



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
**Board of Governors**

**2010 Annual Report**

**Volume II**

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# 2010 Annual Report

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**University of Central Florida**

**Data definitions are provided in the Appendices.**

**Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.**

**Section 1 - Financial Resources**

<b>TABLE 1A. University Education and General Revenues</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Recurring State Funds <i>(GR &amp; Lottery)</i>	\$269,760,030	\$276,780,762	\$259,391,171	\$230,048,412	\$235,068,926
Non-Recurring State Funds <i>(GR &amp; Lottery)</i>	\$ 11,017,719	\$ 9,731,460	\$ 9,453,441	\$ 1,546,948	\$ 2,366,025
Tuition <i>(Resident &amp; Non-Resident)</i>	\$114,149,371	\$118,308,184	\$136,190,791	\$153,543,780	\$158,499,711
Tuition Differential Fee	\$ 0	\$ 0	\$ 977,849	\$ 5,441,298	\$ 13,011,795
Other Revenues <i>(Includes Misc. Fees &amp; Fines)</i>	\$ 4,168,454	\$ 5,504,625	\$ 8,900,239	\$ 8,063,441	\$ 13,628,990
Phosphate Research Trust Fund	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Stimulus Funds	\$ 0	\$ 0	\$ 0	\$ 18,333,861	\$ 17,542,813
<b>TOTAL</b>	<b>\$399,095,574</b>	<b>\$410,325,031</b>	<b>\$414,913,491</b>	<b>\$416,977,740</b>	<b>\$440,118,260</b>

<b>TABLE 1B. University Education and General Expenditures</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Instruction/Research	\$268,445,577	\$260,135,505	\$250,467,462	\$233,596,511	\$304,664,605
Institutes and Research Centers	\$ 3,601,222	\$ 3,265,709	\$ 2,615,706	\$ 2,880,112	\$ 2,910,648
PO&M	\$ 26,856,562	\$ 26,335,790	\$ 25,324,381	\$ 26,981,444	\$ 30,574,524
Administration and Support Services	\$ 49,642,273	\$ 47,493,157	\$ 47,312,281	\$ 61,524,540	\$ 71,794,873
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library/Audio Visual	\$ 13,772,633	\$ 13,516,247	\$ 13,222,153	\$ 12,364,808	\$ 12,238,069
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Student Services	\$ 17,663,975	\$ 18,332,223	\$ 20,142,728	\$ 20,355,146	\$ 17,667,182
Intercollegiate Athletics	\$ 268,359	\$ 268,359	\$ 268,359	\$ 268,359	\$ 268,359
<b>TOTAL</b>	<b>\$380,250,601</b>	<b>\$369,346,990</b>	<b>\$359,353,070</b>	<b>\$357,970,920</b>	<b>\$440,118,260</b>

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. Also, the table does not include expenditures from funds carried forward from previous years.

**Section 1 - Financial Resources (continued)**

<b>TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
<b>Appropriated Funding per FTE</b>					
General Revenue per FTE	\$ 6,280	\$ 6,340	\$ 5,522	\$ 4,466	\$ 4,325
Lottery Funds per FTE	\$ 619	\$ 501	\$ 630	\$ 528	\$ 587
Tuition & Fees per FTE	\$ 3,299	\$ 3,251	\$ 3,287	\$ 3,626	\$ 3,868
Other Trust Funds per FTE	\$ 0	\$ 0	\$ 0	\$ 395	\$ 363
Total per FTE	\$ 10,198	\$ 10,092	\$ 9,439	\$ 9,015	\$ 9,143
<b>Actual Funding per FTE</b>					
Tuition & Fees per FTE	\$ 2,955	\$ 2,956	\$ 3,343	\$ 3,602	\$ 3,830
Total per FTE	\$ 9,854	\$ 9,797	\$ 9,495	\$ 8,992	\$ 9,104

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.

<b>TABLE 1D. University Other Budget Entities</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
<b>Auxiliary Enterprises</b>					
Revenues	\$ 102,709,020	\$ 116,951,443	\$ 132,503,561	\$ 128,038,541	\$ 165,202,101
Expenditures	\$ 91,074,388	\$ 100,487,232	\$ 107,453,881	\$ 118,336,227	\$ 155,523,146
<b>Contracts &amp; Grants</b>					
Revenues	\$ 106,800,244	\$ 114,292,031	\$ 116,181,754	\$ 107,835,863	\$ 156,219,803
Expenditures	\$ 95,430,139	\$ 108,897,931	\$ 115,897,154	\$ 112,130,008	\$ 160,545,000
<b>Local Funds</b>					
Revenues	\$ 258,838,669	\$ 283,211,296	\$ 328,391,243	\$ 388,390,432	\$ 463,842,775
Expenditures	\$ 258,038,378	\$ 282,364,032	\$ 328,576,201	\$ 398,202,043	\$ 477,478,230

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.

<b>TABLE 1E. University Total Revenues and Expenditures</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Total Revenues	\$ 867,443,507	\$ 924,779,801	\$ 991,990,049	\$1,041,242,576	\$1,225,382,939
Total Expenditures	\$ 824,793,506	\$ 861,096,185	\$ 911,280,306	\$ 986,639,198	\$1,233,664,636

**Section 1 - Financial Resources (continued)**

<b>TABLE 1F. Voluntary Support of Higher Education</b>					
	2004-05	2005-06	2006-07	2007-08	2008-09
Endowment Market Value (Thousand \$)	\$ 79,737	\$ 96,417	\$ 116,291	\$ 114,990	\$ 91,951
Annual Gifts Received (\$)	\$ 45,138,044	\$ 31,099,415	\$ 53,577,632	\$ 23,956,764	\$ 15,708,426
Percentage of Graduates Who are Alumni Donors	6.9 %	5.2 %	5.9 %	5.4 %	7.2 %

<b>TABLE 1G. University Federal Stimulus Dollars (ARRA)</b>		
	2009-10 Actual	2010-11 Estimates
Jobs Saved/ Created	\$ 19,028,697	\$ 18,204,477
Scholarships	\$ 0	\$ 0
Library Resources	\$ 0	\$ 0
Building Repairs/Alterations	\$ 0	\$ 0
Motor Vehicles	\$ 0	\$ 0
Printing	\$ 0	\$ 0
Furniture & Equipment	\$ 0	\$ 0
Information Technology Equipment	\$ 0	\$ 0
Financial Aid to Medical Students	\$ 0	\$ 0
Other	\$ 0	\$ 0

**Section 1 - Financial Resources (continued)**

<b>TABLE 1A. Medical School Education and General Revenues</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Recurring State Funds (GR & Lottery)	\$ 0	\$ 4,491,267	\$ 8,812,705	\$ 18,309,829	\$ 19,665,065
Non-Recurring State Funds (GR & Lottery)	\$ 0	\$ 47,957	\$ 0	\$ 0	\$ 1,000,000
Tuition (Resident & Non-Resident)	\$ 0	\$ 0	\$ 0	\$ 820,000	\$ 2,080,600
Tuition Differential Fee	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Revenues (Includes Misc. Fees & Fines)	\$ 0	\$ 0	\$ 0	\$ 193,549	\$ 236,585
Federal Stimulus Funds	\$ 0	\$ 0	\$ 0	\$ 694,836	\$ 661,664
<b>TOTAL</b>	<b>\$ 0</b>	<b>\$ 4,539,224</b>	<b>\$ 8,812,705</b>	<b>\$ 20,018,214</b>	<b>\$ 23,643,914</b>

<b>TABLE 1B. Medical School Education and General Expenditures</b>					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Instruction/Research	\$ 0	\$ 4,312,882	\$ 8,871,804	\$ 15,958,279	\$ 23,643,914
Institutes and Research Centers	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PO&M	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Administration and Support Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library/ Audio Visual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Student Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Intercollegiate Athletics	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
<b>TOTAL</b>	<b>\$ 0</b>	<b>\$ 4,312,882</b>	<b>\$ 8,871,804</b>	<b>\$ 15,958,279</b>	<b>\$ 23,643,914</b>

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. Also, the table does not include expenditures from funds carried forward from previous years.

**Section 1 - Financial Resources (continued)**

<b>TABLE 1D. Medical School Other Budget Entities</b>					
	<b>2006-07 Actual</b>	<b>2007-08 Actual</b>	<b>2008-09 Actual</b>	<b>2009-10 Actual</b>	<b>2010-11 Estimates</b>
<b>Auxiliary Enterprises</b>					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
<b>Contracts &amp; Grants</b>					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
<b>Local Funds</b>					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. All Contracts & Grants activities (for E&G, Health-Science Centers and IFAS) are managed and reported by each institution's Division of Sponsored Research, and are all reported in the University Other Budget Entities table.

<b>TABLE 1E. Medical School Total Revenues and Expenditures</b>					
	<b>2006-07 Actual</b>	<b>2007-08 Actual</b>	<b>2008-09 Actual</b>	<b>2009-10 Actual</b>	<b>2010-11 Estimates</b>
Total Revenues	\$ 0	\$ 4,539,224	\$ 8,812,705	\$ 20,018,214	\$ 23,643,914
Total Expenditures	\$ 0	\$ 4,312,882	\$ 8,871,804	\$ 15,958,279	\$ 23,643,914

**Section 2 - Personnel**

<b>TABLE 2A. Personnel Headcount</b>										
	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>	
	<b>Full-Time</b>	<b>Part-Time</b>								
Total Tenure/ Tenure-track Faculty	799	25	808	18	798	17	792	21	754	2
Total Non- Tenure Track Faculty	411	55	444	51	454	63	455	65	528	10
Instructors Without Faculty Status		576		592		603		617		698
Total Graduate Assistants/ Associates		1,767		1,778		1,764		1,698		1,335
Total Executive/ Administrative/ Managerial	416	1	455	8	480	5	482	8	539	7
Total Other Professional	1,178	18	1,354	24	1,414	21	1,503	25	1,300	21
Total Non- Professional	1,077	8	1,035	6	1,079	5	1,039	7	1,075	9

**Section 3 - Enrollment**

<b>TABLE 3A. University Full-Time Enrollment (FTE)</b>						
	2008-09		2009-10		2010-11	
	Funded	Actual	Funded	Actual	Funded	Estimated
<b>FLORIDA RESIDENTS</b>						
Lower	10,306	10,901	10,306	11,117	10,306	11,248
Upper	16,000	17,282	16,000	18,637	16,000	19,794
Grad I	2,627	2,611	2,627	2,983	2,627	3,110
Grad II	379	477	379	511	379	512
Total	29,312	31,271	29,312	33,248	29,312	34,663
<b>NON-FLORIDA RESIDENTS</b>						
Lower		453		458		465
Upper		485		474		505
Grad I		294		321		344
Grad II		271		280		280
Total	1,528	1,503	1,528	1,533	1,528	1,594
<b>TOTAL FTE</b>						
Lower		11,355		11,575		11,713
Upper		17,768		19,111		20,299
Grad I		2,905		3,303		3,454
Grad II		748		791		792
Total FTE (FL Definition)	30,840	32,775	30,840	34,781	30,840	36,257
Total FTE (US Definition)	41,120	43,700	41,120	46,374	41,120	48,343
<b>Headcount for Medical Doctorates</b>						
Florida Residents	0	0	40	31	100	82
Non-Residents	0	0	0	10	0	19
Total	0	0	40	41	100	101
Notes: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.						

**Section 3 - Enrollment (continued)**

<b>TABLE 3B. Enrollment by Location</b>			
	2008-09	2009-10	2010-11
	Actual	Actual	Estimated
<b>ORLANDO</b>			
Lower	10,318	10,432	10,539
Upper	11,849	12,639	13,582
Grad I	1,896	2,056	2,154
Grad II	669	666	717
<b>DAYTONA</b>			
Lower	2	1	0
Upper	374	302	314
Grad I	48	49	50
Grad II	5	6	0
<b>SANFORD/LAKE MARY</b>			
Lower	0	185	0
Upper	229	27	195
Grad I	28	0	28
Grad II	1	0	0
<b>S. LAKE/LEESBURG/OCALA</b>			
Lower	0	0	0
Upper	0	311	328
Grad I	0	0	0
Grad II	0	0	0
<b>VALENCIA WEST</b>			
Lower	0	0	0
Upper	147	199	210
Grad I	13	16	17
Grad II	0	1	0
<b>OSCEOLA/S. ORLANDO</b>			
Lower	0	0	0
Upper	105	97	102
Grad I	7	15	17
Grad II	0	0	0

Section 3 - Enrollment (continued)

TABLE 3B. Enrollment by Location (continued)			
<b>COCOA</b>			
Lower	1	0	0
Upper	353	351	367
Grad I	41	31	32
Grad II	3	3	0
<b>PALM BAY</b>			
Lower	0	0	0
Upper	153	149	155
Grad I	5	19	19
Grad II	1	1	0
<b>ROSEN COLLEGE</b>			
Lower	404	392	410
Upper	946	1,060	1,111
Grad I	37	33	41
Grad II	7	7	0
<b>REGIONAL OFF (INCLUDES ALL REGIONAL-OFF AND WEB)</b>			
Lower	0	287	301
Upper	0	1,804	1,894
Grad I	0	172	177
Grad II	0	3	0
<b>ORLANDO OFF CAMPUS (INCLUDES EXPO CENTER AND DOWNTOWN)</b>			
Lower	322	461	463
Upper	1,822	2,009	2,040
Grad I	754	910	919
Grad II	57	74	74

Section 4 - Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2009-2010					
Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Architecture	04.0201	Bachelor's	11/18/2009	FALL 2010	
Athletic Training	51.0913	Bachelor's	09/17/2009	FALL 2010	
<b>Terminated Programs</b>					
Cardiopulmonary Sciences (RespTher)	51.0908	Bachelor's	07/23/2009	FALL 2009	
Electronic Engineering Technology	15.0303	Bachelor's	07/23/2009	FALL 2009	
Information Systems Technology	15.1202	Bachelor's	07/23/2009	FALL 2009	
Mechanical Eng-Related Technology (15.0202)	15.0899	Bachelor's	07/23/2009	FALL 2009	
Mgmt Info Systems/Busi Data Proc.	52.1201	Bachelor's	07/23/2009	FALL 2009	
Radiologic (Med) Tech	51.0907	Bachelor's	07/23/2009	FALL 2009	
<b>Suspended Programs</b>					
Actuarial Science	52.1304	Bachelor's	7/23/2009		Courses offered through Spring 2011
<b>New Programs Considered By University But Not Approved</b>					
Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2009 and May 4, 2010. <b>New Programs</b> are proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. <b>Terminated Programs</b> are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. <b>Suspended Programs</b> are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.					

**Section 4 - Undergraduate Education (continued)**

<b>TABLE 4B. First-Year Persistence Rates</b>					
<b>Term of Entry</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
Cohort Size <i>Full-time FTIC</i>	5,753	6,084	6,399	6,359	6,144
<b>From Same University</b>					
% Still Enrolled	83.9%	82.7%	85.0%	86.5%	87.8%

<b>TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students</b>					
<b>Term of Entry</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>
Cohort Size <i>Full-time FTIC</i>	4,604	4,970	5,330	5,678	5,753
<b>6 - Year Rates</b>					
<b>From Same University</b>					
% Graduated	57.2%	58.5%	62.8%	62.9%	63.1%
% Still Enrolled	5.9%	5.9%	5.4%	5.6%	5.4%
% Success Rate	63.1%	64.3%	68.2%	68.5%	68.5%

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)**

<b>TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students</b>					
<b>Term of Entry</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>
Cohort Size <i>Full- &amp; Part-time</i>	4,852	5,286	5,624	5,943	5,954
<b>4 - Year Rates</b>					
<b>From Same University</b>					
% Graduated	29.4%	30.0%	31.8%	33.1%	34.0%
% Still Enrolled	37.0%	38.2%	39.8%	38.3%	37.4%
<b>From Other SUS University</b>					
% Graduated	1.9%	1.8%	2.3%	1.8%	2.2%
% Still Enrolled	5.7%	5.4%	5.6%	5.4%	5.7%
<b>From State University System</b>					
% Graduated	31.3%	31.8%	34.1%	35.0%	36.3%
% Still Enrolled	42.7%	43.5%	45.5%	43.7%	43.1%
% Success Rate	73.9%	75.4%	79.6%	78.7%	79.4%
<b>6 - Year Rates</b>					
<b>From Same University</b>					
% Graduated	56.5%	57.8%	62.1%	62.3%	62.7%
% Still Enrolled	5.9%	6.1%	5.4%	5.8%	5.4%
<b>From Other SUS University</b>					
% Graduated	6.0%	5.5%	6.4%	5.7%	4.8%
% Still Enrolled	3.3%	3.0%	2.3%	2.7%	3.5%
<b>From State University System</b>					
% Graduated	62.4%	63.4%	68.5%	68.0%	67.5%
% Still Enrolled	9.2%	9.1%	7.8%	8.5%	8.9%
% Success Rate	71.7%	72.5%	76.3%	76.5%	76.4%

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)**

<b>TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students</b>					
<b>Term of Entry</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>
Cohort Size <i>Full- &amp; Part-time</i>	2,858	2,862	2,861	2,719	2,849
<b>2 - Year Rates</b>					
<b>From Same University</b>					
% Graduated	35.4%	32.5%	34.7%	31.3%	31.3%
% Still Enrolled	48.7%	52.8%	50.3%	50.5%	51.6%
<b>From Other SUS University</b>					
% Graduated	0.2%	0.1%	0.2%	0.1%	0.2%
% Still Enrolled	1.7%	1.6%	1.3%	1.4%	1.9%
<b>From State University System</b>					
% Graduated	35.6%	32.6%	34.9%	31.5%	31.5%
% Still Enrolled	50.4%	54.4%	51.6%	51.9%	53.5%
% Success Rate	86.0%	87.0%	86.5%	83.4%	85.0%
<b>4 - Year Rates</b>					
<b>From Same University</b>					
% Graduated	68.1%	69.0%	70.4%	64.0%	65.9%
% Still Enrolled	8.2%	8.1%	7.9%	9.2%	7.9%
<b>From Other SUS University</b>					
% Graduated	1.6%	1.3%	1.3%	1.3%	1.0%
% Still Enrolled	1.1%	1.1%	1.2%	1.4%	2.0%
<b>From State University System</b>					
% Graduated	69.7%	70.4%	71.8%	65.3%	66.9%
% Still Enrolled	9.2%	9.2%	9.1%	10.6%	9.9%
% Success Rate	79%	79.6%	80.8%	75.8%	76.8%
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)**

<b>TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students</b>					
<b>Term of Entry</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
Cohort Size <i>Full- &amp; Part-time</i>	1214	1327	1470	1103	2208
<b>5 - Year Rates</b>					
<b>From Same University</b>					
% Graduated	65.7%	62.8%	62.2%	66.7%	66.5%
% Still Enrolled	3.7%	4.3%	5.0%	4.1%	4.2%
<b>From Other SUS University</b>					
% Graduated	3.6%	2.9%	2.5%	3.4%	2.2%
% Still Enrolled	2.3%	1.7%	1.0%	1.5%	1.6%
<b>From State University System</b>					
% Graduated	69.3%	65.7%	64.8%	70.1%	68.8%
% Still Enrolled	6.0%	6.0%	5.9%	5.6%	5.8%
% Success Rate	75.3%	71.7%	70.7%	75.7%	74.5%
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.					

<b>TABLE 4G. Baccalaureate Degrees Awarded</b>					
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Baccalaureate Degrees	8,057	8,478	9,007	9,373	9,969

<b>TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis</b>					
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Education	144	134	151	174	146
Health Professions	481	497	578	565	664
Science, Technology, Engineering, and Math	1,316	1,328	1,397	1,394	1,484
Security and Emergency Services	353	383	416	396	375
Globalization	299	355	338	385	456

**Section 4 - Undergraduate Education (continued)**

<b>TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups</b>					
	2005-06	2006-07	2007-08	2008-09 <small>BASELINE YEAR</small>	2009-10
<b>Non-Hispanic Black</b>					
Number of Baccalaureate Degrees	623	654	721	753 <small>Increase*</small>	852
Percentage of All Baccalaureate Degrees	8.2%	8.2%	8.0%	8.5% <small>Increase*</small>	9.1%
<b>Hispanic</b>					
Number of Baccalaureate Degrees	925	1,058	1,069	1,163 <small>Increase*</small>	1,296
Percentage of All Baccalaureate Degrees	12.1%	13.2%	11.9%	13.2% <small>Increase*</small>	13.9%
<b>Pell-Grant Recipients</b>					
Number of Baccalaureate Degrees	2,683	2,701	2,781	2,953 <small>Increase*</small>	3,284
Percentage of All Baccalaureate Degrees	34.0%	32.5%	31.4%	32% <small>Maintain*</small>	33.4%
<p>Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.</p> <p><small>Note*: Directional goals for the 2012-13 year as reported in the 2010 University Workplan.</small></p>					

<b>TABLE 4J. Baccalaureate Completion Without Excess Credit Hours</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	67.0%	65.5%	63.9%	64.9%	60.2%

<b>TABLE 4K. Undergraduate Course Offerings</b>					
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number of Course Sections	3,055	3,142	3,031	2,984	3,161
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	50.7%	52.1%	49.4%	47.2%	48.8%
30 to 49 Students	28.2%	25.7%	25.1%	28.2%	26.2%
50 to 99 Students	15.3%	16.3%	19.2%	17.8%	17.8%
100 or More Students	5.8%	5.9%	6.4%	6.9%	7.2%

**Section 4 - Undergraduate Education (continued)**

<b>TABLE 4L. Faculty Teaching Undergraduates</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
<b>Percentage of Credit Hours Taught by:</b>					
Faculty	74.7%	75.8%	78.3%	77.5%	78.5%
Adjunct Faculty	17.6%	16.4%	15.5%	16.9%	16.3%
Graduate Students	5.0%	5.7%	5.7%	4.8%	4.3%
Other Instructors	2.7%	2.1%	0.5%	0.7%	0.9%
<p>Note: 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.</p>					

<b>TABLE 4M. Undergraduate Instructional Faculty Compensation</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$ 83,253	\$ 84,994	\$ 89,183	\$ 85,701	\$ 85,799
<p>Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.</p>					

<b>TABLE 4N. Student/Faculty Ratio</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
Student-to-Faculty Ratio	27	27.8	28.8	29.9	30.9
<p>Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).</p>					

<b>TABLE 4O. Professional Licensure Exams - Undergraduate Programs</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
<b>Nursing: National Council Licensure Examination for Registered Nurses</b>					
Examinees	153	188	215	204	220
Pass Rate	94.8%	93.1%	87%	95.1%	98.2%
National Benchmark	86.7%	88.3%	86.4%	87.5%	89.5%

**Section 4 - Undergraduate Education (continued)**

<b>TABLE 4P. Tuition Differential Fee</b>			
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11 Projected</b>
Total Revenues Generated By the Tuition Differential	\$ 977,849	\$ 5,441,298	\$ 13,011,795
Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues	553	2,847	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	531	557	
Number of Students Eligible for FSAG	5,266	5,177	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	0	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	0	0	

**Section 5 - Graduate Education**

<b>TABLE 5A. Graduate Degree Program Changes in AY 2009-2010</b>						
<b>Title of Program</b>	<b>Six-digit CIP Code</b>	<b>Degree Level</b>	<b>Date of UBOT Action</b>	<b>Starting Or Ending Term</b>	<b>Date of Board of Governors Action</b>	<b>Comments</b>
<b>New Programs</b>						
Real Estate	52.1501	Master's	09/17/2009	SPRING 2010		
Teacher Leadership	13.0404	Master's	11/19/2009	FALL 2009		
<b>Terminated Programs</b>						
Engineering Tech	15.0000	Master's	07/23/2009	FALL 2009		
Mgmt Info Systems/Busi Data Proc.	52.1201	Master's	07/23/2009	FALL 2009		
<b>Suspended Programs</b>						
Economics	45.0601	Research Doctorate		FALL 2010		Reactivation pending faculty hires
Economics	52.0601	Master's		FALL 2010		Reactivation pending faculty hires
<b>New Programs Considered By University But Not Approved</b>						
<p>Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2009 and May 4, 2010. <b>New Programs</b> are proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. <b>Terminated Programs</b> are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. <b>Suspended Programs</b> are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.</p>						

**Section 5 - Graduate Education (continued)**

<b>TABLE 5B. Graduate Degrees Awarded</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
Masters and Specialist	1,858	1,857	1,923	1,869	1,960
Research Doctoral	177	212	206	192	231
Professional Doctoral	0	0	0	0	29
a) Medicine	0	0	0	0	0
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.					

<b>TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis</b>					
	2005-06	2006-07	2007-08	2008-09	2009-10
Education	183	104	121	179	186
Health Professions	140	180	213	175	195
Science, Technology, Engineering, and Math	509	494	545	519	562
Security and Emergency Services	120	104	93	83	75
Globalization	20	13	16	28	36

**Section 6 - Research and Economic Development**

<b>TABLE 6A. Research and Development</b>					
	2004-05	2005-06	2006-07	2007-08	2008-09
<b>R&amp;D Awards</b>					
Federally Funded Awards (Thousand \$)					\$ 60,207
Total Awards (Thousand \$)					\$101,516
<b>R&amp;D Expenditures</b>					
Federally Funded Expenditures (Thousand \$)	\$ 41,595	\$ 41,284	\$ 60,735	\$ 68,806	\$ 73,736
Total Expenditures (Thousand \$)	\$ 121,699	\$ 122,879	\$ 141,140	\$ 147,092	\$ 148,803
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$ 155,625	\$ 153,791	\$ 174,678	\$ 184,326	\$ 187,883
<b>Technology Transfer</b>					
Invention Disclosures	142	114	106	93	83
Total U.S. Patents Issued	29	30	26	57	41
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	37	38	32	74	0
Total Number of Licenses/Options Executed	6	17	8	6	5
Total Licensing Income Received (\$)	\$ 163,955	\$ 730,398	\$ 1,226,758	\$ 327,176	\$ 640,008
Total Number of Start-Up Companies	2	4	3	2	3
Note: Awards and 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). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.					

Section 6 - Research and Economic Development (continued)

TABLE 6B. Centers of Excellence			
Name of Center:	UCF Florida Photonics Center of Excellence	Cumulative (since inception to June 2010)	Fiscal Year 2009-10
Year Created:	2003		
<b>Research Effectiveness</b> <i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For	383	71	
Value of Competitive Grants Applied For (\$)	\$148,881,312	\$34,596,404	
Number of Competitive Grants Received	197	52	
Value of Competitive Grants Received (\$)	\$50,280,998	\$7,328,169	
Total Research Expenditures (\$)	\$46,570,686	\$6,275,031	
Number of Publications in Refereed Journals From Center Research	163	66	
Number of Invention Disclosures	67	24	
Number of Licenses/Options Executed	4	1	
Licensing Income Received (\$)	\$181,250	\$0	
<b>Collaboration Effectiveness</b> <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions	29	0	
Collaborations with Private Industry	45	0	
Collaborations with K-12 Education Systems/Schools	14	0	
Undergraduate and Graduate Students Supported with Center Funds	0	0	
<b>Economic Development Effectiveness</b>			
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	60	0	
Specialized Industry Training and Education	2	0	
Private-sector Resources Used to Support the Center's Operations	\$0	\$0	
<b>Narrative Comments:</b>			
The Florida Photonics Center of Excellence's (FPCE) \$10 million 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 ~\$15 million of capital equipment serving faculty, industry, and external organizations). Since 2003, FPCE has invigorated photonics research, supported many partnership projects with Florida industry, resulted in more than 65 patent disclosures with some leading to spinoffs, and generated research grants totaling more than \$50 million. Efforts in building up the biophotonics program, which were seeded by the FPCE grant, are currently being vigorously pursued.			

Section 6 - Research and Economic Development (continued)

TABLE 6B. Centers of Excellence			
Name of Center:	UCF Florida Photonics Center of Excellence - Laser Technology Initiative	Cumulative (since inception to June 2010)	Fiscal Year 2009-10
Year Created:	2006		
<b>Research Effectiveness</b> <i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For	122	88	
Value of Competitive Grants Applied For (\$)	\$68,348,394	\$63,586,433	
Number of Competitive Grants Received	72	45	
Value of Competitive Grants Received (\$)	\$10,770,830	\$8,526,686	
Total Research Expenditures (\$)	\$5,127,046	\$3,092,016	
Number of Publications in Refereed Journals From Center Research	79	54	
Number of Invention Disclosures	22	15	
Number of Licenses/Options Executed	0	0	
Licensing Income Received (\$)	\$0	\$0	
<b>Collaboration Effectiveness</b> <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions	9	3	
Collaborations with Private Industry	8	3	
Collaborations with K-12 Education Systems/Schools	0	0	
Undergraduate and Graduate Students Supported with Center Funds	5	5	
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies with a physical presence, or employees, in Florida	2	0	
Jobs Created By Start-Up Companies Associated with the Center	10	0	
Specialized Industry Training and Education	2	0	
Private-sector Resources Used to Support the Center's Operations	\$500,000	\$300,000	
<b>Narrative Comments:</b>			

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

TABLE 6C. State University Research Commercialization Assistance Grants		
Project Name by Type of Grant	Cumulative	
	Awards	Expenditures
<b>Phase I Grants</b>		
Industrial Scale Production of Low Cost Enzymes for Cellulosic Ethanol	\$ 40,500	\$ 39,026
MyCaseSpace	\$ 25,000	\$ 25,000
Microfluidic Chips	\$30,000	\$14,141
<b>Phase II Grants</b>		
SimVroom	\$ 25,000	\$ 24,413
<b>Phase III Grants</b>		
LP Photonics	\$184,294	\$160,742
<b>Total for all SURCAG Grants</b>	<b>\$ 304,794</b>	<b>\$263,322</b>
<b>Narrative Comments: For each project, provide a brief update on (1) the project’s progress towards completing its key milestones/deliverables; and (2) the project’s return on investment for the university and state.</b>		
<p><b>Industrial Scale Production of Low Cost Enzymes for Cellulosic Ethanol:</b> A portion of the funds from this award allowed us to develop a new licensing approach and license agreement template for the cellulosic enzyme technology. In addition, some of the funds were used to purchase subscriptions to databases that helped to improve our institution-wide process by allowing us to access industry financial and market intelligence information. Also, a portion of the funds was used to pay a marketing assistant to build a portfolio of technology summaries that we advertised to prospective licenses. These funds allowed us to enhance our commercialization process.</p> <p><b>MyCaseSpace:</b> Funding from this award was used to facilitate commercialization of the MyCaseSpace technology. A consultant was hired to assess the marketing potential of MyCaseSpace and several conferences were attended to present the MyCaseSpace technology. The presentations were able to obtain market and business development feedback. To date, MyCaseSpace has struggled to make headway in the marketplace.</p> <p><b>Microfluidic Chips:</b> A portion of the funds from this award allowed us to establish a relationship with Boston Microfluidics. This relationship was critical to better understanding and exploring the specific markets in which UCF’s microfluidics technology can be used. Funds were also used to pay Marketing Associates to review market studies, technology summaries and attend international conferences to market our microfluidics technology; ultimately enhancing our commercialization process.</p> <p><b>SimVroom:</b> We are in the process of setting the foundation of opening up our Real World Laboratory, defining the partnerships, funding, and facility to begin the product development of the SimVroom product. The focus of the Real World Laboratory would be to help advance community learning centers to provide more viable content with more depth and breadth that also engaged visitors with real, relevant, and relational educational opportunities. We look forward to an eventful opening of the Real World Laboratory within a civic institution and the jump start production of our first product model for public consumption.</p> <p><b>LP Photonics:</b> This Phase III award was made to UCF to aid the establishment of a new company developing technology associated with next-generation lithography for mass computer chip fabrication.</p>		

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

TABLE 6D. 21st Century World Class Scholars Program						
World Class Scholar(s)	Scholar’s Field	Grant Dollars		Report the cumulative activity since each scholar’s award.		
		Amount Awarded (Thousand \$)	Cumulative Amount Expended (Thousand \$)	External Research Awards (Thousand \$)	Patents Filed / Issued	Licensing Revenues Generated (\$)
Marwan Simaan		\$ 1,000	\$ 259	\$ 451	0	\$ 0
Dr. van der Wedie replacement		\$ 1,000	\$ 0	\$ 0	0	\$ 0
<b>TOTAL</b>		<b>\$ 2,000</b>	<b>\$ 259</b>	<b>\$ 451</b>	<b>0</b>	<b>\$ 0</b>
<b>Narrative Comments</b>						
<p><b>Marwan Simaan:</b> In regards to the State’s return on the investment, since joining UCF Dr. Simaan received \$551,219 in research grants from the National Science Foundation for the following 4 projects: (1) Patient-Adaptive Feedback Control of Rotary Heart Assist Devices (\$193,328); (2) An Exploratory and Radically Different Approach for Control of a Tandem Hot Metal Strip Rolling Process for Product Quality Improvement (\$123,979); (3) Patient-Adaptive Feedback Control of Rotary Heart Assist Devices- Supplement (\$33,963); (4) Game and Teaming Strategies for Networked Systems (\$199,949). Additionally, he published 10 refereed journal papers, and 13 Conference papers (available upon request).</p> <p>Since joining UCF, Dr. Simaan served and represented UCF on numerous National and International professional committees within the National Academy of Engineering, the National Science Foundation, the American Association for the Advancement of Science, the Institute of Electrical and Electronics Engineers and others. He also successfully nominated several UCF faculty members to Fellowship in the American Association for the Advancement of Science and membership in the Frontiers of Engineering Program of the National Academy of Engineering. In January 2009 Dr. Simaan was appointed interim Dean and in January 2010 he was appointed Dean of the College of Engineering and Computer Science at UCF. In this UCF leadership position he is now responsible for the administration of the College including instruction, research program development, personnel, and budget. The college is among the 10 largest in the country with four major departments and around 5800 undergraduate and 1300 graduate students, 110 Faculty members and 85 Staff associates.</p> <p><b>Dr. van der Weide replacement:</b> As per our 21st Century Scholar proposal, we placed BOG award funds in an endowment account with the UCF Foundation for the purpose of establishing a Chaired Professorship in the Center for Research and Education in Optics and Lasers. Specifically, UCF placed a total of \$1 M in an account for use as startup funds for the proposed Scholar. We had extensive, good faith, negotiations with a candidate for the position from the University of Wisconsin. This candidate accepted our offer, but requested a delay prior to his arrival to clear obligations that he had at his institution, which was granted. At the end of the requested period, however, the candidate again requested a delay due to family issues, and also requested that he be allowed to remain at his home institution part time for an indefinite period. Finally we decided that these repeated delays were not converging to an acceptable conclusion for the university so the offer was withdrawn. During this same period, the nation’s economy crashed and the value of the endowment severely dropped, thus making it impossible to recruit a top scholar for the 21st Century Scholar position. The endowment has increased in value during the past year, but is still below the level that would allow income to support the position. We intend to resume recruiting for a 21st Century Scholar when the endowment recovers. Board of Governor’s staff note: The University is being advised that it needs to hire a faculty member in the discipline associated with the original award by Fall 2011.</p>						

**State University System of Florida  
2010 Annual Report Data Definitions**

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2010 Annual Report Data Definitions

Section 1 - Financial Resources

Section 1 - Financial Resources	
Table 1A. E&G Revenues	
<b>Recurring State Funds</b> <b>*REVISED</b>	Definition: State recurring funds include general revenue and lottery education and 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: Final Amendment Package (Total E&G & Lottery minus Non-Recurring - see below)
<b>Non-Recurring State Funds</b> <b>*REVISED</b>	Definition: State non-recurring funds include general revenue and lottery education and 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 annual Allocation Summary document <b>and all other Non-Recurring Budget Amendments allocated later in the fiscal year.</b>
<b>Tuition (Resident / Non-Resident)</b>	Definition: Actual tuition revenues collected from resident and non-resident students. Source: Operating Budget, Report 625 - Schedule I-A
<b>Tuition Differential Fee</b>	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 - Schedule I-A
<b>Other Fees</b>	Definition: 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
<b>Phosphate Research Trust Fund</b>	Definition: State appropriation for the Institute of Phosphate Research at the University of South Florida. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Fund and Operations & Maintenance Trust Fund are provided by the University of Florida and included as 'Other Operating Trust Funds' Source: Final Amendment Package
<b>Federal Stimulus Funds</b>	Definition: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. Source: Final Amendment Package
Table 1B. E&G Expenditures	
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. Also, the table does not include expenditures from funds carried forward from previous years.	
<b>Instruction &amp; Research</b>	Definition: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research;

	academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Institutes &amp; Centers</b>	Definition: Includes state services related to research organizations designed for mission-oriented, fundamental, and applied research projects. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>PO&amp;M</b>	Definition: 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 Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Administration &amp; Support Services</b>	Definition: 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).
<b>Radio/TV</b>	Definition: Services related to the operation and maintenance of public broadcasting which is intended for the general public. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Library/Audio Visual</b>	Definition: Expenditures include state services related to collecting, cataloging, storing, and distributing library materials. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Museums &amp; Galleries</b>	Definition: Expenditures related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects at the UF Florida State Museum & Harn Museum; FSU Ringling Museum; FAMU Black Archives Museum; USF Contemporary Art Museum; FIU Wolfsonian Museum; and UWF Historic Preservation Board. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Student Services</b>	Definition: 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. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Teaching Hospitals &amp; Allied Clinics</b>	Definition: Includes resources related to services that benefit patients directly through faculty physicians, or indirectly through consulting, laboratory, or other services usually performed by a hospital or clinic. Includes only the clinical portions of a teaching hospital or veterinary clinic, and does not include instruction, research, or administration. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
<b>Intercollegiate Athletics</b>	Definition: Includes expenditures associated with Title IX activities and compliance. Source: Operating Budget, manual submission.

Table 1C. State Funding per Student	
<b>Appropriated Funding per FTE</b>	<p>Definition: Education &amp; General appropriations (includes the tuition and fees <u>budget authority</u> appropriated by the Legislature) are divided by total actual FTE students. Only state-fundable credit hours are used. To allow for national comparisons, FTE students for this metric uses the standard IPEDS definition of a FTE student, equal to 30 credit hours for undergraduate students and 24 for graduate students. 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&amp;G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&amp;G activities are not included here (see Board of Governors Regulation 7.003).</p> <p>Sources: Education &amp; General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment)</p>
<b>Actual Funding per FTE</b> <b>*NEW</b>	<p>Definition: This data is the same as the above appropriated funding per FTE with the exception that this includes the tuition and fees <u>actually collected</u> (rather than budget authority).</p> <p>Sources: Education &amp; General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment), and Operating Budget, Report 625 – Schedule I-A</p>
Table 1D. Other Budget Entities	
<b>Contracts &amp; Grants</b>	<p>Definition: Resources received from federal, state or private sources for the purposes of conducting research and public service activities. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615.</p>
<b>Auxiliary Enterprises</b>	<p>Definition: Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615.</p>
<b>Local Funds</b>	<p>Definition: Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, and technology fee. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615. (Self Insurance is a manual submission and has not been included).</p>
Table 1E. Total Revenues and Expenditures	
<b>Total Revenues and Expenditures</b>	This is a sum of all revenues and expenditures for each university, health-science center and IFAS.
Table 1F. Voluntary Support for Higher Education	
<b>Endowment Market Value</b>	<p>Definition: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).</p> <p>Source: NACUBO Endowment Study (or using NACUBO definitions for institutions that do not participate in that survey)</p>

<b>Annual Gifts Received</b>	<p>Definition: 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 <a href="http://www.cae.org/vse">www.cae.org/vse</a>.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
<b>Percentage of Alumni Who Are Donors</b>	<p>Definition: 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.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
Section 2 - Personnel	
<b>Tenure/ Tenure-Track Faculty</b>	<p>Definition: All tenured and all tenure-track faculty (including medical schools) for the combined instruction, research, and public service functional categories.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Not on Tenure Track Faculty</b>	<p>Definition: All non-tenure-track faculty (including medical school) for the combined instruction, research, and public service functional. This includes adjunct faculty and faculty on multi-year contracts.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Without Faculty Status</b> <b>*NEW</b>	<p>Definition: All personnel without faculty status (including medical school) for all functional categories: Primary instruction + Instruction/ research/public service + Primarily research + Primarily public service). Individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility should be reported as Primarily research in the Not on tenure track column. A postdoctoral research associate, because they do not have faculty status, would be reported as Primarily research in the Without faculty status.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Graduate Assistants/ Associates</b>	<p>Definition: Total graduate assistants</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
<b>Executive/ Administrative/ Managerial</b>	<p>Definition: Total executive/administrative and managerial positions regardless of faculty status</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>

<b>Other Professional</b>	Definition: Total other professional positions (support/ service) regardless of faculty status Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
<b>Non-Professional</b>	Definition: Total non-professional positions Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
<b>Section 3 – Enrollment &amp; Space</b>	
<b>Table 3A . University Full-time Enrollment (FTE)</b>	
<b>Table 3A . FTE Enrollment - Funded</b>	Definition: This metric reports the funded enrollment as reported in the General Appropriations Act and set by the legislature. Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: General Appropriations Act (with Graduate detail provided in annual Allocation Summary document – Section: Instruction and Research. Link: <a href="http://www.flbog.org/about/budget/allocation_summary.php">http://www.flbog.org/about/budget/allocation_summary.php</a> )
<b>Table 3A . FTE Enrollment - Actual</b>	Definition: This metric reports the actual enrollment as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: SUS Student Instruction File
<b>Table 3A . FTE Enrollment - Estimated</b>	Definition: This metric reports the estimated enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: SUS Enrollment Plans
<b>Table 3B. Enrollment by Location</b>	
<b>Table 3B. FTE Enrollment - Actual</b>	Definition: This metric reports the actual enrollments for each distinct location (main, branch, site, regional campus) with more than 150 FTE (state fundable credit hours) as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Source: SUS Student Instruction File
<b>Table 3B. FTE Enrollment - Estimated</b>	Definition: This metric reports the estimated enrollments for each distinct location (main, branch, site, regional campus) with more than 150 FTE (state fundable credit hour) as reported by Universities to the Board of Governors in their Enrollment Plans. Source: SUS Enrollment Plans
<b>Table 3C. Space Utilization</b>	
<b>Table 3C. Instructional Space Utilization Rate</b> <b>*SCHEDULED FOR THE 2011 REPORT</b>	<b>UPDATE: Board of Governors and university staff are currently conducting an analysis of how space utilization is calculated. Until the analysis is complete, no space utilization data will be included in the Annual Report.</b>
<b>Section 4 - Undergraduate Education Data</b>	
<b>Table 4A. Baccalaureate Degree Program Changes in AY 2009-10</b>	<b>New Programs</b> - Proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. Do not include new majors or concentrations added under an existing degree program CIP Code.

	<p><b>Terminated Programs</b> - Degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Do 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.</p> <p><b>Suspended Programs</b> - Degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Do 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.</p> <p><b>New Programs Considered by University, But Not Approved</b> - Include 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. Do not include new majors or concentrations added under an existing degree program CIP Code. Source: University Submission. This table reports the program changes between May 5, 2009 and May 4, 2010.</p>
<b>Table 4B. First-Year Persistence Rates</b>	Definition: The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the second year. Source: SUS Retention File
<b>Table 4C. Federal Undergraduate Progression and Graduation Rates for FTIC Students</b> <b>*NEW</b>	Definition: Includes all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or students enrolled in the fall term who attended college for the first time in the prior summer term. The federal rate does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the Student Right to Know Act that requires institutions to report the completion status at 150% of normal time. Source: SUS Retention file
<b>Table 4D. SUS Undergraduate Progression and Graduation Rates for FTIC Students</b>	Definition: 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. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the fourth year or later. Source: SUS Retention File
<b>Table 4E. SUS Undergraduate Progression and Graduation Rates for AA Transfer Students</b>	Definition: 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. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in

	the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the second year or later. Source: SUS Retention File
<b>Table 4F. SUS Undergraduate Progression and Graduation Rates for Other Students</b>	Definition: Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of this initial cohort that has graduated or is still enrolled in the fifth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled in the fifth year or later. Source: SUS Retention File
<b>Table 4G. Baccalaureate Degrees</b>	Definition: This is a count of baccalaureate degrees granted. 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. <b>Technical note:</b> Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term: <ul style="list-style-type: none"> <li>Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one;</li> <li>One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one.</li> </ul> Source: SUS Degrees Awarded
<b>Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis</b>	Definition: 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. So, a student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be double-counted (i.e., double-majors are included). <b>Technical notes:</b> This metric counts every record with a value greater than zero in the Fraction of Degree (field #01083) regardless of whether the Major Indicator (field #02015) is one, two, or three. If the Fraction of Degree is greater than one, then the record will count as two degrees within that particular six-digit CIP code. Source: SUS Degrees Awarded
<b>Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups</b>	
<b>Table 4I. Non-Hispanic Black Students &amp; Hispanic Students</b>	<b>Number of Baccalaureate Degrees</b> Definition: These metrics count the number of baccalaureate degrees granted to non-Hispanic black students and Hispanic students. These metrics 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. <b>Technical note:</b> Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term: <ul style="list-style-type: none"> <li>Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one;</li> <li>One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one.</li> </ul> Source: SUS Degrees Awarded

	<b>Percentage of All Baccalaureate Degrees</b>	Definition: The number of baccalaureate degrees awarded to non-Hispanic black students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: SUS Degrees Awarded
<b>Table 4I. Pell Recipients</b>  <b>*REVISED</b>	<b>Number of Baccalaureate Degrees</b>	Definition: The number of baccalaureate degrees granted to Pell recipients, financial aid award code “001”. A Pell recipient is defined as a student who received Pell from <u>any</u> SUS institution within six years of graduation. This metric does not include students classified as Non-Resident Alien (#01044). 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. <b>Technical note:</b> Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term: <ul style="list-style-type: none"> <li>Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one;</li> <li>One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one.</li> </ul> Source: SUS Degrees Awarded File and Student Financial Aid File
	<b>Percentage of All Baccalaureate Degrees</b>	Definition: The number of baccalaureate degrees awarded to Pell recipients as listed above is divided by the total degrees awarded excluding those awarded to non-resident aliens, who are not eligible for Pell grants. Source: SUS Student Instruction File and Student Financial Aid File
<b>Table 4J. % of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree</b>		Definition: This table reports the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida. This metric is aligned with the calculation used in past legislative accountability reports and performance funding calculations. Source: SUS Hours to Degree File
<b>Table 4K. Number of Undergraduate Course Sections</b>		Definition: The Common Data Set (CDS) definition will be used. 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. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.” Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students. Source: Common Data Set

<b>Table 4L. Faculty Teaching Undergraduates</b>	Definition: The total number of undergraduate 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. Source: Instruction and Research Data File
<b>Table 4M. Undergraduate Instructional Faculty Compensation</b>	Definition: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. Source: Instruction and Research Data File
<b>Table 4N. Student-Faculty Ratio</b>	Definition: This definition will be consistent with Common Data Set (CDS) reporting. 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. Source: Common Data Set
<b>Table 4O. Professional Licensure Exams - Undergraduate Programs</b>	
<b>Nursing: NCLEX</b>	Definition: 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. Sources: Florida Department of Health: <a href="http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html">http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html</a> ; National Council of State Boards of Nursing: <a href="https://www.ncsbn.org/1237.htm">https://www.ncsbn.org/1237.htm</a>
<b>Teaching: FTCE - Professional Education Exam *SCHEDULED FOR THE 2011 REPORT</b>	Definition: Average pass rate for first-time examinees on the Florida Teacher Certification Examination (FTCE) - Professional Education Examination are based on the performance of cohorts of students in state-approved initial educator preparation programs. Results are based on scores earned in the senior year or up to one year after graduating. State benchmark data is based on Jan-Dec FTCE-Professional Education exam results for all first-time examinees. Source: Florida Department of Education
<b>Teaching: FTCE - Subject Area Exams (Aggregated) *SCHEDULED FOR THE 2011 REPORT</b>	Definition: Average pass rate for first-time examinees on the Florida Teacher Certification Examination (FTCE) - Subject Area Examinations are based on the performance of cohorts of students in state-approved initial educator preparation programs. Results are based on scores earned in the senior year or up to one year after graduating. State benchmark data is based on Jan-Dec FTCE-Professional Education exam results for all first-time examinees. Source: Florida Department of Education

<b>Table 4P. Tuition Differential Fee</b>	
<b>Total Revenues Generated By the Tuition Differential</b>	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 - Schedule I-A
<b>Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues *NEW</b>	Definition: This reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. Source: Tuition Differential Proposals as submitted to the Board of Governors.
<b>Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award) *NEW</b>	Definition: This reports the arithmetic mean for the amount each student (as defined above) received in awards funded by tuition differential revenues. Source: Tuition Differential Proposals as submitted to the Board of Governors.
<b>Number of Prepaid Tuition Scholarship Recipients *NEW</b>	Definition: Total annual unduplicated count of undergraduates at the institution who purchased a Prepaid Tuition Scholarship. Source: Prepaid College Board (We plan to include a flag in the data provided to Universities.)
<b>Number of Students Eligible for FSAG</b>	Definition: 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. Source: University submits this data based on their Student Financial Aid files.
<b>Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential</b>	Definition: 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. Source: University submits this data based on their Student Financial Aid files.
<b>Value of Tuition Differential Waivers Provided to FSAG-Eligible Students</b>	Definition: Value of all tuition differential fee waivers received by FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver. Source: University submits this data based on their Student Financial Aid files.
<b>Section 5 - Graduate Education Data</b>	
<b>Table 5A. Graduate Degree Program Changes in AY 2009-10</b>	<b>New Programs</b> - Proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. Do not include new majors or concentrations added under an existing degree program CIP Code. <b>Terminated Programs</b> - Degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Do 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. <b>Suspended Programs</b> - Degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Do not include majors or concentrations suspended

	<p>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.</p> <p><b>New Programs Considered by University, But Not Approved</b> – Include 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. Do not include new majors or concentrations added under an existing degree program CIP Code.</p> <p>Source: University Submission. This table reports the program changes between May 5, 2009 and May 4, 2010.</p>
<b>Table 5B. Graduate Degrees Awarded</b>	<p>Definition: These are degrees granted as reported for data element 01081. Due to changes in IPEDS, the doctoral and first professional degree categories no longer exist. Now they are classified as doctoral research and doctoral professional with the doctoral professional including additional categories that had not previously been included in the first professional category. The universities reviewed their programs and made the classifications of their programs. The professional doctoral category will include all degrees in this category. Medicine, Law, and Pharmacy degrees will be reported as a sub-category of professional doctoral degrees.</p> <p>Source: SUS Student Instruction File, element #01081 (“Degree-Level Granted”)</p>
<b>Table 5C. Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis</b>	<p>Definition: Graduate degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns degrees in more than one strategic area (i.e., double-majors are included).</p> <p>Source: SUS Student Instruction File, and Board of Governors list of Areas of strategic Emphasis, available at the link <a href="#">here</a>.</p>
<b>Table 5D. Professional Licensure Exams - Graduate Programs</b>	
<b>Law: Florida Bar Exam</b> <b>*NEW</b>	<p>Definition: Average pass rate for first-time examinees on the Florida Bar Exam. Cohorts are examinees who sit for both Parts A and B of the examination. Data is organized by Calendar Year, which includes first-time examinees for the February and July test administrations. State Benchmark data is based on the subtraction of first-time examinees from non-Florida law schools from the Total first-time examinees.</p> <p>Source: Florida Board of Bar Examiners <a href="http://www.floridabarexam.org/">http://www.floridabarexam.org/</a></p>
<b>Medicine: USMLE Exams</b> <b>*NEW</b>	<p>Definition: Average pass rate for first-time examinees on the US Medical Licensing Examinations (USMLE). Cohorts for the Part I exam are second-year MD students. Cohorts for the Part II exams are fourth-year MD students. National benchmark data is based on Jan-Dec (for Step 1 exam) and July-June (for both Step 2 exams) results for first-time examinees from students in US and Canadian medical schools as published in the National Board of Medical Examiners Annual Report.</p>

	<p>Source: University Data Submission; Benchmark: NBME’s USMLE Performance Data: <a href="http://www.usmle.org/Scores_Transcripts/performance/2008.html">http://www.usmle.org/Scores_Transcripts/performance/2008.html</a></p>
<b>Dentistry: NDBE Exams</b> <b>*NEW</b>	<p>Definition: Average pass rate for first-time examinees on the National Dental Board Examination (NBDE). Cohorts for the Part I exam are second-year Dental students. Cohorts for the Part II exam are fourth-year Dental students. Note: The Dental Board Exam is a national standardized examination not a licensure examination. Students also take the Florida Licensure Examination if they wish to practice in Florida. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.</p> <p>Source: University of Florida.</p>
<b>Veterinary Medicine: NAVLE Exam</b> <b>*NEW</b>	<p>Definition: Average pass rate for first-time examinees on the North American Veterinary Licensing Examination (NAVLE) for graduates or senior veterinary students taking. National benchmark data is based on Fall &amp; Spring results for first-time examinees (criterion group) for senior students in accredited veterinary schools as published by the National Board of Veterinary Medical Examiners’ annual NAVLE Candidate Performance Data report.</p> <p>Source: University of Florida; NBVME: <a href="http://www.nbvme.org/?id=82">http://www.nbvme.org/?id=82</a></p>
<b>Pharmacy: NAPLEX Exam</b> <b>*NEW</b>	<p>Definition: Average pass rate for first-time examinees on the North American Pharmacist Licensure Examination (NAPLEX). Cohorts are graduates from Accreditation Council for Pharmacy Education-accredited schools and colleges of pharmacy. National benchmark data is based on Jan-Dec results for first-time examinees that are graduates from ACPE-accredited United States schools and colleges of pharmacy as published by the National Association of Boards of Pharmacy.</p> <p>Source: National Association of Boards of Pharmacy (NABP) <a href="http://www.nabp.net/programs/examination/naplex/school-pass-rate/">http://www.nabp.net/programs/examination/naplex/school-pass-rate/</a></p>
<b>Ed. Leadership: FELE Exam</b> <b>*SCHEDULED FOR THE 2011 REPORT</b>	<p>Definition: Average pass rate for first-time examinees on the Florida Education Leadership Examination (FELE).</p> <p>Source: Florida Department of Education</p>
<b>Section 6 – Research and Economic Development</b>	
<b>Table 6A. Research and Development</b>	
<b>Federally Funded Awards (Thousands of Dollars)</b> <b>*NEW</b>	<p>Definition: Federally funded awards for research; excludes awards for instruction, outreach, public service, or other sponsored activities; excludes sub-awards institution received as a sub-recipient. Dollars in thousands.</p> <p>Source: NSF Survey of R&amp;D Expenditures at Universities and Colleges. Old format: Item 4, Line 2010 and 2020. New format: Question 20 (A+B).</p>
<b>Total Awards (Thousands of Dollars)</b> <b>*NEW</b>	<p>Definition: Total awards for research; excludes awards for instruction, outreach, public service, or other sponsored activities; excludes sub-awards institution received as a sub-recipient. Dollars in thousands.</p> <p>Source: NSF Survey of R&amp;D Expenditures at Universities and Colleges. Old format: Item 4, Line 2000. New format: Question 20D.</p>
<b>Federally Financed Expenditures (Thousands of Dollars)</b>	<p>Definition: Federally funded expenditures for all research activities (including non-science and engineering activities). Dollars are in thousands.</p> <p>Source: NSF Survey of R&amp;D Expenditures at Universities and Colleges, Old format: Item 2A, Line 2000. New Format: Question 1A.</p>

<b>Total Expenditures (Thousands of Dollars)</b>	Definition: Total expenditures for all research activities (including non-science and engineering activities). Dollars are in thousands. Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 2A (Line 2000). New format: Question 1G.
<b>Total Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member</b>	Definition: Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS. (For FGCU, the ratio will be based on 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. Sources: NSF, Webcaspar database (R&D expenditures) and IPEDS (faculty)
<b>Invention Disclosures Received</b>	Definition: Disclosures, no matter how comprehensive, that are made in the fiscal year. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
<b>Total U.S. Patents Issued</b>	Definition: U.S. patents issued or reissued in the fiscal year. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
<b>Patents Issued Per 1,000 Full-Time, Tenure and Tenure Earning Faculty</b>	Definition: Total U.S. patents issued in the fiscal year divided by the Full-time, Tenure and Tenure Earning Faculty from the Fall term. Sources: AUTM Licensing Survey or comparably defined data from institutions (patents) and IPEDS (full-time faculty)
<b>Total Number of Licenses/Options Executed</b>	Definition: Licenses/options executed in the fiscal year for all technologies. Each agreement is counted separately. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
<b>Total Licensing Income Received</b>	Definition: 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. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
<b>Number of Start-Up Companies</b> <b>*NEW</b>	Definition: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
<b>Table 6B. Centers of Excellence</b>	
<b>Centers of Excellence</b> <b>*REVISED</b>	Definition: These data only includes activities directly associated with the Center. The non-Center activities for faculty who are associated with the Center are not included. Collaboration effectiveness metrics only report on relationships that include financial, or in-kind, support. Source: Universities submit this data for the annual report.
<b>Table 6C. State University Research Commercialization Assistance Grants</b>	
<b>State University Research Commercialization Assistance Grants</b> <b>*REVISED</b>	This table summarizes the activities associated with the one-time grants provided by the State University Research Commercialization Assistance Grant Program as established by The 21st Century Technology, Research, and Scholarship Enhancement Act (1004.226, F.S.). Note: the 2010 Annual Report will only include grants awarded in 2007-08. The 2011 Annual

	Report will include grants awarded in 2010-11. Source: Universities submit this data for the annual report.
<b>Table 6D. 21st Century World Class Scholars Program</b>	
<b>21st Century World Class Scholars Program</b> <b>*NEW</b>	This table summarizes the activities associated with the one-time grants provided by the 21st Century World Class Scholars Program as established by The 21st Century Technology, Research, and Scholarship Enhancement Act (1004.226, F.S.). Note: the 2010 Annual Report will only include grants awarded in 2006-07. Source: Universities submit this data for the annual report.

