Disclosures	93	83	96	109	127
U.S. Patents Issued	57	41	91	76	67
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	74	0	122	97	85
Licenses/ Options Executed	6	5	12	14	11
Licensing Income Received ($)	$327,176	$640,008	$411,393	$500,966	$560,135
Number of Start-Up Companies	2	3	7	1	5

Note: 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, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey. 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. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation.

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 2013)	**Fiscal Year 2012-13**
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		510	49
Value of Competitive Grants Applied For *($)*		$195,451,509	$21,684,226
Number of Competitive Grants Received		259	16
Value of Competitive Grants Received *($)*		$57,898,575	$2,541,998
Total Research Expenditures *($)*		$51,020,465	$794,947
Number of Publications in Refereed Journals From Center Research		302	45
Number of Invention Disclosures		86	
Number of Licenses/Options Executed		4	1
Licensing Income Received *($)*		$181,250	0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		32	2
Collaborations with Private Industry		75	8
Collaborations with K-12 Education Systems/Schools		28	6
Undergraduate and Graduate Students Supported with Center Funds		0	0
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		5	0
Jobs Created By Start-Up Companies Associated with the Center		63	3
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations ($)		$96,809	$96,809
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 86 patent disclosures with some leading to spinoffs, and generated research grants totaling more than $57M. Efforts in building up the biophotonics program, which were seeded by the FPCE grant, are currently being vigorously pursued. A new senior faculty member whose research is in the area of lasers and their applications to biophotonics has 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.	

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 2013)	**Fiscal Year 2012-13**
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		295	70
Value of Competitive Grants Applied For *($)*		$174,700,587	$26,299,696
Number of Competitive Grants Received		167	34
Value of Competitive Grants Received *($)*		$27,186,497	$6,645,634
Total Research Expenditures *($)*		$14,781,042	$3,520,904
Number of Publications in Refereed Journals From Center Research		197	37
Number of Invention Disclosures		37	3
Number of Licenses/Options Executed		0	0
Licensing Income Received *($)*		0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		97	12
Collaborations with Private Industry		12	22
Collaborations with K-12 Education Systems/Schools		160	2
Undergraduate and Graduate Students Supported with Center Funds		160	45
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		6	0
Jobs Created By Start-Up Companies Associated with the Center		23	2
Specialized Industry Training and Education		5	1
Private-sector Resources Used to Support the Center's Operations		$3,000,000	$2,000,000
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 [Most Recent Year]:

In its sixth 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. The institute is named after Dr. Charles Hard Townes, 1964 Nobel Laureate in Physics for the devising the concept of the laser, also named one of the most influential scientists of the last century. Dr. Townes turned 98 this past July. His wife is 97. They are both well.

Some significant achievements have been made in 2013.

• The number of faculty associated with the Townes Laser Institute grew from 17 to 19 during the year. New members are: Konstantin Vodopyanov, from Stanford University, who joins CREOL the College of Optics & Photonics as the 21st Century Scholar in Laser Medicine. Kenneth Schepler, retiring senior scientist and research fellow at Air Force Research Laboratories, Dayton, Ohio, who accepts a courtesy faculty position in Optics, when he moves to Orlando in January 2014.

• The Townes Institute captured several major research grants and contracts. In a collaboration with UC Berkeley and the University of Ottawa, Dr. Zenghu Chang captured a $6.9M contract from DARPA for attoscience. In the annual DURIP equipment awards made by the three agencies of the DoD, of the five awards made to universities in all of Florida, four awards worth over $2M were made to Townes faculty. The largest, from AFOSR for $850k is for the a new MCVD lathe for the Townes Optical Fiber Facility. The next largest, from ONR to the WRPG, $620k is for a new optical tracker. Overall, the Townes Institute captured new research grants contracts worth > $10M in 2013.

• The Townes Institute graduated over 12 Ph.D. students and 6 MS students in 2013.

• Progress was slower than expected in the transfer of operations of the ISTEF laser range to the Townes Laser Institute. Although the Air Force has agreed to the transfer, getting all the legal documents with Patrick Air Force Base the Navy SPAWAR agency, NASA and a small company, Vision Engineering, has taken longer than expected. Fortunately, with fair certainty all these agreements should be in place before the end of 2013.

• Progress has also been made on the design and fabrication of the new Townes Optical Materials Laboratory. The design of this $1.765M, 4000+ sq.ft. facility is complete, and at the time of reporting, some 7 companies are expected to bid on the project. Fire marshal approval for the design has been granted. Construction should begin before the end of 2013, and should be completed by early summer.

• The Townes Institute spun off its first affiliate institute. The Institute for Attoscience Science and Technology (iFAST) lead by Prof. Zenghu Chang was created with the participation of several

other Townes faculty (Professors Delfyett, M. Richardson and van Stryland).
• The Townes Laser Institute continued its vigorous efforts to elevate advanced laser manufacturing at UCF. The creation of three new NNMI institutes for advanced manufacturing were announced in 2013. Lead by the Townes Institute, UCF submitted a concept paper together with Sematech for one of these. Although this was unsuccessful, together with USF, we have joined a north-eastern consortium for the DMDI institute. This proposal amassed some $220M in industrial and state commitments for a $70M, 5 year grant from the Army. It is one of 5 proposals being considered. A decision is expect in the new year. Also in manufacturing, UCF submitted a pre-proposal for an NSF ERC in advanced energy concepts. The Townes Institute was a co-PI to this proposal, laser additive manufacturing being the principal technology that will underpin these concepts.
• The efforts to establish a UARC in Defense Laser Technologies at Townes Institute continues. Although the proposal reached the desk of the Secretary of Defense in 2012, the change in leadership there after the election resulted in our proposal being declined. We are now mounting a new initiative for a UARC. We still have the strong support for this from DoD agencies, particularly the Army and the High Energy Laser Joint Technology Office (HEL-JTO).
• Professor M. Richardson is a member of the committee for the National Photonics Initiative. This a new initiative to elevate the status of photonics at the national level.
• Several Townes Faculty and students received awards in 2013. Zenghu Chang was elected a fellow of OSA, Prof. Martin Richardson was made a fellow of SPIE, and also was awarded the SPIE Harold E. Edgerton award. Professor Delfyett received the College Research Initiative (RIA) Award, and Prof. Abouraddy received the College Excellence in Research Award. Professor Delfyett also received the UCF 2013 Award for Excellence in Mentoring Doctoral Students and was a Commencement speaker in the Spring of 2013, Prof. Kathleen Richardson gave the I.D. Varshnei Award lecture at the Indian Ceramics Society meeting in Ahmedabad in India. Several Townes students received UCF Graduate Research Excellence Awards.
• New patents were granted to several Townes faculty including Professors Bass, Delfyett, Glebov, M. Richardson and Shah.
• Townes faculty had several papers in prestigious journals in 2013. Professors Abouraddy and M. Richardson were authors of papers in Nature Communications in 2013.