

2015-16

Annual Accountability Report

# UNIVERSITY OF NORTH FLORIDA

BOARD OF TRUSTEES APPROVED 03/14/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



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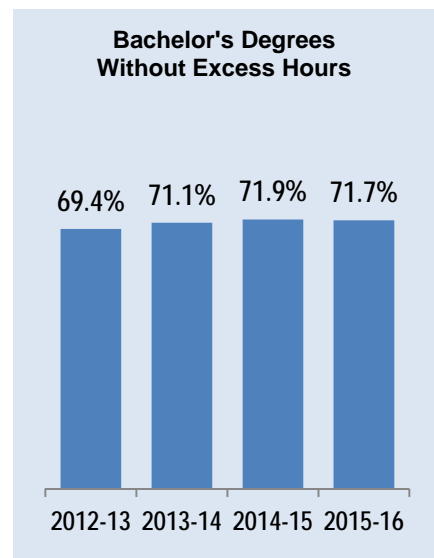
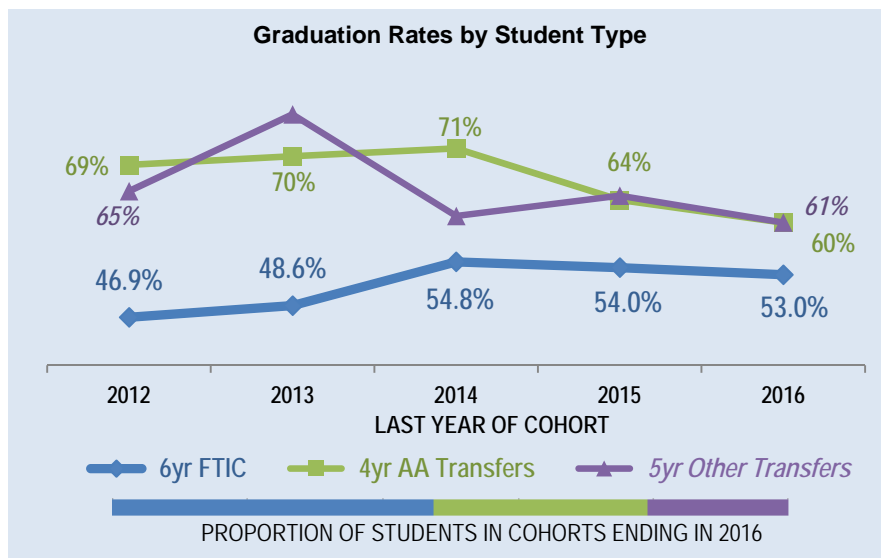
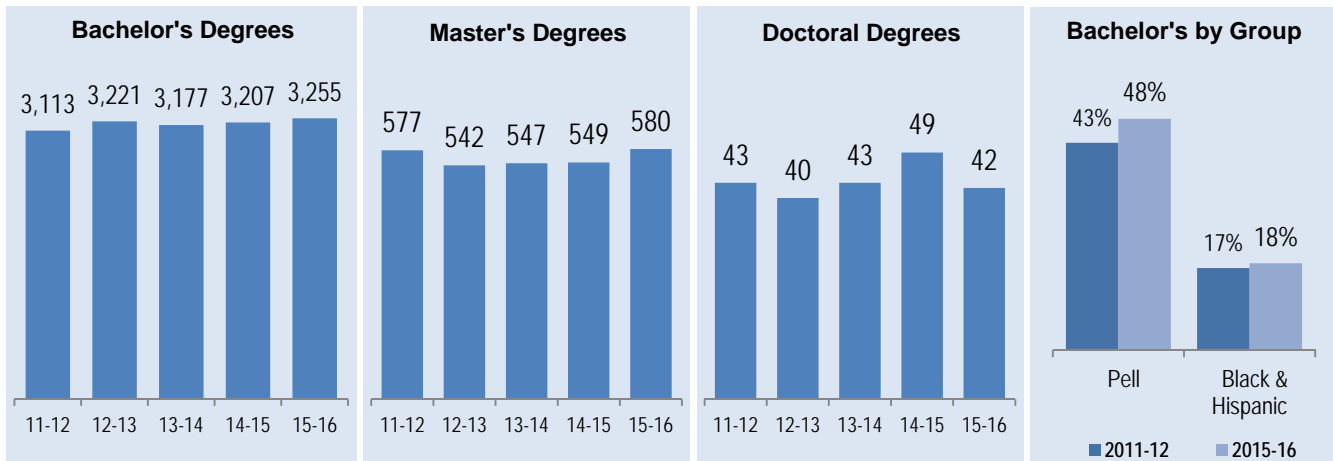
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# Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-15 % Change	Degree Programs Offered			2015 Carnegie Classifications		
				Faculty (Fall 2015)	Full-Time	Part-Time			
<b>TOTAL</b>	<b>15,882</b>	<b>100%</b>	<b>-2%</b>	<b>TOTAL (as of Spring 2016)</b>				Master's Colleges & Universities: Large	
White	10,832	68%	-3%	Baccalaureate			93	Basic:	
Hispanic	1,520	10%	2%	Master's			56	Undergraduate Instructional Program:	
Black	1,521	10%	-3%	Research Doctorate			32	Balanced arts & sciences/professions	
Other	2,009	13%	4%	Professional Doctorate			1	Graduate Instructional Program:	
Full-Time	10,388	65%	-3%				4	Research Doctoral: Single program-Education	
Part-Time	5,499	35%	1%					Size and Setting:	
Undergraduate	13,590	86%	-2%	<b>TOTAL</b>			<b>490</b>	<b>20</b>	Four-year, large, primarily nonresidential
Graduate	1,778	11%	1%	Tenure & Ten. Track			376	7	Community Engagement:
Unclassified	514	3%	-3%	Non-Tenured Faculty			114	13	Yes

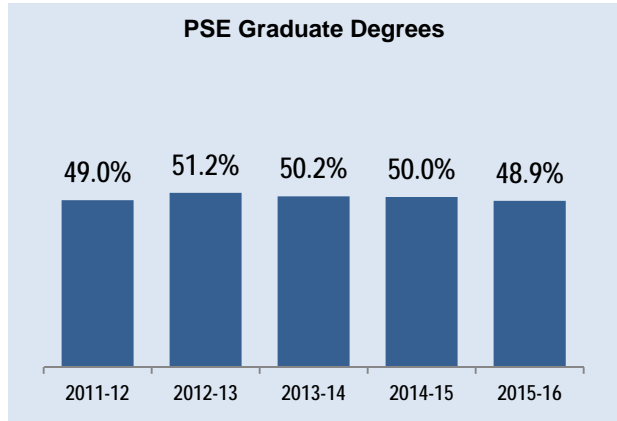
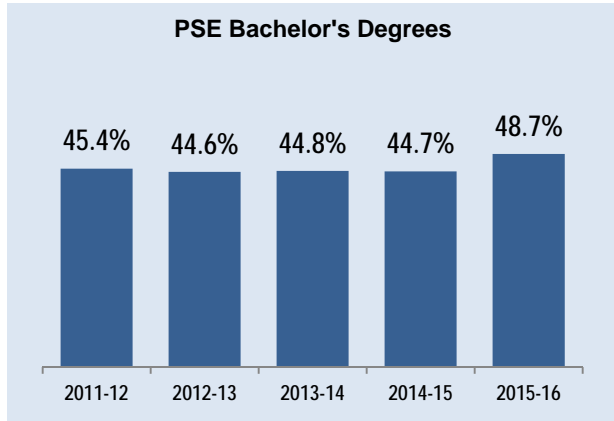
## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



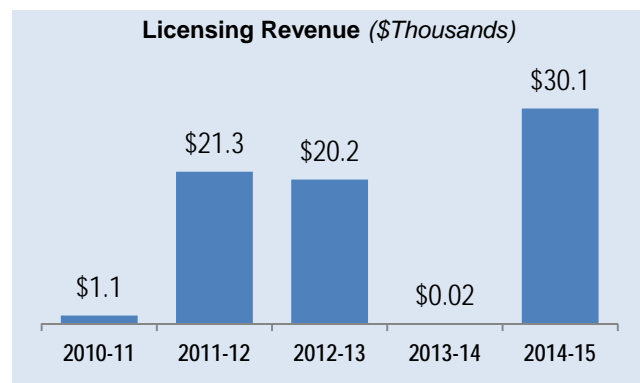
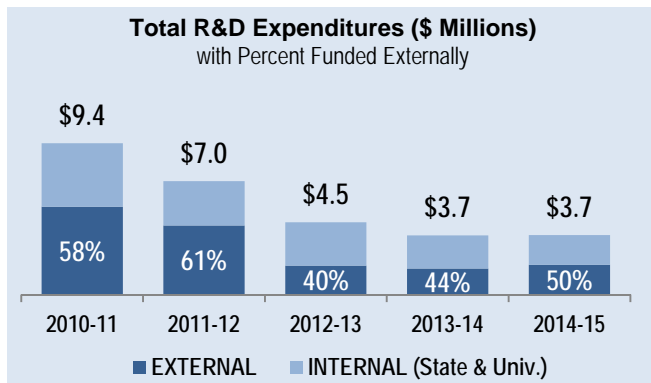


# Dashboard

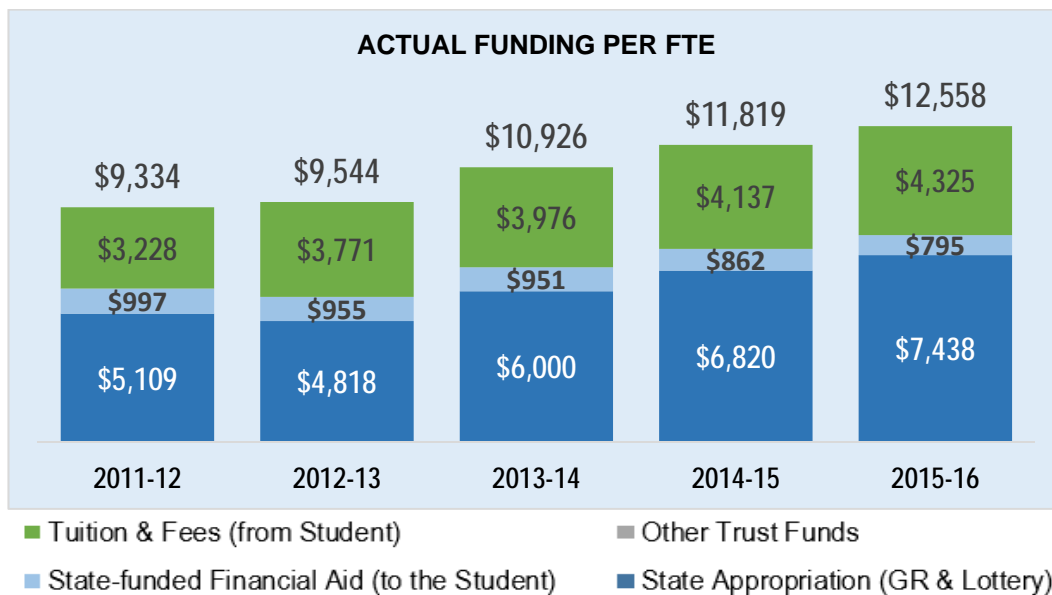
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES

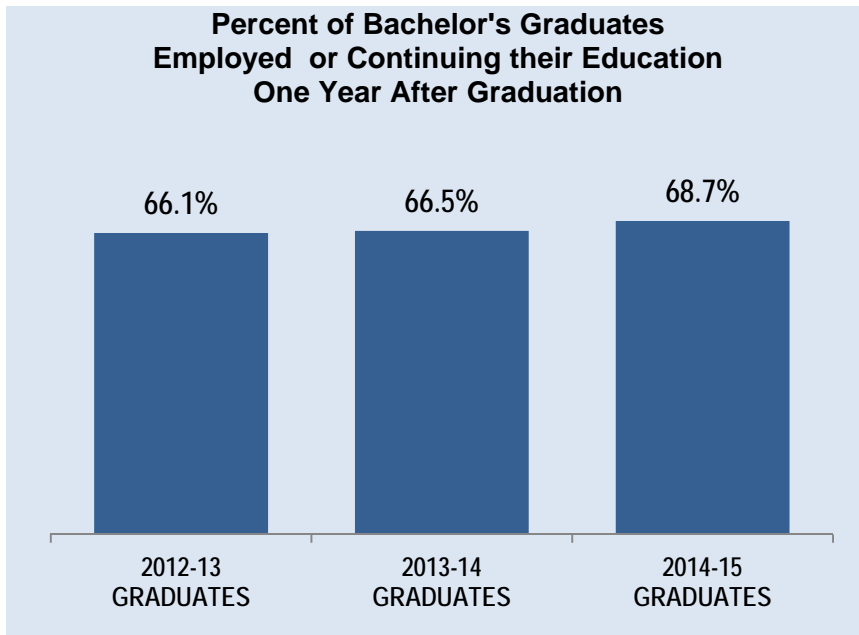


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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



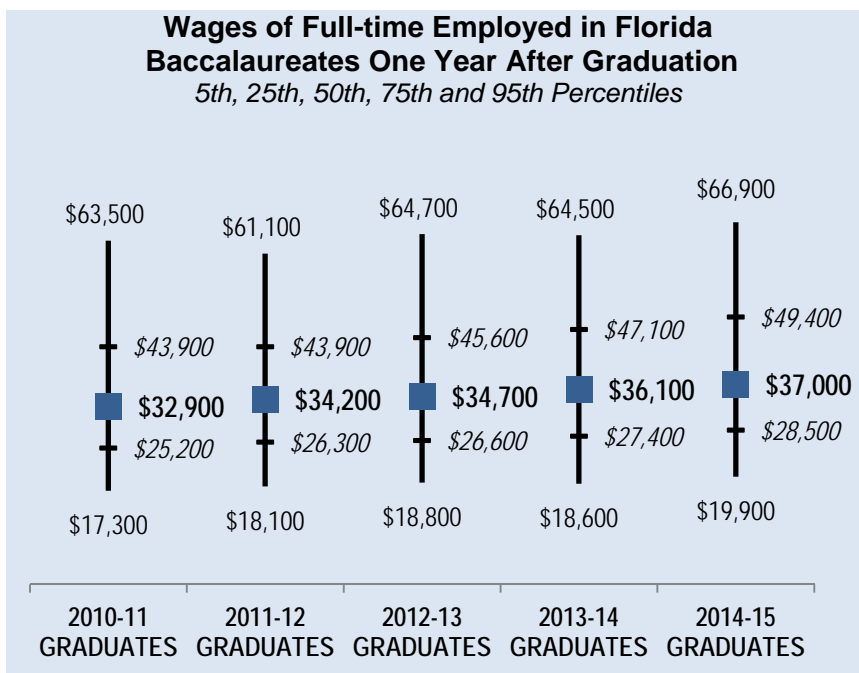
# Dashboard

## POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 94% of the total 2014-15 graduating class.

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



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 64% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



## Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	66.5%	68.7%	2.2%pts
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$36,100	\$37,000	2.5%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$17,290	\$17,260	-0.2%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	54.0%	53.0%	-1.0%pts
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	74.6%	75.4%	0.8%pts
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	44.7%	48.7%	4.0%pts
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	32.6%	32.1%	-0.5%pts
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	50.0%	48.9%	-1.1%pts
		2014-15	2015-16	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	71.9%	71.7%	-0.2%pts
		2014-15	2015-16	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Undergraduate FTE Enrollments in Online Courses	14.0%	16.2%	2.2%pts

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



## Key Achievements (2015 -2016)

### STUDENT AWARDS/ACHIEVEMENTS

1. Janice Anglin received the Florida Academy of Nutrition and Dietetics Outstanding Dietetics Student Award.
2. Senior Daniel Dickinson received a Downbeat Magazine Award, Original Composition: Small Ensemble category.
3. Graduate student Corey Corrick received a Smithsonian Institution Summer Internship.

### FACULTY AWARDS/ACHIEVEMENTS

1. Drs. Daniel Santavicca (Physics), TJ Mullen and Corey Causey (Chemistry) were awarded a NSF grant to develop new nanomanufacturing techniques.
2. Dr. John Hatle (Biology) received an NIH grant to continue his research on diets and aging.
3. Dr. Catherine Christie (Nutrition and Dietetics) received the FL Academy of Nutrition and Dietetics Medallion Award and was appointed to serve on the Academy of Nutrition and Dietetics Ethics Committee.

### PROGRAM AWARDS/ACHIEVEMENTS

1. UNF's Physical Therapy program was ranked the best in the country by Graduate programs.com. UNF ranked no. 1 in the Top 25 Physical Therapy Graduate Program rankings.
2. UNF's School of Nursing online RN-BSN Bridge program ranked 11th nationally for 2016.
3. The University of North Florida ranked No. 1 in the state for the best dollar-for-dollar return on investment for a computer science degree, according to the 2014 Payscale College ROI Report.

### RESEARCH AWARDS/ACHIEVEMENTS

1. Drs. Nick Hudyma and Alan Harris (Engineering) were awarded a National Science Foundation grant to develop an automated quantifiable textural-based weathering classification system for limestone rock specimens.
2. Dr. James Gelsleichter (Biology) was awarded a National Ocean and Atmospheric Administration grant for the development of a test for pregnancy in sharks.
3. Drs. Matt Gilg and James Gelsleichter (Biology) were awarded a National Science Foundation Research Experiences for Undergraduates (REU) site in Coastal Biology on Florida's First Coast.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Kiplinger names UNF 'Best College Value': The University has been named to Kiplinger's Personal Finance's list of the Top 300 Best College Values of 2016.
2. For the fifth consecutive year, U.S. News & World Report named UNF in the top 20 for "Best Regional" university in its 2016 edition of "Best Colleges", and for the seventh consecutive year, UNF is one of the best colleges in the Southeast, according to The Princeton Review.
3. UNF's four-year graduation rate in 2015-16 was 73% above the national average for regional universities.



# Narrative

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

UNF received a \$7 million gift by Ann and David Hicks, longtime community leaders, philanthropists and UNF supporters, establishing the Hicks Honors College—the University’s sixth academic college.

The Library Learning Commons created in 2014-15 continued to enhance and strengthen student success in 2015-16. The Library is open 119.5 hours a week including a 24/7 schedule during exam week. The Library collaborated with Student Academic Success Services (SASS) and the Writing Center to offer additional sessions, including schedules after 5:00 pm when offices close and on weekends when the Library is open. In 2015-16 there were 1,639 tutoring sessions for 795 students in the Library. Chemistry and Math sessions accounted for 58% of the tutoring sessions. Librarians offered individualized research consultations to assist 245 students with their assignments, and provided group research instruction for 4,004 students.

E-Resources continue to be a cost effective and efficient way to offer library resources, with items being used 21,891,605 times. Digital Commons continued to expand with 3,260 new items added and 276,658 items being downloaded. UNF faculty publications were downloaded 12,323 times. This content is accessed and downloaded globally by 213 different countries, with 34% of the total downloads from outside USA.

UNF has approved a new undergraduate degree program in 2015-16 (Deaf Education) and four graduate degrees, including new masters programs in Social Work, Business Management, Communication Management, as well as a Doctor of Nursing Practice for Nurse Anesthetist.

Students involved in transformational learning opportunities (TLOs) increased from 37 to 38%. TLO experiences incorporate many high-impact teaching and learning opportunities, including study abroad and undergraduate students working with faculty researchers.

Ninety-four percent of UNF graduates passed the Nursing licensure exam, compared with 72% across the state of Florida.

UNF filled 61 faculty positions for 2015-16, including 15 in the STEM fields. These lines help to maintain the desired smaller class sizes and student-faculty ratios that are a hallmark of a UNF education.

The University’s Music Flagship program was elevated to a School of Music, which will increase both student and faculty recruitment successes as well as funding opportunities for the School.

As UNF prepares for its SACS reaccreditation visit in 2019, the university now holds 54 of its 64 available program accreditations, which is 16 more than were held in 2003.

UNF expanded its Digital Humanities Initiative (DHI), which promotes collaboration on interdisciplinary projects that combine the use of technology with materials and methodologies from the Humanities, Fine Arts and Social Sciences. The DHI coordinates events exploring the theory and practice of Digital Humanities scholarship, and provides a forum for faculty to work together on the design and





implementation of digital projects. The DHI helps faculty to engage students directly in hands-on Digital Humanities research, within and beyond the classroom, and promotes opportunities for members of the UNF community to collaborate on digital projects with cultural institutions in Northeast Florida.

### **INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY**

UNF's four-year graduation rate in 2015-16 was 73% above the national average for regional universities.

UNF has the sixth-highest graduation rate among urban regional universities nationwide.

UNF's Culture of Completion initiative encourages students to graduate within four years, using a series of strategies and support services to facilitate on-time graduation. These include:

- Enhanced supplemental instruction and tutoring for students in high failure rate and key gateway courses
- Improved early alert system in academic tracking to inform all students (not just freshmen) when they are at risk for failing a course.
- Developed programs for students who do not gain admission into limited access/selection admissions programs
- Hired five new advisors campus-wide, as well as a coordinator of supplemental instruction and a coordinator of retention, in direct support of improving retention and graduation rates and the percent of bachelor's degrees without excess hours.
- Upgraded hardware to facilitate advising, thereby directly supporting improved retention and graduation rates, and the percent of bachelor's degrees without excess hours.
- Increased distance learning or hybrid/blended FTEs by 15.5%.
- Provided additional funding to support the availability of summer school offerings, in direct support of improving six-year graduation rates.
- Expanded the use of course scheduling software (Osprey Scheduler), which streamlines the registration process for students, by 137 percent.

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

Undergraduate degree production in STEM fields during 2015-16 rose by more than 10%, and represented nearly 49% of all UNF degrees. In strictly STEM disciplines, undergraduate degrees and undergraduate enrollment each rose by more than 25% in 2015-16.

Increased investment in supplemental instruction (SI) currently supports 5300 visits by 3,173 students in 29 sections in five disciplines in STEM or areas of strategic emphasis: Accounting, Biology, Chemistry, Engineering, and Physics. The rate of students using SI in these sections is 48% higher than the



national average. The GPA of students using SI increased by an average of 17%; those attending five or more times saw their GPA increase by an average of 28%. Moreover, the percentage of students getting a D, F, or withdrawing in SI-supported courses has dropped by an average of 39%, including a drop of 69% in Physics.

Over the past few years, UNF has launched various initiatives to recruit, retain, and graduate UNF masters and doctoral students, with a focus on STEM disciplines and other areas of strategic emphasis as defined by the BOG. These efforts are now paying off: enrollment in programs of strategic emphasis have increased 13.6% since 2014-2015, and graduate degrees in these fields have increased 6.8% in just the past year.

UNF continued its STEM summer Jumpstart program for incoming STEM majors and is implementing improved advising and retention strategies for engineering students based on historical data. The UNF School of Engineering, in partnership with the American Society of Civil Engineers (ASCE), the Society of American Military Engineers (SAME), and several engineering firms, have come together on a community-based initiative to encourage high school students to pursue a civil engineering degree by participating in a competition to design a replacement for the Jacksonville Main Street Bridge.

UNF is developing several new graduate programs in areas of strategic emphasis that serve regional workforce needs, including an M.S. in Athletic Training, an M.S. in Construction Management, and a multidisciplinary M.S. in Materials Science and Engineering involving three departments in two different colleges.

UNF purchased a subscription to the Institute of Electrical and Electronics Engineers' Xplore digital library, providing access to more than 3 million full-text documents from leading sources in engineering and computing science, in direct support of STEM degree production in those fields.

The contribution to the university's STEM infrastructure provided by the Institute of Electrical and Electronics Engineers' Xplore digital library has helped support more than \$1.1M in contracts and grants by faculty in the associated disciplines. Moreover, the investment has proven to be cost-effective vis-à-vis use of an inter-library loan (ILL) approach, reducing cost by nearly 12% for each downloaded item, and doing so without concerns about surpassing ILL limits.

## Narrative

### Scholarship, Research and Innovation

#### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Impact metrics show that UNF has increased its international impact ranking by nearly 7% over the past three years, while almost all of UNF's peer and aspirant institutions have experienced much lower increases or even declines in this important measure of research output.

The scholarship of UNF faculty is increasingly recognized with awards of prestigious fellowships. In 2015–2016, three faculty received Fulbright US Scholar fellowships and two faculty were awarded National Endowment for the Humanities Fellowships. These are both highly competitive awards, with only 7% of applicants receiving NEH Fellowships; both programs are officially recognized by the National Research Council as impactful awards that they use for calculating university rankings.



The cultivation of collaborative interdisciplinary research continues to be a high priority at UNF. Internal research support programs that incentivize team research have been quite impactful: in FY16, a total of \$1.4 million in grants and contracts was awarded to teams of researchers from multiple departments.

Physics faculty member Maitri Warusawithana is in the final stages of setting up a \$2 million Molecular Beam Epitaxy (MBE) laboratory that will be the only such facility in the US in a primarily undergraduate institution (PUI). The MBE, which will be used to fabricate nanotech multilayer materials at the atomic level, expands the department's exceptional instrumentation that includes a helium liquefier facility, one of only two found at a PUI.

In partnership with one of the world leaders in advanced microscopy, TESCAN USA, Inc., UNF established the Materials Science and Engineering Research Facility (MSERF). The MSERF will support industry quality control and R&D efforts, as well as other funded scientific research at UNF, and will serve as a high-tech R&D resource to existing regional manufacturers.

### **INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY**

Continuing the positive trend from the past few years, UNF received \$12.3 million in research and training contracts and grants in FY16, a 14% increase over FY15 and 36% higher than FY14. Contract and grant expenditures were \$7.6 million, up 16% since FY14. This includes a 15% increase in R&D-focused federal funding.

UNF's patent portfolio of technologies created by faculty is rapidly growing. Two new patents for novel chemical compounds were awarded in FY16, and two more non-provisional applications are under review at the US Patent and Trademark Office. This includes a heatless welding process co-invented with faculty from Northeastern University that has attracted international attention by potential licensors. Another provisional application was submitted on behalf of undergraduate engineering students who have created an innovative new gear system for competitive cycling.

### **INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY**

UNF has continued to develop collaborative partnerships with other universities and private and public partners to increase competitiveness for external research funding. This includes federal grants in which UNF is collaborating with institutions across the state, such as FSU, UCF, FAU, UWF, FSU, and Mayo Clinic, as well as with universities outside of the state, including MIT, Colorado-Boulder, the University of Minnesota, and Mississippi State.

Partnerships with business and industry account for more than 20% of externally funded research. This includes UNF support for Small Business Innovation Research (SBIR) projects undertaken by small businesses currently located in or interested in moving to northeast Florida.



# Narrative

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

In 2016, the Florida SBDC Network celebrated its 40th anniversary. The SBDC at UNF has been an active participant in the program since its inception.

The Florida SBDC at UNF achieved the highest customer satisfaction rating in the state network in three of five categories (beneficial rating, working relationship rating, and knowledge and expertise rating) in the Network's annual survey.

In its Quality Improvement Review conducted annually by the Florida SBDC Network State Headquarters, the Florida SBDC at UNF received three programmatic areas of commendation for resource allocation and management, for the quality and quantity of client success stories, and for verified and attributed reporting of client economic impact. The Florida SBDC at UNF met all of the remaining standards (programmatic and financial), and the Review Team did not identify any conditions for concern.

In May 2016, the Florida SBDC at UNF nominated a client, Endoscopy Replacement Parts of Newberry, for the U.S. Small Business Administration's Exporter of the Year award. The company won at the district, state and national levels, and its owners traveled to Washington to receive the award.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

#### Small Business Development Center (SBDC)

In its 18-county service area, the Florida SBDC at UNF individually assisted more than 1600 small business owners by providing more than 16,000 consulting hours, and trained more than 2000 workshop attendees in 100-plus training programs. The verified and attributed economic impact reported as a result included: 45 new business starts, more than \$64 million in capital formation, nearly \$51 million in increased sales, and more than \$66 million in government contracts acquired.

In 2015-16, the Florida SBDC at UNF provided "live" case studies for three Coggin College of Business classes. Eighteen entrepreneurs participated in graduate Social Media and Data Analytics classes and in the undergraduate Entrepreneurial Marketing class. These businesses received nearly 2000 hours of student consulting on state-of-the-art marketing strategies, while students received the chance to apply what they learned in class in a real-world setting.

This fiscal year, UNF, in partnership with the Florida SBDC at UNF, received a third year of federal funding under contract with the U.S. Small Business Administration for its ScaleUp America program. One of only eight communities nationwide to initially win this contract, ScaleUp North Florida graduated 77 entrepreneurs in its first two years, with more than 80% reporting increased sales, 75% hiring additional employees, 25% accessing new capital, and 100% recommending the program to other entrepreneurs. The five-year SBA contract awarded \$1.6 million to UNF.



Staff in the Florida SBDC at UNF regularly served on economic development and community boards and committees for a number of organizations including: Community First Credit Union; Florida 8(a) Alliance; Nassau County Economic Development Board; Florida First Capital Finance Corp.; Women Business Owners of North Florida; Florida Export Finance Corp.; Mayor's Commission on the Status of Women; Mayor's Asian American Advisory Board; Greater Ocala Community Development Corp.; District Export Council, Nature Coast Business Development Council; and the North American Small Business International Trade Educators, among many others.

### **Earn Up / JaxUSA**

Continuing Education and Enrollment Services have teamed up with community stakeholders to focus on improving the quality of life and workforce readiness in the six county region of Northeast Florida, primarily through completion of college degrees and industry certifications.

"Earn Up" is an ambitious higher education initiative with a goal of having 60 percent of adults with training certificates or college degrees by 2025. To reach that 60 percent goal, Earn Up will look for improvement in three key areas:

- Improving how high school students are moved into college certificate and degree programs. Advanced Placement and dual enrollment are part of the solution, as is Jacksonville's Learn 2 Earn program, which allows students aspiring to be first-generation college students to spend a week on campus and learn about being a college student.
- Looking at ways to help remove some of the common roadblocks adults face to complete their degree – or pursue a new field. That could be by giving a closer look at accepting credit for prior learning, adding more online courses or providing more support service for working students.
- Making it easier for military veterans who retire or end their service in Northeast Florida to obtain a certification or degree to pursue a second career.

### **OspreyPAL**

Enrollment Services and the Police Athletic League (PAL) of Jacksonville established a partnership to engage Jacksonville youth during their most impressionable years as a means to establish an academic pathway through the JaxPAL Teen Leadership Program. This agreement is to provide student mentees within the JaxPAL program to develop leadership, social and professional skills needed for their transition to adulthood and to prepare them for college and the workforce. Four \$4,000 renewable scholarships will be awarded to participants in the program.

### **Duval County Public Schools**

In order to encourage talented rising scholars within Duval County to remain local for their higher education experience, UNF has proposed to offer these students a one-time scholarship (the \$4,000 for 4 years UNF Rising Scholars Award) should they complete four criteria:

1. Attend a free UNF SAT / ACT test preparation session
2. Take a UNF campus tour, either custom or part of the regular weekday campus tours
3. Apply and be admitted to UNF as a freshman
4. Prepare for the financial responsibility of attending college. The students participating in this program must attend a UNF financial aid workshop at their high school or attend a university sponsored event with a financial aid component, or meet one-on-one with a financial aid staff



member at the UNF One Stop Student Services Office. Last year, five students received the UNF Rising Scholars award and for 2017 we expect to award ten of these scholarships.

### **AVID – Advancement Via Individual Determination**

UNF has joined with Florida high schools with AVID programs to host an annual summit. Students are invited to a variety of breakout sessions on developing leadership skills, preparing for college and taking advantage of opportunities in college. Advancement Via Individual Determination (AVID) is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.

### **State College Gateway Partnerships**

Over the past year, UNF has developed broadly reaching gateway partnership agreements with the four state colleges in our catchment basin: The *Connect* with Florida State College of Jacksonville, the *Gateway* with St. Johns River State College, the *SF2UNF* with Santa Fe State College, and the forthcoming *Ten2Four* with Florida Gateway College. Through targeted outreach and advisor integration each partnership provides for unique academic, social, and career pathways that address the specific needs of our shared students.

### **Center for Community Based Learning**

UNF hosted the third annual Community Partnership Summit: 37 community leaders and UNF faculty, staff, and students discussed five critical aspects of engagement to examine how best to create reciprocal partnerships and how to measure the impact of that collaborative work.

### **Increased Levels of Community Engagement**

The number of faculty, students participating and the number of Community Engagement courses offered reached an institutional high:

- Faculty involvement: 273 faculty taught community-based transformational learning courses (service learning/ internships, etc.).
- Number of courses offered: 653.
- Number of Students enrolled in at least one Community Engaged course: 10,303, representing 64.9% of our student population.

88% of UNF departments offer Community Engagement courses.

### **INCREASE COMMUNITY AND BUSINESS WORKFORCE**

UNF tops all schools in the State University System when it comes to graduates being employed in Florida.

The average salary of a UNF alum 10 years after graduation is 23 percent above the national average.

A quarter of UNF alums who received their undergraduate degree from UNF earn more than \$49,400 in their first year.



As a direct result of Florida Small Business Development Center (SBDC) at UNF assistance, clients reported creating and/or retaining more than 1400 jobs in FY15-16, significantly contributing to the workforce in the region. In response to the needs expressed by growing small businesses, the Florida SBDC at UNF added a number of training programs and consulting tools to assist in attracting, retaining and motivating employees and remaining compliant with ever-changing rules and regulations.

UNF's Coggin College of Business annually hosts five major-specific Career Days, in Transportation & Logistics, Finance, and Accounting – all areas of strategic emphasis. Each event involves hundreds of one-on-one half-hour interviews between employers and students in a single day. The interview schedule is constructed using an advanced UNF-designed prescriptive analytics model that optimizes the match between students and prospective employers, thereby maximizing the opportunity for hires. Collectively, during the five Career Days in 2015-16, 150 firms conducted 1475 interviews with 292 students.



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## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues**

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$73,536,635	\$78,591,727	\$90,863,417	\$88,531,897	\$89,039,389
Non-Recurring State Funds	-\$7,191,189	\$2,454,534	\$600,000	\$8,247,962	\$250,000
Tuition	\$53,555,207	\$54,419,296	\$54,292,157	\$53,825,949	\$54,671,910
Tuition Differential Fee	\$10,101,327	\$10,710,463	\$11,098,743	\$10,762,745	\$10,159,393
Misc. Fees & Fines	\$1,423,846	\$1,420,756	\$1,654,537	\$2,015,228	\$1,478,198
<b>TOTAL</b>	<b>\$131,425,826</b>	<b>\$147,596,776</b>	<b>\$158,508,854</b>	<b>\$163,383,781</b>	<b>\$155,598,890</b>

**Recurring State Funds:** include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* **Phosphate/Other Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*



## Section 1 – Financial Resources *(continued)*

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

MAIN OPERATIONS	2011-12*	2012-13	2013-14	2014-15	2015-16
Instruction/Research	\$72,916,938	\$76,412,052	\$80,238,609	\$87,895,408	\$93,719,822
Administration and Support	\$15,623,595	\$16,458,737	\$17,867,201	\$19,460,971	\$19,871,462
PO&M	\$15,061,062	\$16,049,945	\$17,956,729	\$20,319,020	\$17,882,069
Student Services	\$16,561,055	\$18,810,406	\$19,446,689	\$20,699,642	\$19,346,716
Library/Audio Visual	\$2,592,193	\$3,945,552	\$4,058,828	\$4,433,438	\$4,695,068
Other	\$1,218,142	\$1,452,736	\$1,555,224	\$1,443,386	\$1,160,436
<b>TOTAL</b>	<b>\$123,972,985</b>	<b>\$133,129,428</b>	<b>\$141,123,280</b>	<b>\$154,251,865</b>	<b>\$156,675,573</b>

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

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



## Section 1 – Financial Resources *(continued)*

**TABLE 1C. Funding per Full-Time Equivalent (FTE) Student**

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR &amp; Lottery)</i>	\$5,109	\$4,818	\$6,000	\$6,820	\$7,438
Tuition & Fees <i>(State-funded Aid)</i>	\$997	\$955	\$951	\$862	\$795
Tuition & Fees <i>(from Student)</i>	\$3,228	\$3,771	\$3,976	\$4,137	\$4,325
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$9,334</b>	<b>\$9,544</b>	<b>\$10,926</b>	<b>\$11,819</b>	<b>\$12,558</b>

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

**TABLE 1D. Cost per Bachelor's Degree**

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$28,560	\$29,350	\$30,750	\$32,630	\$34,720
<b>[NEW]</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Cost to the Student:					
Net Tuition & Fees per 120 Credit Hours	.	.	\$17,060	\$17,290	\$17,260

Notes: **Cost to the Institution** reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php). *This data is not adjusted for inflation.*



## Section 1 – Financial Resources *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Auxiliary Enterprises</b>					
Revenues	\$40,973,234	\$42,287,257	\$43,706,087	\$48,871,802	\$50,684,435
Expenditures	\$34,158,980	\$36,514,136	\$41,552,432	\$49,858,309	\$46,643,545
<b>Contracts &amp; Grants</b>					
Revenues	\$13,496,662	\$9,624,419	\$8,425,571	\$10,160,843	\$8,013,366
Expenditures	\$12,200,852	\$10,022,335	\$8,339,960	\$9,955,391	\$9,410,214
<b>Local Funds</b>					
Revenues	\$61,767,655	\$60,645,440	\$59,684,329	\$59,057,231	\$56,850,999
Expenditures	\$59,420,203	\$59,603,472	\$58,218,974	\$57,920,771	\$55,380,084
<b>Faculty Practice Plans</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. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

**TABLE 1F. Voluntary Support of Higher Education**

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$74,889	\$83,557	\$94,884	\$98,307	\$96,455
Gifts Received (\$1000s)	\$10,173	\$10,173	\$9,898	\$10,412	\$17,599
Percentage of Alumni Donors	4.2%	4.5%	3.7%	3.2%	4.7%

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



## Section 2 – Personnel

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

	2011	2012	2013	2014	2015
<b>Full-time Employees</b>					
Tenured Faculty	217	211	220	236	245
Tenure-track Faculty	151	153	132	132	131
Non-Tenure Track Faculty	138	122	128	117	114
Instructors Without Faculty Status	0	2	0	0	3
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,201	1,199	1,196	1,272	1,255
<b>FULL-TIME SUBTOTAL</b>	<b>1,707</b>	<b>1,687</b>	<b>1,676</b>	<b>1,757</b>	<b>1,748</b>
<b>Part-time Employees</b>					
Tenured Faculty	10	9	15	11	2
Tenure-track Faculty	2	2	2	1	5
Non-Tenure Track Faculty	14	13	13	15	13
Instructors Without Faculty Status	233	250	270	308	304
Graduate Assistants/Associates	142	132	136	133	161
Non-Instructional Employees	24	22	17	17	19
<b>PART-TIME SUBTOTAL</b>	<b>425</b>	<b>428</b>	<b>453</b>	<b>485</b>	<b>504</b>
<b>TOTAL</b>	<b>2,132</b>	<b>2,115</b>	<b>2,129</b>	<b>2,242</b>	<b>2,252</b>

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



## Section 3 – Enrollment

**TABLE 3A. Headcount Enrollment by Student Type and Level**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>TOTAL</b>	<b>16,368</b>	<b>16,356</b>	<b>16,258</b>	<b>16,187</b>	<b>15,882</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	7,524	7,091	6,669	6,684	6,306
FTIC (Profile Admit)	44	28	22	16	22
FCS AA Transfers	3,973	4,311	4,349	4,104	3,958
Other AA Transfers	345	355	373	357	361
Post-Baccalaureates	0	0	0	0	527
Other Undergraduates	2,217	2,337	2,595	2,743	2,416
<b>Subtotal</b>	<b>14,103</b>	<b>14,122</b>	<b>14,008</b>	<b>13,904</b>	<b>13,590</b>
<b>GRADUATE</b>					
Master's	1,500	1,480	1,472	1,499	1,427
Research Doctoral	101	106	100	105	100
Professional Doctoral	110	108	114	150	251
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Nursing Practice</i>	<i>23</i>	<i>23</i>	<i>26</i>	<i>61</i>	<i>162</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>87</i>	<i>85</i>	<i>88</i>	<i>89</i>	<i>89</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<b>Subtotal</b>	<b>1,711</b>	<b>1,694</b>	<b>1,686</b>	<b>1,754</b>	<b>1,778</b>
<b>UNCLASSIFIED</b>					
HS Dual Enrolled	31	16	8	39	27
Other	523	524	556	490	487
<b>Subtotal</b>	<b>554</b>	<b>540</b>	<b>564</b>	<b>529</b>	<b>514</b>

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



**Section 3 – Enrollment** *(continued)*

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>RESIDENT FUNDABLE</b>					
LOWER	4,821	4,651	4,499	4,563	4,282
UPPER	7,487	7,598	7,471	7,204	7,039
MASTERS (GRAD I)	1,055	992	994	992	926
DOCTORAL (GRAD II)	177	172	169	193	239
<b>TOTAL</b>	<b>13,540</b>	<b>13,412</b>	<b>13,132</b>	<b>12,952</b>	<b>12,486</b>
<b>NON-RESIDENT FUNDABLE</b>					
LOWER	139	118	138	179	191
UPPER	153	145	136	144	181
MASTERS (GRAD I)	89	86	89	114	118
DOCTORAL (GRAD II)	8	9	13	24	38
<b>TOTAL</b>	<b>389</b>	<b>358</b>	<b>376</b>	<b>462</b>	<b>528</b>
<b>TOTAL FUNDABLE</b>					
LOWER	4,960	4,768	4,637	4,742	4,473
UPPER	7,640	7,743	7,607	7,348	7,220
MASTERS (GRAD I)	1,145	1,078	1,083	1,106	1,045
DOCTORAL (GRAD II)	185	180	182	217	277
<b>TOTAL</b>	<b>13,929</b>	<b>13,770</b>	<b>13,508</b>	<b>13,414</b>	<b>13,014</b>
<b>TOTAL NON-FUNDABLE</b>					
LOWER	74	79	86	88	92
UPPER	92	121	133	124	207
MASTERS (GRAD I)	6	18	14	31	50
DOCTORAL (GRAD II)	0	0	0	11	36
<b>TOTAL</b>	<b>172</b>	<b>218</b>	<b>233</b>	<b>253</b>	<b>385</b>
<b>TOTAL</b>					
LOWER	5,034	4,847	4,723	4,830	4,566
UPPER	7,731	7,864	7,739	7,472	7,427
MASTERS (GRAD I)	1,151	1,096	1,097	1,136	1,094
DOCTORAL (GRAD II)	185	180	182	228	313
<b>TOTAL</b>	<b>14,101</b>	<b>13,988</b>	<b>13,741</b>	<b>13,666</b>	<b>13,399</b>

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



## Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>TRADITIONAL</b>					
LOWER	4,789	4,527	4,318	4,224	3,954
UPPER	7,095	6,956	6,570	6,143	5,837
MASTERS (GRAD I)	949	864	876	862	789
DOCTORAL (GRAD II)	169	162	168	185	220
<b>TOTAL</b>	<b>13,002</b>	<b>12,508</b>	<b>11,932</b>	<b>11,414</b>	<b>10,800</b>
<b>DISTANCE LEARNING</b>					
LOWER	224	314	398	600	588
UPPER	524	739	991	1,122	1,353
MASTERS (GRAD I)	117	154	173	214	214
DOCTORAL (GRAD II)	11	10	13	38	82
<b>TOTAL</b>	<b>876</b>	<b>1,217</b>	<b>1,575</b>	<b>1,974</b>	<b>2,236</b>
<b>HYBRID</b>					
LOWER	21	6	7	6	23
UPPER	113	169	178	207	237
MASTERS (GRAD I)	85	79	47	61	92
DOCTORAL (GRAD II)	4	9	1	4	12
<b>TOTAL</b>	<b>223</b>	<b>263</b>	<b>234</b>	<b>278</b>	<b>363</b>
<b>TOTAL</b>					
LOWER	5,034	4,847	4,723	4,830	4,566
UPPER	7,731	7,864	7,739	7,472	7,427
MASTERS (GRAD I)	1,151	1,096	1,097	1,136	1,094
DOCTORAL (GRAD II)	185	180	182	228	313
<b>TOTAL</b>	<b>14,101</b>	<b>13,988</b>	<b>13,741</b>	<b>13,666</b>	<b>13,399</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

**Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.





**Section 3 – Enrollment** *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>MILITARY</b>					
Unclassified	5	12	19	4	1
Undergraduate	673	474	571	448	456
Master's (GRAD 1)	54	41	79	40	42
Doctoral (GRAD 2)	3	2	11	4	9
<b>Subtotal</b>	<b>735</b>	<b>529</b>	<b>680</b>	<b>496</b>	<b>508</b>
<b>DEPENDENTS</b>					
Unclassified	0	3	5	0	2
Undergraduate	3	270	468	269	271
Master's (GRAD 1)	0	13	30	17	17
Doctoral (GRAD 2)	0	3	5	4	2
<b>Subtotal</b>	<b>3</b>	<b>289</b>	<b>508</b>	<b>290</b>	<b>292</b>
<b>NON-MILITARY</b>					
Unclassified	549	525	540	525	511
Undergraduate	13,427	13,378	12,969	13,187	12,863
Master's (GRAD 1)	1,446	1,426	1,363	1,442	1,368
Doctoral (GRAD 2)	208	209	198	247	340
<b>Subtotal</b>	<b>15,630</b>	<b>15,538</b>	<b>15,070</b>	<b>15,401</b>	<b>15,082</b>
<b>TOTAL</b>	<b>16,368</b>	<b>16,356</b>	<b>16,258</b>	<b>16,187</b>	<b>15,882</b>

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

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	4,974	4,903	4,477	4,320	4,136
Percent with Pell Grant	36.7%	36.2%	33.5%	32.6%	32.1%

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



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Deaf Education	13.1003	Bachelors	6/9/2015	2015 FALL	
<b>Terminated Programs</b>					
Radiography	51.0911	Bachelors	2/12/2016	2016 SPRING	
Science Teacher Ed	13.1316	Bachelors	10/15/2015	2016 SPRING	
<b>Programs Suspended for New Enrollments</b>					
Art Teacher Education	13.1302	Bachelors	-	2016 SPRING	
Art/Art Studies, General	50.0701	Bachelors	-	2015 SPRING	
<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 new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

**New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

**Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

**Programs Suspended for New Enrollments** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

**New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates**  
*Retained in the Second Fall Term at Same University*

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	1,730	1,580	1,578	1,794	1,511
% Retained <i>with Any GPA</i>	83%	81%	82%	79%	79%
% Retained <i>with GPA 2.0 or higher</i>	77.5%	76.1%	77.8%	74.6%	75.4%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	2,304	2,043	1,694	2,025	1,925
% Graduated	48%	50%	55%	55%	54%
% Still Enrolled	7%	7%	6%	7%	6%
% Success Rate	55%	57%	62%	61%	59%

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



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

**TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students**  
*(includes Full- and Part-time students)*

<b>4 – Year Rates</b> (Full-time)	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14</b>	<b>2011-15</b>	<b>2012-16</b>
<i>Cohort Size</i>	1,694	2,025	1,925	1,730	1,580
Same University	26%	26%	26%	30%	33%
Other University in SUS	3%	2%	3%	3%	3%
Total from System	29%	29%	30%	33%	35%

<b>6 – Year Rates</b> (Full- & Part-time)	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14</b>	<b>2009-15</b>	<b>2010-16</b>
<i>Cohort Size</i>	2,540	2,302	1,856	2,238	1,996
Same University	46.9%	48.6%	54.8%	54.0%	53.0%
Other University in SUS	8%	7%	7%	7%	9%
Total from System	55%	56%	62%	61%	62%

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

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



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

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	987	1,241	1,321	1,144	1,075
Same University	34%	29%	27%	29%	30%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	637	1,010	987	1,241	1,321
Same University	69%	70%	71%	64%	60%

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

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

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
<i>Cohort Size</i>	1,066	463	988	766	871
Same University	65%	76%	61%	64%	61%

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



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

**TABLE 4G. Baccalaureate Degrees Awarded**

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	3,113	3,221	3,177	3,207	3,255
Second Majors	160	130	141	159	160
<b>TOTAL</b>	<b>3,273</b>	<b>3,351</b>	<b>3,318</b>	<b>3,366</b>	<b>3,415</b>

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

**TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)**  
**[Includes Second Majors]**

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	398	360	357	413	518
HEALTH	456	516	590	580	610
GLOBALIZATION	113	109	93	109	119
EDUCATION	256	279	243	191	184
GAP ANALYSIS	262	231	205	213	233
<b>SUBTOTAL</b>	<b>1,485</b>	<b>1,495</b>	<b>1,488</b>	<b>1,506</b>	<b>1,664</b>
<b>PSE PERCENT OF TOTAL</b>	<b>45.4%</b>	<b>44.6%</b>	<b>44.8%</b>	<b>44.7%</b>	<b>48.7%</b>

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



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

**TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Non-Hispanic Black</b>					
Number of Degrees	299	298	301	314	257
Percentage of Degrees	10%	9%	10%	10%	8%
<b>Hispanic</b>					
Number of Degrees	208	252	254	289	311
Percentage of Degrees	7%	8%	8%	9%	10%
<b>Pell-Grant Recipients</b>					
Number of Degrees	1,304	1,506	1,534	1,529	1,527
Percentage of Degrees	42%	47%	49%	48%	48%

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

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

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



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

**TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours**

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	65%	64%	64%	66%	69%
AA Transfers	63%	76%	77%	77%	74%
Other Transfers	53%	67%	70%	72%	72%
<b>TOTAL</b>	<b>62%</b>	<b>69.4%</b>	<b>71.1%</b>	<b>71.9%</b>	<b>71.7%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors which excludes those who previously earned a baccalaureate degree.

Note\*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	1,404	1,346	1,357	1,324	1,316

**Percentage of Undergraduate Course Sections by Class Size**

Fewer than 30 Students	51%	50%	53%	56%	59%
30 to 49 Students	40%	37%	35%	34%	31%
50 to 99 Students	6%	9%	8%	5%	6%
100 or More Students	4%	4%	4%	5%	4%

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





## Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	75%	73%	72%	71%	74%
Adjunct Faculty	24%	25%	26%	28%	25%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	1%	1%	1%	1%	1%

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

**TABLE 4M. Student/Faculty Ratio**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	21	20	20	19	18

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

**TABLE 4N. Professional Licensure/Certification Exams for Undergraduates**

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

	2011	2012	2013	2014	2015
Examinees	128	115	106	115	112
First-time Pass Rate	88%	97%	96%	85%	94%
<i>National Benchmark</i>	89%	92%	85%	85%	87%

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



## Section 4 – Undergraduate Education *(continued)*

**TABLE 40. Post-Graduation Metrics**

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	66.1%	66.5%	68.7%
Employed (Full-time) or Enrolled	71%	71%	76%	76%	76%
<i>Percent Found</i>	<i>92%</i>	<i>93%</i>	<i>93%</i>	<i>94%</i>	<i>94%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>36</i>	<i>38</i>	<i>39</i>	<i>41</i>

Notes: **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.

The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php). For more information about WRIS2 see: [http://www.doleta.gov/performance/wris\\_2.cfm](http://www.doleta.gov/performance/wris_2.cfm). For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

### Median Wages of Bachelor’s Graduates Employed Full-time, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$17,300	\$18,100	\$18,800	\$18,600	\$19,900
25th PERCENTILE WAGE	\$25,200	\$26,300	\$26,600	\$27,400	\$28,500
<b>MEDIAN WAGE</b>	<b>\$32,900</b>	<b>\$34,200</b>	<b>\$34,700</b>	<b>\$36,100</b>	<b>\$37,000</b>
75th PERCENTILE WAGE	\$43,900	\$43,900	\$45,600	\$47,100	\$49,400
95th PERCENTILE WAGE	\$63,500	\$61,100	\$64,700	\$64,500	\$66,900
<i>Percent Found</i>	<i>59%</i>	<i>56%</i>	<i>61%</i>	<i>64%</i>	<i>64%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>39</i>	<i>41</i>

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

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



## Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
Management	52.0101	Masters	1/12/2016	2016 FALL		
Communication Management	9.0900	Masters	1/12/2016	2016 FALL		
Nurse Anesthetist	51.3804	Professional Doctorate	10/15/2015	2016 SPRING	11/5/2015	
Social Work	51.1503	Masters	1/12/2016	2017 FALL		
<b>Terminated Programs</b>						
None						
<b>Programs Suspended for New Enrollments</b>						
Music Teacher Education	13.1312	Masters	-		2001 SPRING	
Nursing	51.3801	Masters		Fall 2016		
<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 new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

**New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

**Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

**Programs Suspended for New Enrollments** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

**New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



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

**TABLE 5B. Graduate Degrees Awarded**

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	620	582	590	598	622
Second majors	0	0	0	0	0
<b>TOTAL</b>	<b>620</b>	<b>582</b>	<b>590</b>	<b>598</b>	<b>622</b>
Masters and Specialist (1st majors)	577	542	547	549	580
Research Doctoral (1st majors)	8	8	11	12	10
Professional Doctoral (1st majors)	35	32	32	37	32
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	4	4	5	8	6
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	31	28	27	29	26
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	0	0	0	0	0

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

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	30	46	42	41	38
HEALTH	168	148	158	171	171
GLOBALIZATION	0	0	0	0	0
EDUCATION	84	89	72	61	77
GAP ANALYSIS	22	15	24	26	18
<b>SUBTOTAL</b>	<b>304</b>	<b>298</b>	<b>296</b>	<b>299</b>	<b>304</b>
<b>PSE PERCENT OF TOTAL</b>	<b>49.0%</b>	<b>51.2%</b>	<b>50.2%</b>	<b>50.0%</b>	<b>48.9%</b>

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



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

**TABLE 5D. Professional Licensure Exams for Graduate Programs**

**Physical Therapy: *National Physical Therapy Examinations***

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	74	83	85	84	84
First-time Pass Rate	100%	98%	97%	97%	96%
<i>National Benchmark</i>	89%	89%	89%	90%	91%

Note: Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) (\$ 1,000s)	\$9,379	\$7,031	\$4,480	\$3,674	\$3,689
Federally Funded (\$ 1,000s)	\$5,082	\$3,760	\$1,424	\$1,177	\$1,198
Percent Funded From External Sources	58%	61%	40%	44%	50%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$26,645	\$19,106	\$12,308	\$10,438	\$10,024
Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	2	0	0	1	0
Licenses & Options Executed	0	0	0	0	1
Licensing Income Received (\$)	\$1,126	\$21,255	\$20,154	\$90	\$30,084
Number of Start-Up Companies	0	0	0	0	1
	2011	2012	2013	2014	2015
Utility Patents Issued	0	0	0	0	0

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