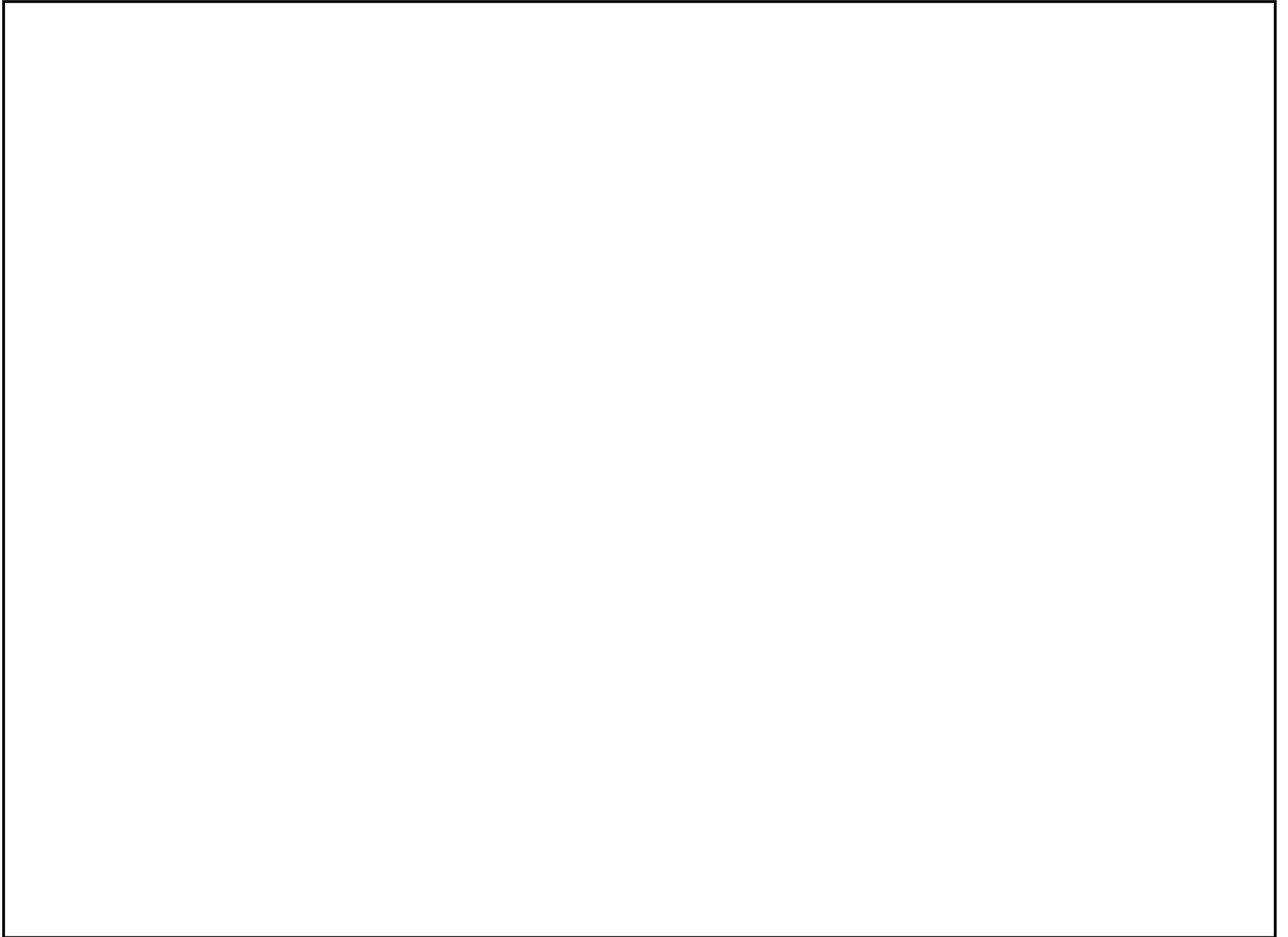


University of Central Florida



1 - Budget					
	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
Education and General					
<i>E&G Revenues</i>					
State Funds (Recurring GR & Lottery)	\$246,058,408	\$276,577,749	\$277,908,808	\$259,758,367	\$229,612,599
State Funds (Non-Recurring GR & Lottery)	\$0	\$4,200,000	\$8,603,414	\$9,086,245	\$1,546,948
Tuition (Resident/Non-Resident)	\$113,855,688	\$114,149,371	\$118,308,184	\$136,190,791	\$137,662,095
Tuition Differential (UG)	\$0	\$0	\$0	\$977,849	\$5,494,455
Other (Include Revenues from Misc. Fees & Fines)	\$4,050,064	\$4,168,454	\$5,504,625	\$8,900,239	\$13,012,233
Phosphate Research Trust Fund	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$18,333,861
TOTAL	\$363,964,160	\$399,095,574	\$410,325,031	\$414,913,491	\$405,662,191

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&G Expenditures</i>					
Instruction/Research	\$249,025,176	\$268,445,577	\$260,135,505	\$250,467,462	\$291,935,328
Institutes and Research Centers	\$3,550,902	\$3,601,222	\$3,265,709	\$2,615,706	\$2,372,925
PO&M	\$23,399,133	\$26,856,562	\$26,335,790	\$25,324,381	\$26,045,391
Administration and Support Services	\$41,391,676	\$49,642,273	\$47,493,157	\$47,312,281	\$54,393,156
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$13,768,464	\$13,772,633	\$13,516,247	\$13,222,153	\$11,989,713
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Student Services	\$15,815,134	\$17,663,975	\$18,332,223	\$20,142,728	\$18,925,678
Intercollegiate Athletics	\$268,359	\$268,359	\$268,359	\$268,359	\$268,359
TOTAL	\$347,218,844	\$380,250,601	\$369,346,990	\$359,353,070	\$405,930,550

	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Actual	2009-10 Estimates
Contracts and Grants					
<i>Revenues</i>	\$87,449,373	\$106,800,244	\$114,292,031	\$116,181,754	\$152,361,474
<i>Expenditures</i>	\$87,294,710	\$95,430,139	\$108,897,931	\$115,897,154	\$152,900,000
Auxiliary Enterprises					
<i>Revenues</i>	\$88,585,340	\$102,709,020	\$116,951,443	\$132,503,561	\$157,187,180
<i>Expenditures</i>	\$82,889,071	\$91,074,388	\$100,487,232	\$107,453,881	\$142,639,711
Local Funds					
<i>Revenues</i>	\$317,338,172	\$258,838,669	\$283,211,296	\$328,391,243	\$452,959,808
<i>Expenditures</i>	\$308,756,758	\$258,038,378	\$282,364,032	\$328,576,201	\$453,137,764

TOTAL REVENUES	\$857,337,045	\$867,443,507	\$924,779,801	\$991,990,049	\$1,168,170,653
TOTAL EXPENDITURES	\$826,159,383	\$824,793,506	\$861,096,185	\$911,280,306	\$1,154,608,025

2 - Federal Stimulus Dollars (ARRA)	
	Proposed 2009-10 UCF (No HSC)
# Jobs Saved/Created	281.04
Proposed Operating Budget Detail	
Jobs Saved/Created	\$18,333,861
Scholarships	
Library Resources	
Building Repairs/Alterations	
Motor Vehicles	
Printing	
Furniture & Equipment	
Information Technology Equipment	
Financial Aid to Medical Students	
Other:	
TOTAL	\$18,333,861

University of Central Florida - Health Science Center**					
	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
Education and General					
<i>E&G Revenues</i>					
State Funds (Recurring GR & Lottery)			\$4,491,267	\$8,812,705	\$18,298,476
State Funds (Non-Recurring GR & Lottery)			\$47,957		
Tuition (Resident/Non-Resident)					\$800,000
Tuition Differential (UG)					
Other (Include Revenues from Misc. Fees & Fines)					\$157,185
Phosphate Research Trust Fund					
Federal Stimulus Funds					\$694,836
TOTAL			\$4,539,224	\$8,812,705	\$19,950,497

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&G Expenditures</i>					
Instruction/Research			\$4,312,882	\$8,871,804	\$19,950,497
Institutes and Research Centers					
PO&M					
Administration and Support Services					
Radio/TV					
Library/Audio Visual					
Museums and Galleries					
Agricultural Extension					
Allied Clinics					
Student Services					
Teaching Hospital					
TOTAL			\$4,312,882	\$8,871,804	\$19,950,497

	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Actual	2009-10 Estimates
Contracts and Grants					
<i>Revenues</i>	\$0	\$0	\$0	\$0	\$0
<i>Expenditures</i>	\$0	\$0	\$0	\$0	\$0
Auxiliary Enterprises					
<i>Revenues</i>	\$0	\$0	\$0	\$0	\$0
<i>Expenditures</i>	\$0	\$0	\$0	\$0	\$0
Local Funds					
<i>Revenues</i>	\$0	\$0	\$0	\$0	\$0
<i>Expenditures</i>	\$0	\$0	\$0	\$0	\$0

TOTAL REVENUES	\$0	\$0	\$4,539,224	\$8,812,705	\$19,950,497
TOTAL EXPENDITURES	\$0	\$0	\$4,312,882	\$8,871,804	\$19,950,497

2 - Federal Stimulus Dollars (ARRA)	
	Proposed 2009-10
	UCF-HSC
# Jobs Saved/Created	5
Proposed Operating Budget Detail	
Jobs Saved/Created	\$694,836
Scholarships	
Library Resources	
Building Repairs/Alterations	
Motor Vehicles	
Printing	
Furniture & Equipment	
Information Technology Equipment	
Financial Aid to Medical Students	
Other:	
TOTAL	\$694,836

3 - Other Core Resources

Appropriated Funding per Actual Student FTE (US Definition)	2005-06	2006-07	2007-08	2008-09	2009-10
General Revenue per FTE	\$5,933	\$6,280	\$6,335	\$5,497	\$4,554
Lottery Funds per FTE	\$437	\$619	\$501	\$628	\$539
Other Trust Funds per FTE	\$0	\$0	\$0	\$0	\$404
Student Fees per FTE	\$3,010	\$3,299	\$3,252	\$3,273	\$3,705
Total per FTE Student	\$9,380	\$10,198	\$10,088	\$9,398	\$9,202

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Personnel Headcount	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Total Tenure/ Tenure-track Faculty	782	28	799	25	808	18	798	17	792	21
Total Non-Tenure Track Faculty	404	55	411	55	444	51	454	63	455	65
Total Graduate Assistants/ Associates		1,671		1,767		1,778		1,764		1,698
Total Executive/ Administrative/ Managerial	376	4	416	1	455	8	480	5	482	8
Total Other Professional	1,122	22	1,178	18	1,354	24	1,414	21	1,503	25
Total Non-Professional	1,063	8	1,077	8	1,035	6	1,079	5	1,039	7
Space	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008					
Space Utilization Percentage (Classrooms)	133.77	137.6	141.14	120.31	119.32					

4 - Enrollment and Funding

For entire institution: Annual FTE	Funded 2007-08	2007-08 Actual	Funded 2008-09	2008-09 Actual	Funded 2009-10	2009-10 Estimated
FL Resident Lower	10,306	10,802	10,306	10,914	10,306	10,870
FL Resident Upper	16,000	16,162	16,000	17,327	16,000	18,289
FL Resident Grad I	2,627	2,509	2,627	2,694	2,627	2,766
FL Resident Grad II	379	440	379	493	379	505
Total FL Resident	29,312	29,913	29,312	31,428	29,312	32,430
Non-Res. Lower		481		454		468
Non-Res. Upper		481		486		528
Non-Res. Grad I		262		296		325
Non-Res. Grad II		275		271		285
Total Non-Res.	1,528	1,499	1,528	1,506	1,528	1,606
Total Lower		11,283		11,368		11,338
Total Upper		16,643		17,813		18,817
Total Grad I		2,771		2,990		3,091
Total Grad II		715		764		790
Total FTE	30,840	31,412	30,840	32,934	30,840	34,036
Total FTE - US Definition*	41,120	41,884	41,120	43,911	41,120	45,381

Annual FTE	Funded 2007-08	2007-08 Actual	Funded 2008-09	2008-09 Actual	Funded 2009-10	2009-10 Estimated
FL Resident Medical Headcount					40	31
Non-Res. Medical Headcount						10
Total Medical Headcount						41
Total Non-Res. Med., Den., Vet. Medicine Headcount						
* Use FL - SUS definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) for all items except the row named Total FTE- US Definition. For this row, use Undergraduate FTE = 30 and Graduate FTE = 24 credit hours.						

4 - Enrollment and Funding (Continued)			
<i>For each distinct location (main, branch, site, regional campus) with > 150 FTE.</i>			
SITE: MAIN CAMPUS			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	10,268	10,327	10,279
Upper	11,238	11,865	12,698
Grad I	1,902	1,939	2,015
Grad II	633	681	733
Total	24,041	24,812	25,724
SITE: Daytona			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	0	2	0
Upper	396	374	379
Grad I	28	48	49
Grad II	2	5	0
Total	426	429	428
SITE: Lake Mary/Heathrow			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	0	0	0
Upper	255	229	244
Grad I	40	28	29
Grad II	1	1	0
Total	296	258	273
SITE: MetroWest			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	0	0	0
Upper	118	147	156
Grad I	20	13	14
Grad II	0	0	0
Total	138	160	170
SITE: Osceola/S. Orlando			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	0	0	0
Upper	95	105	111
Grad I	6	7	7
Grad II	0	0	0
Total	101	112	118

SITE: Cocoa			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	1	1	0
Upper	371	353	373
Grad I	48	41	44
Grad II	2	3	0
Total	422	398	417
SITE: Palm Bay			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	0	0	0
Upper	144	153	162
Grad I	22	5	5
Grad II	1	1	0
Total	167	159	167
SITE: Off-Campus (Includes Expo Center and Downtown)			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	321	322	322
Upper	1,689	1,822	1,848
Grad I	583	754	761
Grad II	67	57	58
Total	2,660	2,955	2,989
SITE: Rosen Campus			
FTE	2007-08 Actual	2008-09 Actual	2009-10 Estimated
Lower	425	404	416
Upper	796	946	976
Grad I	37	37	48
Grad II	3	7	0
Total	1,261	1,394	1,440

5 - Undergraduate Education Data					
5A. Baccalaureate Degree Programs Implemented or Terminated Title and Program Level	New Program or Termination?	Date Approved by UBOT	Date Approved by BOG, if Needed	Implementation Date, if New	Program CIP Code
Management Information Systems, BSBA	Term	7/23/2009	n/a	Fall 2009	52.1201
Cardiopulmonary Sciences, BS	Term	7/23/2009	n/a	Fall 2009	51.0908
Radiologic Sciences, BS	Term	7/23/2009	n/a	Fall 2009	51.0907
Electrical Engineering Tech, BSEET	Term	7/23/2009	n/a	Fall 2009	15.0303
Engineering Technology, BSET	Term	7/23/2009	n/a	Fall 2009	15.0899
Information Systems Tech, BS	Term	7/23/2009	n/a	Fall 2009	15.1202
5B. Successful First-Year Persistence Rates					
YEAR OF SUS MATRICULATION	2003	2004	2005	2006	2007
Full-Time FTIC Cohort (Fall/Summer-Fall) Size	5,678	5,753	6,084	6,399	6,359
Percentage Enrolled in Same IHE After One Year	83.6%	83.9%	82.7%	85.0%	86.5%

5C. Successful Undergraduate Progression and Graduation Rates					
YEAR OF SUS MATRICULATION	1999	2000	2001	2002	2003
FTIC Cohort (Fall/Summer-Fall) Size	4,503	4,852	5,286	5,624	5,943
Percentage Graduated from Same IHE Within 4 Years	29.5%	29.4%	30.0%	31.8%	33.1%
Percentage Graduated from Other SUS IHE Within 4 Years	2.0%	1.9%	1.8%	2.3%	1.8%
Percentage Enrolled in Same IHE After 4 Years	36.4%	37.0%	38.2%	39.8%	38.3%
Percentage Enrolled in Other SUS IHE After 4 Years	5.1%	5.7%	5.4%	5.4%	5.4%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	73.0%	74.0%	75.4%	79.3%	78.6%
Percentage Graduated from Same IHE Within 6 Years	55.3%	56.5%	57.8%	62.1%	62.3%
Percentage Graduated from Other SUS IHE Within 6 Years	5.8%	6.0%	5.5%	6.4%	5.7%
Percentage Enrolled in Same IHE After 6 Years	6.3%	5.9%	6.1%	5.4%	5.8%
Percentage Enrolled in Other SUS IHE After 6 Years	2.8%	3.3%	3.0%	2.3%	2.7%
TOTAL 6-Year Success and Progress Rate (Graduated or Enrolled in SUS)	70.2%	71.7%	72.4%	76.2%	76.5%

YEAR OF SUS MATRICULATION	2001	2002	2003	2004	2005
AA Transfer Cohort (Fall/Summer-Fall) Size	2,690	2,858	2,862	2,861	2,719
Percentage Graduated from Same IHE Within 2 Years	34.5%	35.4%	32.5%	34.7%	31.3%
Percentage Graduated from Other SUS IHE Within 2 Years	0.3%	0.2%	0.1%	0.2%	0.1%
Percentage Enrolled in Same IHE After 2 Years	49.1%	48.7%	52.8%	50.3%	50.5%
Percentage Enrolled in Other SUS IHE After 2 Years	2.2%	1.7%	1.6%	1.3%	1.4%
TOTAL 2-Year Success and Progress Rate (Graduated or Enrolled in SUS)	86.1%	86.0%	87.0%	86.5%	83.3%
Percentage Graduated from Same IHE Within 4 Years	68.4%	68.1%	69.0%	70.4%	64.0%
Percentage Graduated from Other SUS IHE Within 4 Years	2.4%	1.6%	1.3%	1.3%	1.3%
Percentage Enrolled in Same IHE After 4 Years	7.2%	8.2%	8.1%	7.9%	9.2%
Percentage Enrolled in Other SUS IHE After 4 Years	1.2%	1.1%	1.1%	1.2%	1.4%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	79.2%	79.0%	79.5%	80.8%	75.9%

YEAR OF SUS MATRIC.	2000	2001	2002	2003	2004
Other Transfer Cohort (Fall/Summer-Fall) Size	1,814	1,214	1,327	1,470	1,103
Percentage Graduated from Same IHE Within 5 Years	63.5%	65.7%	62.7%	62.2%	66.7%
Percentage Graduated from Other SUS IHE Within 5 Years	2.6%	3.6%	2.9%	2.5%	3.4%
Percentage Enrolled in Same IHE After 5 Years	4.5%	3.7%	4.4%	5.0%	4.1%
Percentage Enrolled in Other SUS IHE After 5 Years	1.4%	2.3%	1.7%	1.0%	1.5%
TOTAL 5-Year Success and Progress Rate (Graduated or Enrolled in SUS)	72.0%	75.3%	71.7%	70.7%	75.7%
5D. Baccalaureate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Baccalaureate Degrees	7,259	8,057	8,478	9,007	9,373
5E. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis	Areas of Strategic Emphasis				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	118	144	134	151	174
Health Professions	399	481	497	578	565
Science, Technology, Engineering, and Math	1,215	1,316	1,328	1,397	1,394
Security & Emergency Services	313	353	383	416	396
Globalization	260	299	355	338	386
Regional Workforce Needs	2,742	2,982	3,200	3,383	3,491
TOTAL: Areas of Strategic Emphasis	5,047	5,575	5,897	6,263	6,406

5F. Baccalaureate Degrees Awarded to Underrepresented Groups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Baccalaureate Degrees Awarded to Black Non-Hispanic Students	561	623	654	721	753
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens and Unreported) Awarded to Black Non-Hispanic Students	8.1%	8.2%	8.2%	8.0%	8.5%
# of Baccalaureate Degrees Awarded to Hispanic Students	815	925	1,058	1,069	1,163
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens and Unreported) Awarded to Hispanic Students	11.8%	12.1%	13.2%	11.9%	13.2%
Number of Baccalaureate Degrees Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)	2,303	2,636	2,675	2,732	2,915
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens) Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)	32.3%	33.4%	32.2%	30.9%	31.6%

5G. Baccalaureate Completion Without Excess Credit Hours	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	69.6%	67.0%	65.5%	63.9%	64.9%
5H. Undergraduate Course Offerings	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Number of Undergraduate Course Sections	3,038	3,055	3,142	3,031	2,984
% of Undergraduate Course Sections With < 30 Students	54.5%	50.7%	52.1%	49.4%	47.2%
% of Undergraduate Course Sections With >=30 and <50 Students	26.6%	28.2%	25.7%	25.1%	28.2%
% of Undergraduate Course Sections With >=50 and <100 Students	13.7%	15.3%	16.3%	19.2%	17.8%
% of Undergraduate Course Sections With >=100 Students	5.3%	5.8%	5.9%	6.4%	6.9%
5I. Faculty Teaching Undergraduates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Percentage of Credit Hours Taught by Faculty	76.2%	74.7%	77.2%	78.3%	77.5%
Percentage of Credit Hours Taught by Adjunct Faculty	17.4%	17.6%	16.4%	15.5%	16.9%
Percentage of Credit Hours Taught by Graduate Students	5.0%	5.0%	5.7%	5.7%	4.8%
Percentage of Credit Hours Taught by Other Instructors	1.4%	2.7%	0.8%	0.5%	0.7%

5J. Undergraduate Instructional Faculty Compensation	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$79,150	\$83,253	\$84,994	\$89,183	\$85,701
5K. Student/Faculty Ratio	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
IPEDS/Common Data Set Student-to-Faculty Ratio	25	27	28	29	30
5L. Licensure Pass Rates	2004	2005	2006	2007	2008
Nursing: Number of NCLEX First-Time Test Takers - Baccalaureate	136	153	188	215	204
Nursing: Pass Rate for NCLEX First-Time Test Takers - Baccalaureate	90.4%	94.8%	93.1%	87.0%	95.1%
Indicators for pass rates on other licensure exams will be added as data become available.					

5M. Tuition Differential	2008-2009	Sum-Fall 2009
Revenues		
Total Revenues Generated By the Tuition Differential	\$980,000	\$2,805,000
Waivers		
Number of Students Eligible for FSAG	5,266	4,613
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

Report on the success of the tuition differential in achieving the articulated purpose.

Include an update on any performance measures that were specified in the BOG-approved tuition differential proposal. [NOTE: In 2009, universities will only be able to report progress for the fall term and reiterate how the university will monitor the long-term success of the tuition differential.]

2008-09:

Maintained current levels of regular and honors undergraduate courses (\$662,750).

Of the differential tuition, \$592,750 was used towards funding the \$1.5 million allocation required to maintain current undergraduate course availability. Fifteen faculty and four staff positions were saved and would have otherwise resulted in a reduction of undergraduate course offerings. Additionally, the Burnett Honors College eliminated 20 courses and seminars from its 2007-08 schedule, but \$70,000 of the differential tuition funding enabled the college to restore 14 courses in Spring 2009.

Restored University Library operating hours (\$23,250).

University Library hours had been reduced effective Summer 2008. Specifically, one to two hours per night during the week and all Saturday hours had been eliminated. In response to student demand for this vital service, \$23,250 was used to add personnel that enabled the University Library to resume its normal operating hours effective Fall 2008.

Reduced the financial debt of degree-seeking undergraduate students (\$294,000).

30% of the differential tuition funds collected in 2008-09 were used to support undergraduates with demonstrated financial need. This increment enabled UCF to assist an additional 250 students annually.

2009-10 (Summer and Fall 2009):

Enhanced academic advising support (\$528,000).

Differential tuition was used to hire additional advisors for first time in college students, second-year sophomores, and transfer students. Early measures of program success include 13 new advisors, the creation of a baseline for student learning outcomes, a new advising tracking system, a UCF advisor located at Valencia Community College, a new initiative to support students on probation, and a professional development program for all advisors.

Implemented a change in pedagogy in English Composition and College Algebra courses (\$992,430).

An initiative was funded to support English and math classes in order to provide more individualized instruction, enhance student success, and increase retention. Composition classes were reduced from 27 to 25 students per section, and 20 composition classes were created with 18 students. The time in algebra lecture classes was reduced, and students were instead assigned individual work in the math lab. To support this initiative, the writing center and math lab were given additional resources. Early measures of success include the hiring of 8 instructors and 51 undergraduate tutors. Also, the hours and staffing for both the writing center and math lab were increased, and a tracking system for the pilot courses and the support centers was implemented.

Reduced the financial debt of degree-seeking undergraduate students (\$1,284,570).

30% of the differential tuition funds in 2009-10 was used to support undergraduates with demonstrated financial need.

Detailed expenditures of the revenues generated by the tuition differential will be captured in the Operating Budget submission each August.

6 - Graduate Education Data

6A. Graduate Degree Programs Implemented or Terminated	New Program or Termination?	Date Approved by UBOT	Date Approved by BOG, if Needed	Implementation Date, if New	Program CIP Code
Title and Program Level					
Digital Forensics, MS	New	11/29/2007		Spring 2008	11.0199
Applied Learning and Instruction, MA	New	11/29/2007		Fall 2008	13.0101
Technology, MS	New	11/29/2007		Fall 2008	15
Biotechnology, MS	New	3/18/2008		Fall 2008	26.1201
Health Care Informatics, MS	New	3/19/2009		Fall 2009	51.0706
Management Info Sys, MS	Term			Fall 2009	52.1201
6B. Graduate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Master's and Specialist	1,929	1,858	1,857	1,923	1,869
Research Doctoral	154	177	212	206	192
Professional Doctoral	0	0	0	0	0
Medicine					
Law					
Pharmacy					
6C. Graduate Degrees Awarded in Areas of Strategic Emphasis	Areas of Strategic Emphasis.				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	110	183	104	121	174
Health Professions	171	140	180	213	175
Science, Technology, Engineering, and Math	552	509	494	545	519
Security & Emergency Services	145	120	104	93	83
Globalization	16	20	13	16	28
Regional Workforce Needs	600	620	688	663	684
TOTAL: Areas of Strategic Emphasis	1,594	1,592	1,583	1,651	1,663
6D. Licensure Pass Rates	2004	2005	2006	2007	2008
Indicators for pass rates on other licensure exams will be added as data become available. [See ENDNOTES.]					

7 - Research and Economic Development Data

7A. Research and Development Expenditures	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Federally Financed Academic Research and Development Expenditures (Thousand \$)	\$44,676	\$41,595	\$41,284	\$60,735	\$68,806
Total Academic Research and Development Expenditures (Thousand \$)	\$132,822	\$121,699	\$122,879	\$141,140	\$147,092
Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$172,049	\$155,625	\$153,791	\$174,678	\$184,326
7B. Other Research and Economic Development Outcomes [for Entire University]*	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Invention Disclosures Received	49	142	114	106	93
Total U.S. Patents Issued	39	29	30	26	57
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	51	37	38	32	74
Total Number of Licenses/Options Executed	6	6	17	8	6
Total Licensing Income Received	\$337,201	\$163,955	\$730,398	\$1,226,758	\$327,176
Jobs Created By Start-Ups in Florida	Data collection methodology still under discussion. (See endnote.)				

7C. Centers of Excellence		
UCF Florida Photonics Center of Excellence	From First Year Up To Most Recent Year	Most Recent Year
Research Effectiveness		2007-08
Competitive Grants Applied For and Received	\$42.9M	
Total Research Expenditures	\$36.7M	\$2.4M
Publications in Refereed Journals From Center Research	97	15
Professional Presentations Made on Center Research	35	12
Invention Disclosures Filed and Issued	43 filed 14 issued	31 filed 17 issued
Technologies Licensed and Revenues Received	3 and \$181,250	2 and \$0
Collaboration Effectiveness		
Collaborations with Other Postsecondary Institutions	29	0
Collaborations with K-12 Education Systems/Schools	14	1
Collaborations with Private Industry	45	5
Students Supported with Center Funds	0	0
Students Graduated	4 PhD 3 MS	3 PdD 2 MS
Job Placements of Graduates Upon Leaving the Center	2	7
Economic Development Effectiveness		
Business Start-Ups in Florida	5	1
Jobs Created and Jobs Saved in Florida	60	1
Specialized Industry Training and Education	2	1
Dollars Acquired from Venture Capitalists and Other Investments	over \$15M	\$0

Center of Excellence Narrative Comments [Most Recent Year]
<p>UCF Florida Photonics Center of Excellence</p> <p>The center of excellence established an endowment of \$1 million to provide recognition and research funds to outstanding Center of Excellence professors (five named and funded to date). Additionally, the Florida Photonics Cluster was revived after several years of inactivity. A new board was formed and its membership increased to a total of 34 organizations.</p> <p>The center has also constructed and occupied a 21,000 square foot building addition, leveraging Center of Excellence funds with those of U.S. Department of Commerce, Florida High Tech Corridor Council, UCF, private donations, and state matching funds. The new addition includes space for an extension of the UCF Incubator for optics and photonics companies. Another space-related accomplishment was the addition of a unique Nanophotonics Systems Fabrication Facility (housing approximately \$15 million of capital equipment) that serves as a multi-user facility available to UCF faculty, industry, and external organizations.</p>

UCF Florida Photonics Center of Excellence - Laser Technology Initiative	From First Year Up To Most Recent Year	Most Recent Year
Research Effectiveness		2007-08
Competitive Grants Applied For and Received	106A/52R \$7,188,594	72A/25R \$4,944,450
Total Research Expenditures		\$2.0M
Publications in Refereed Journals From Center Research		25
Professional Presentations Made on Center Research		10
Invention Disclosures Filed and Issued		7 filed 2 issued
Technologies Licensed and Revenues Received		3, \$0
Collaboration Effectiveness		2007-08
Collaborations with Other Postsecondary Institutions		6
Collaborations with K-12 Education Systems/Schools		0
Collaborations with Private Industry		5
Students Supported with Center Funds		0
Students Graduated		4 PdD 2 MS
Job Placements of Graduates Upon Leaving the Center		3
Economic Development Effectiveness		2007-08
Business Start-Ups in Florida		2
Jobs Created and Jobs Saved in Florida		10
Specialized Industry Training and Education		2
Dollars Acquired from Venture Capitalists and Other Investments		\$0

Center of Excellence Narrative Comments [Most Recent Year]
<p>UCF Florida Photonics Center of Excellence - Laser Technology Initiative</p> <p>The center of excellence developed a major initiative in advanced medical laser technologies in concert with the new UCF medical school, Burnham, Scripps, Torrey Pines, and Max Planck institutes, and the 21st Century Scholar award in Laser Medicine. The center has advertised for the first two faculty positions and plans to appoint a candidate to the first Townes Institute faculty position. A current researcher, Professor J. Rolland, was awarded the \$1 million King Award for medical biophotonics research.</p> <p>Additional plans are underway to establish a world-class optical fiber fabrication facility. The center is currently negotiating to take over the operations of a unique Department of Defense laser ranging and satellite imaging facility at Kennedy Space Center, including the transfer of \$10 million in state-of-the-art tracking and imaging equipment.</p> <p>The center of excellence has created two new laser technology-related companies, a third company started in 2005 continues to grow. All three companies have benefited from UCF incubator and tech-transfer support. A new Atlantis U.S.-European Master of Sciences degree program in laser-materials interaction studies was created with federal funding.</p>

7D. Commercialization Assistance Grants

Narrative Comments [Most Recent Year]

Phase I: Cellulosic Ethanol (\$40,500)

As part of the evaluation process, the cellulosic ethanol project met with a number of groups interested in the cellulosic ethanol enzyme technology, identified one lead group and executed a non-binding letter of intent, negotiated a Sponsored Research Agreement and a License Agreement with this group, and established a technology review committee to review and make recommendations concerning intellectual property applications.

The project filed a provisional patent application entitled "Production and Use of Plant Degrading Materials," in February 2008, prior to the award of the commercial assistance grant. Cellulosic ethanol intends to seek both foreign and U.S. patent protection for this technology and will file the appropriate applications in February 2009.

Budgeted expenses to date total \$9,950, including \$1,200 for a Graduate Assistant position assisting with reviewing the technology and preparing technology marketing summaries and \$8,750 on an annual subscription to Knowledge Express, a proprietary database covering licensing opportunities, company profiles, royalty rates and contract details, domestic and international patents and applications, drug development pipeline, clinical trial results, and industry news and market intelligence.

Phase I: My Space Case (\$25,000)

The national trademark and updated copyright protection has been secured. The feasibility of patenting the engine of the product is being assessed. If feasible, then patent documentation will be prepared and submitted. The feasibility of potential sales markets and the impact on those markets has been completed and is being incorporated into the executive business plan. An additional assessment of technology needs and potential licensing opportunities has been initiated and will be completed shortly. Several new team members are assisting with these development plans. Licensing agreements have been finalized for different specialties on copyright, royalties, and business development relationships for potential partners. My Space Case has been presented at conferences in Las Vegas, NV; Raleigh, NC; Orlando and Jacksonville, FL; Nashville, TN; MD; San Antonio, TX; and Washington, DC.

Phase I: Microfluidic Chips (\$30,000)

A lead consultant was engaged and his review of intellectual property for Microfluidic Chips was completed. Operations have been developed and potential applications for the technology have been identified. We are currently engaged in discussions with a potential industry partner.

The project has incurred \$7,500 expenses to date. Anticipated expenses will include \$7,500 in consulting fees, \$5,000 for intellectual property protection and strategy, and \$10,000 in travel to promote sample development and project management.

Phase II: Sim Vroom (\$25,000)

Simiosys has worked with a UCF computer science team since early summer to formulate a "promotype" of the SimVroom Product. The following tasks have been completed. Key subject matter experts were consulted to determine product design requirements and business models for training centers, schools, museums and hospitals. Strategic partners were found to provide the product life cycle from design, fabrication, distribution and operations. An on-line survey was created to investigate a broad spectrum of industries based on the subject matter experts' recommendations. Targeted alpha customers were identified to work as strategic brand partners to assist in the infiltration of the cross markets. Multiple federal grants have been applied for to develop first-articles of the product. Conference attendance has provided critical assessment of the competitive landscape. A growing need and demand has been identified for the product. Face-to-face interviews and site visits to alpha consumers have begun. Market research is on-going with a rough draft of the business model available with the next report.

Budget expenses incurred to date are \$21,000, of which \$6,500 remains to be disbursed. Anticipated expenses include \$4,000 for the completion of the business plan and the licensing of intellectual property from UCF.

The next project step will be to prepare and send the Small Business Technology Transfer application to NSF in February. Simiosys intends to repay the state upon the successful completion of pending tasks.

Phase III - LP Photonics (\$184,294)

This Phase III SURCAG award was made to UCF to establish a new company to develop technology associated with next-generation lithography for mass computer chip fabrication. The Richardson laboratories in the College of Optics and Photonics has for many years been developing high power EUV light sources suitable for the generation of lithography steppers used for memory chip and microprocessor manufacture. Through this effort, supported by both federal and industrial funding, UCF has accumulated a large inventory of intellectual property and expertise in laser-plasma-based EUV light sources.

Under preferential licensing terms, this technology is being transferred to a new startup company, LP Photonics, which will begin operations in 2009. The company is one of only four companies worldwide developing EUV light sources. This is a large new predictable market for a small number of high-value systems (\$5 million to \$8 million per system) to a limited number of customers, three stepper manufacturers, approximately 12 chip manufacturers, and the laboratories of a few chip industry consortia (Sematech and IMEC).

The technological approach being pursued by LP Photonics is based on proprietary UCF source technology and is distinct relative to the other three competitors. Independent experts rate the UCF technology to be one of the two best technologies.

Creating a new company in this arena presents very specific challenges, both in the engineering complexity of these sources and the corporate need for major investment. The SURCAG Phase III funding was particularly effective. Most of the funds are intended for critical technical components. Although these represent only a small fraction of the equipment provided, the allocation of state funds for a new Florida-based company based on IP generated in the SUS has been of significant impact in raising venture capital investment. LP Photonics is expecting major venture capital funding of \$3 to \$5 million in early 2009.

8 - Voluntary Support of Higher Education*

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Endowment Market Value (Thousand \$)	\$71,317	\$79,737	\$96,417	\$116,291	\$114,990
Annual Gifts Received (\$)	\$12,222,686	\$45,138,044	\$31,099,415	\$53,577,632	\$23,956,764
Percentage of Graduates Who Are Alumni Donors	6.0%	6.9%	5.2%	5.9%	5.4%

ENDNOTES:

- Currently, teacher certification examination pass rates are reported for program completers only, resulting in a 100% pass rate (because state-approved programs require passage of the certification exams for completion). Engineering, accounting, architecture, and other professional licensure data, gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation, are not currently formatted and do not contain sufficient information to match to SUS data. Such a match is necessary to develop metrics reflecting pass rates for graduates in those fields. Board of Governors staff will work with individuals from the appropriate agencies to try to get data in the needed format.
- Board staff are continuing to work with the SUS Technology Transfer Directors to determine the best way to capture consistent information regarding Jobs Created By Start-Ups in Florida in a cost-effective manner.

9. Progress on Other Primary Institutional Goals and Metrics As Outlined in the University Work Plan

Provide a report on progress to date on three - five other primary university goals and metrics that were identified in the institution's last annual work plan/proposal.

[NOTE: In 2009, universities may only be able to identify goals and metrics or report on progress on institutional strategic planning goals already in place.]

FTIC Student Quality and Persistence:

1. Improve UCF's average SAT score for Fall FTIC students: 2006-08 - 1212, 2009-12 goal - 1229. Average for 2007-09 was 1220.
2. Improve 1-year retention rates for FTIC students: 2006-08 - 83.7%, 2009-12 goal - 87.0%. Average for 2007-09 was 85.5%. Fall /Sum-Fall Full-Time FTIC cohorts.
3. Improve the 6-year graduation rates for FTIC students: 2006-08 - 59.9%, 2009-12 goal - 63.5%. Average 2007-09 was 61.7%. Fall /Sum-Fall Full-Time FTIC cohorts.

AA Transfer Student Persistence:

1. Improve 1-year retention rates for AA students: 2006-08 - 78.2%, 2009-12 goal - 79.0%. Average for 2007-09 was 78.8%. Fall /Sum-Fall All AA transfer cohorts.
2. Improve the 4-year graduation rates for FTIC students: 2006-08 - 70.0%, 2009-12 goal - 70.8%. Average 2007-09 was 68.5%. Fall /Sum-Fall All AA transfer cohorts.

College of Medicine Success:

1. Enroll charter class - enrolled 41 students in Fall 2009
2. Move to medical city at Lake Nona - Medical Education building is nearing completion and on schedule for occupancy by Summer 2010
3. Achieve provisional accreditation - preliminary accreditation achieved in February 2008. Provisional accreditation process is in early stages with a goal of Fall 2011.
4. Establish an operation clinical practice - plan approved by the BOT with an operation goal of Summer 2012.

External Support:

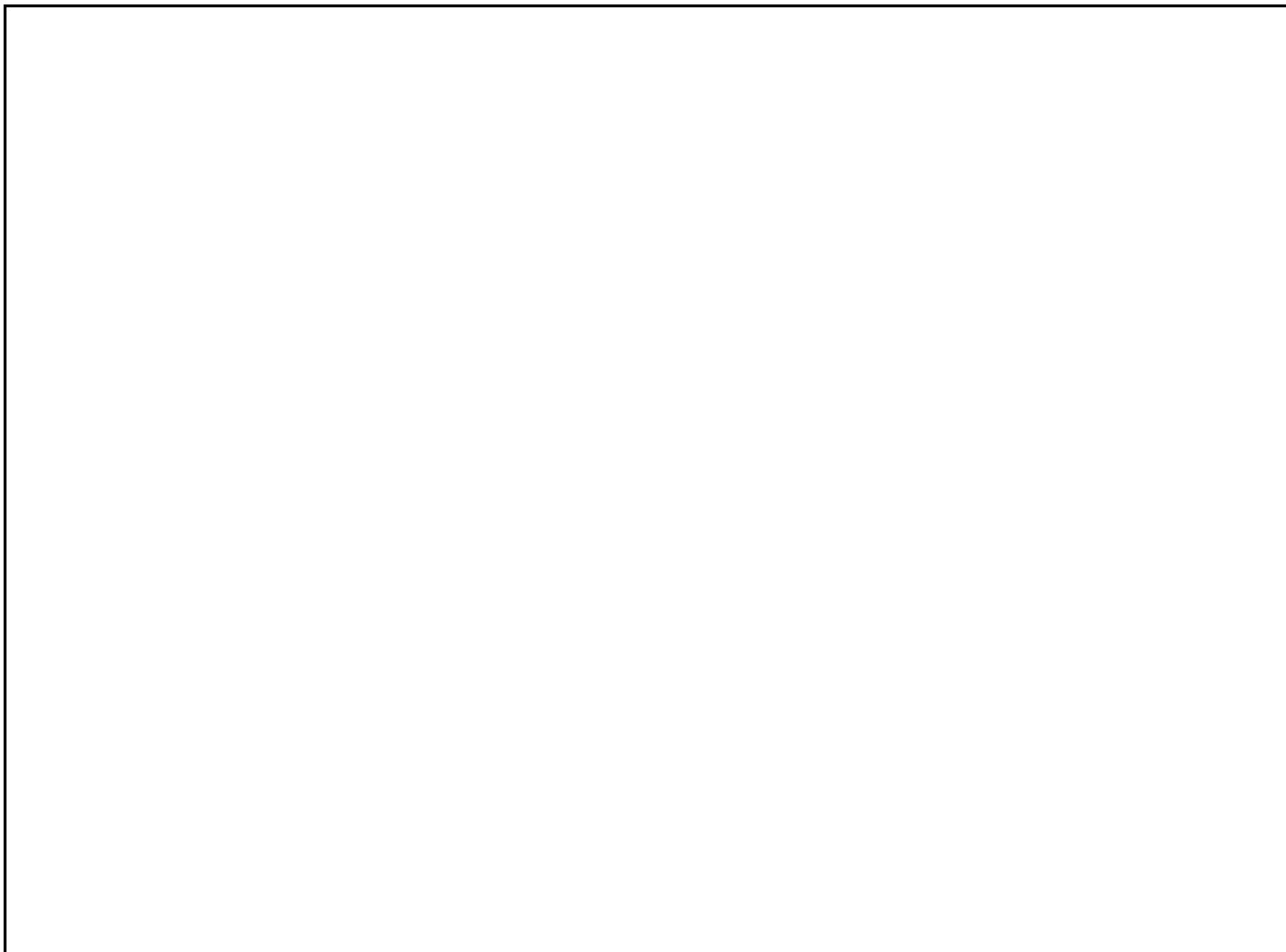
1. Increase the extramural grants and contracts awarded by measuring the average dollars earned per tenured and tenure track faculty FTE: 2006-08 - \$127,692, 2010-12 goal - \$137,995. Average for 2007-09 was \$135,020.
2. Increase the total number of donors to the UCF Foundation: 2008 - 12,956, 2012 goal - 13,400. 2009 donor count was 13,051.

Sustainability:

Strengthen UCF's sustainability by reducing the average greenhouse gas emissions generated from main campus electrical consumption (kilowatt hour) per square foot. 2006-08 - 20.1 kwh/sq ft, 2010-12 goal - 15.7 kwh/sq ft. Average for 2007-09 was 18.3 kwh/sq ft.

Appendix B

ANNUAL REPORT DEFINITIONS



Appendix B

Budget	
E&G Revenues	
State Funds (recurring)	Definition: State recurring funds include general revenue and lottery education and general appropriations and any administered funds provided by the state. Source: Final Amendment Package
State Funds (non-recurring)	Definition: State non-recurring funds include general revenue and lottery education and general appropriations and any administered funds provided by the state. Source: Allocation Summary Non-Recurring Appropriations Section.
Tuition (Resident / Non-Resident)	Definition: Actual tuition revenues collected from resident and non-resident students. Source: Operating Budget, Report 625 – Schedule I-A
Tuition Differential (UG)	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 – Schedule I-A
Other Fees	Definition: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. Source: Operating Budget, Report 625 – Schedule I-A
Phosphate Research Trust Fund	Definition: State appropriation for the Institute of Phosphate Research at the University of South Florida. Source: Final Amendment Package
Federal Stimulus Funds	Definition: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. Source: Final Amendment Package
E&G Expenditures	
Instruction & Research	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, Report 505C.

Institutes & Centers	Definition: Includes state services related to research organizations designed for mission-oriented, fundamental, and applied research projects. Source: Operating budget, Report 505C.
PO&M	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, Report 505C.
Administration & Support Services	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, Report 505C.
Radio/TV	Definition: Services related to the operation and maintenance of public broadcasting which is intended for the general public. Source: Operating Budget, Report 505C.
Library/Audio Visual	Definition: Expenditures include state services related to collecting, cataloging, storing, and distributing library materials. Source: Operating Budget, Report 505C.
Museums & Galleries	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, Report 505C.
Student Services	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, Report 505C.
Intercollegiate Athletics	Definition: Includes expenditures associated with Title IX activities and compliance. Source: Operating Budget, manual submission.

Appendix B

Other Funding Sources	
Contracts & Grants	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. Source: Operating Budget, Report 615.
Auxiliary Enterprises	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. Source: Operating Budget, Report 615.
Local Funds	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. Source: Operating Budget, Report 615. (Self Insurance is a manual submission and has not been included).
Other Core Resources	
Revenues per FTE Student	Definition: Education & General appropriations, including tuition appropriations, 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, Medical Schools) or special appropriations such as commercialization assistance grants or centers of excellence. Sources: Education & General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment)
Total Faculty Tenure/Tenure-Track Instruction/Research/Public Service	Definition: Combination of all tenured faculty (primarily instruction/research/public service) and all tenure-track faculty (primarily instruction/research/public service). Source: IPEDS Human Resources Survey, online title "Full-and part-time medical and non-medical staff by faculty status and primary function/occupational activity"

Total Faculty Not on Tenure Track Instruction/Research/Public Service	Definition: All non-tenure-track faculty (primarily instruction/research/public service). This includes adjunct faculty and faculty on multi-year contracts. Source: IPEDS Human Resources Survey, online title "Full-and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Total Executive/Administrative All	Definition: Total executive/administrative and managerial positions 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"
Total Other Professional All	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"
Total Non-Professional All	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"
Total Graduate Assistants All	Definition: Total graduate assistants Source: IPEDS Human Resources Survey, online title "Full-and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Instructional Space Utilization Rate	Definition: Florida Statutes, s. 1013.03 (2), establishes the utilization standard for "postsecondary education classrooms, a minimum room utilization rate of 40 hours per week and a minimum station utilization rate of 60 percent." In other words, 100% utilization means the classroom is 60% full for 40 hours a week. This metric applies that statutory definition to classroom space only. Source: SUS Space File
Enrollment and Funding	
FTE Enrollment by Residency, Actual and Funded	Definition: Only state fundable credit hours are used. FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Funded enrollment is reported in the General Appropriations Act and set by the legislature. Source: SUS Student Instruction File (actual), General Appropriations Act (funded)

Appendix B

Estimated FTE	Definition: This is taken from the enrollment plans submitted by each university. Source: University enrollment plans
Undergraduate Education Data	
First Year Persistence	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 same institution in the second year. Source: SUS Retention File
4- and 6 -Year Progress and Success Rate (FTICs)	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 and later. Source: SUS Retention File
2- and 4 -Year Progress and Success Rate (AA Transfers)	Definition: AA Transfer cohort is defined as undergraduates entering in 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 and later. Source: SUS Retention File
5-Year Graduation Rate (Other Transfers)	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 and later. Source: SUS Retention File
Baccalaureate Degrees	Definition: These are degrees granted as reported for data element 01081 in the Student Instruction File. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File

Baccalaureate Degrees Awarded in Areas of Strategic Emphasis	Definition: Bachelor's 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 majors/degrees in more than one strategic area. Source: SUS Student Instruction File
# Baccalaureate Degrees (Non-Hispanic Blacks)	Definition: The number of baccalaureate degrees granted to non-Hispanic black students. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File
% Baccalaureate Degrees (Non-Hispanic Blacks)	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 Student Instruction File
# Baccalaureate Degrees (Hispanics)	Definition: The number of baccalaureate degrees granted to Hispanic students. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File
% Baccalaureate Degrees (Hispanics)	Definition: The number of baccalaureate degrees awarded to Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: SUS Student Instruction File
# Baccalaureate Degrees (Pell Recipients)	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 a state university within six years of graduation. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File/Student Fin. Aid File
% Baccalaureate Degrees (Pell Recipients)	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

Appendix B

<p>% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree</p>	<p>Definition: For data reported through 2008-09, this metric will be aligned with the calculation used in past legislative accountability reports and performance funding calculations. Excluding students with dual majors, it computes total academic credit as a percentage of catalog hours required for the student's 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. Source: SUS Hours to Degree File</p>
<p>Number of Undergraduate Course Sections</p>	<p>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</p>
<p>% of Undergraduate Class Time Taught by Faculty, Adjunct Faculty, Graduate Students, and Others</p>	<p>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</p>

<p>Average Salary and Benefits of Faculty Teaching Undergraduate Courses</p>	<p>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</p>
<p>Student-Faculty Ratio</p>	<p>Definition: This definition will be consistent with IPEDS reporting. It is the 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), excluding 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 primarily teach graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set, IPEDS</p>
<p>Nursing: Number and Pass Rate of NCLEX First-Time Test Takers - Baccalaureate Only</p>	<p>Definition: First-time test taker pass rates on the NCLEX for each university are published by the Florida Department of Health at: http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html. This reports pass rates for baccalaureate nursing program test takers only. Notes: Indicators for pass rates on other licensure exams (e.g., teaching, accountancy, engineering) will be added as data become available.</p>
<p>Number of Students Eligible for FSAG</p>	<p>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.</p>
<p>Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential</p>	<p>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.</p>
<p>Value of Tuition Differential Waivers Provided to FSAG-Eligible Students</p>	<p>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.</p>

Appendix B

Graduate Education Data	
Graduate Degrees Awarded	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 previous 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. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File, element #01081 (“Degree-Level Granted”)
Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis	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.
Research and Economic Development	
Federally Financed Academic Research and Development Expenditures (Actual Dollars)	Definition: From the annual NSF reporting template, Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (2) Federal. Dollars are in thousands. Source: NSF, http://webcaspar.nsf.gov/
Total Academic Research and Development Expenditures (Actual Dollars)	Definition: From the annual NSF reporting template, Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (1) Total. Dollars are in thousands. Source: NSF, http://webcaspar.nsf.gov/
Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	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)

Invention Disclosures Received	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)
Total U.S. Patents Issued	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)
Patents Issued Per 1,000 Full-Time, Tenure and Tenure Earning Faculty	Sources: AUTM Licensing Survey or comparably defined data from institutions (patents) and IPEDS (full-time faculty)
Total Number of Licenses/Options Executed	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)
Total Licensing Income Received	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)
Jobs Created by Start-Ups in Florida	TBD
Centers of Excellence	
These metrics are consistent with the 2007-08 submissions for the annual Centers of Excellence report and should be reported in 2008-09 in a manner consistent with the prior year.	
Voluntary Support for Higher Education	
Endowment Market Value	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). Source: NACUBO Endowment Study (or using NACUBO definitions for institutions that do not participate in that survey)
Annual Gifts Received	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

Appendix B

	<p>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.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
<p>Percentage of Alumni Who Are Donors</p>	<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>