

# 2015-16

# SYSTEM ACCOUNTABILITY REPORT

APPENDIX: DATA TABLES

BOG APPROVED 03/30/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

MMIII



## INDEX of DATA TABLES

### FINANCIAL RESOURCES

---

- Table 1A. Education and General Revenues
- Table 1B. Education and General Expenditures
- Table 1C. Funding per Student FTE
- Table 1D. Cost per Degree [PBF]
- Table 1E. Other Budget Entities
- Table 1F. Voluntary Support of Higher Education

### PERSONNEL

---

- Table 2A. Personnel Headcount

### ENROLLMENT

---

- Table 3A. Headcount Enrollment by Student Type
- Table 3B. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Instructional Method
- Table 3D. Headcount Enrollment by Military Status and Student Level
- Table 3E. University Access Rate: Undergraduate Enrollment with Pell Grant [PBF]

### UNDERGRADUATE EDUCATION

---

- Table 4A. Baccalaureate Degree Program Changes in AY 2015-2016
- Table 4B. Retention Rates [PBF]
- Table 4C. First-Time-in-College (FTIC) Six-Year Graduation Rates (*Full-time only*)
- Table 4D. FTIC Graduation Rates [PBF]
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis [PBF]
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours [PBF]
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing
- Table 4O. Post-Graduation Metrics [PBF]

### GRADUATE EDUCATION

---

- Table 5A. Graduate Degree Program Changes in AY 2015-2016
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis [PBF]
- Table 5D. Licensure/Certification Exams: Graduate Programs

### RESEARCH & ECONOMIC DEVELOPMENT

---

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



## Section 1 – Financial Resources

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

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$1,530,773,793	\$1,771,265,072	\$2,004,246,997	\$1,977,317,433	\$2,035,836,134
Non-Recurring State Funds	-\$223,286,969	\$64,987,064	\$36,180,332	\$169,650,000	\$250,410,328
Tuition	\$1,209,505,656	\$1,240,932,746	\$1,262,176,193	\$1,282,977,051	\$1,322,726,587
Tuition Differential Fee	\$233,002,947	\$242,297,684	\$244,791,204	\$248,705,385	\$251,863,431
Misc. Fees & Fines	\$35,005,671	\$25,828,833	\$26,602,644	\$41,779,797	\$42,533,897
Phosphate/Other TF	\$5,022,319	\$5,060,505	\$5,071,736	\$1,801,487	\$3,062,084
<b>SUBTOTAL</b>	<b>\$2,790,023,417</b>	<b>\$3,350,371,904</b>	<b>\$3,579,069,106</b>	<b>\$3,722,231,153</b>	<b>\$3,906,432,461</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$256,136,544	\$282,063,842	\$286,570,895	\$288,789,417	\$295,777,479
Non-Recurring State Funds	\$0	\$4,534,888	\$4,650,000	\$3,300,000	\$1,600,000
Tuition	\$116,845,291	\$130,121,782	\$133,429,608	\$141,199,940	\$152,981,746
Tuition Differential Fee	\$2,956,633	\$3,248,580	\$3,339,071	\$3,282,304	\$3,288,193
Misc. Fees & Fines	\$447,294	\$426,995	-\$26,829,312	\$989,650	\$795,608
Phosphate/Other TF	\$23,304,902	\$23,958,755	\$27,453,651	\$30,090,135	\$32,812,783
<b>SUBTOTAL</b>	<b>\$399,690,664</b>	<b>\$444,354,842</b>	<b>\$428,613,913</b>	<b>\$467,651,446</b>	<b>\$487,255,809</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
Recurring State Funds	\$136,741,897	\$144,581,365	\$147,053,333	\$156,184,692	\$168,596,377
Non-Recurring State Funds	\$1,117,000	\$310,726	\$5,985,878	\$1,701,388	\$3,581,286
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Phosphate/Other TF	\$16,526,296	\$16,906,873	\$22,567,202	\$19,011,567	\$27,748,666
<b>SUBTOTAL</b>	<b>\$154,385,193</b>	<b>\$161,798,964</b>	<b>\$175,606,413</b>	<b>\$176,897,647</b>	<b>\$199,926,329</b>
<b>TOTAL</b>	<b>\$3,344,099,274</b>	<b>\$3,956,525,710</b>	<b>\$4,183,289,432</b>	<b>\$4,366,780,246</b>	<b>\$4,593,614,599</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

MAIN OPERATIONS	2011-12*	2012-13	2013-14	2014-15	2015-16
Instruction/Research	\$1,701,264,605	\$1,900,522,117	\$2,004,409,859	\$2,143,255,271	\$2,231,645,177
Administration and Support	\$276,463,976	\$318,238,227	\$340,265,192	\$388,246,775	\$476,130,854
PO&M	\$267,866,481	\$328,885,479	\$326,698,400	\$339,463,456	\$380,306,291
Student Services	\$194,813,969	\$238,306,894	\$254,684,231	\$286,492,976	\$293,460,649
Library/Audio Visual	\$109,547,014	\$110,593,531	\$119,513,968	\$134,600,295	\$123,973,713
Other	\$60,273,258	\$59,654,837	\$62,370,802	\$107,472,077	\$116,757,223
<b>SUBTOTAL</b>	<b>\$2,610,229,303</b>	<b>\$2,956,201,085</b>	<b>\$3,107,942,452</b>	<b>\$3,399,530,850</b>	<b>\$3,622,273,907</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$256,759,086	\$280,883,879	\$307,639,534	\$338,908,166	\$344,533,822
Administration and Support	\$22,527,976	\$29,796,651	\$31,406,644	\$30,771,812	\$31,025,179
PO&M	\$30,587,096	\$43,255,640	\$39,931,775	\$46,947,730	\$43,675,385
Library/Audio Visual	\$8,732,805	\$10,191,485	\$11,261,955	\$12,352,171	\$12,939,888
Teaching Hospital & Clinics	\$18,811,107	\$18,222,133	\$18,300,431	\$20,213,152	\$22,613,852
Student Services, and Other	\$0	\$16,798,949	\$17,454,827	\$20,428,178	\$27,898,982
<b>SUBTOTAL</b>	<b>\$337,418,070</b>	<b>\$399,148,737</b>	<b>\$425,995,166</b>	<b>\$469,621,209</b>	<b>\$482,687,108</b>
<b>IFAS</b>					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Administration and Support	\$7,185,500	\$10,856,182	\$14,928,593	\$13,725,318	\$14,735,578
PO&M	\$14,289,202	\$15,905,754	\$17,769,832	\$18,635,302	\$20,881,096
Student Services	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$41,409,931	\$41,783,184	\$46,018,498	\$49,221,975	\$54,233,752
Institutes & Centers, Other	\$73,235,066	\$74,878,235	\$78,554,232	\$83,989,383	\$89,116,714
<b>SUBTOTAL</b>	<b>\$136,119,699</b>	<b>\$143,423,355</b>	<b>\$157,271,155</b>	<b>\$165,571,978</b>	<b>\$178,967,140</b>
<b>TOTAL</b>	<b>\$3,083,767,072</b>	<b>\$3,498,773,177</b>	<b>\$3,691,208,773</b>	<b>\$4,034,724,037</b>	<b>\$4,283,928,155</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>	\$5,759	\$4,737	\$6,694	\$7,425	\$7,713
Tuition & Fees <i>(State-funded Aid)</i>	\$1,105	\$1,072	\$1,068	\$980	\$925
Tuition & Fees <i>(from Student)</i>	\$3,721	\$4,280	\$4,432	\$4,600	\$4,726
Other Trust Funds	\$26	\$18	\$18	\$18	\$18
<b>TOTAL</b>	<b>\$10,612</b>	<b>\$10,108</b>	<b>\$12,213</b>	<b>\$13,024</b>	<b>\$13,382</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	.	\$26,400	\$27,200	\$28,500	\$30,360
<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	.	.	\$15,110	\$14,840	\$14,820

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.fibog.edu/about/budget/performance\\_funding.php](http://www.fibog.edu/about/budget/performance_funding.php). *This data is not adjusted for inflation.*





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

### TABLE 1E. University Other Budget Entities

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Auxiliary Enterprises</b>					
Revenues	\$1,205,035,583	\$1,304,841,616	\$1,351,883,195	\$1,440,705,902	\$1,495,517,811
Expenditures	\$1,095,124,336	\$1,165,929,389	\$1,287,282,293	\$1,355,555,354	\$1,371,921,236
<b>Contracts &amp; Grants</b>					
Revenues	\$1,927,998,352	\$2,009,158,972	\$2,114,543,972	\$2,301,106,140	\$2,251,346,650
Expenditures	\$1,962,379,325	\$1,991,915,932	\$2,067,910,207	\$2,165,873,644	\$2,293,121,982
<b>Local Funds</b>					
Revenues	\$2,367,301,351	\$2,371,276,152	\$2,396,231,839	\$2,406,696,558	\$2,476,879,650
Expenditures	\$2,336,057,023	\$2,402,223,683	\$2,430,978,898	\$2,466,378,242	\$2,492,521,495
<b>Faculty Practice Plans</b>					
Revenues	\$837,213,310	\$898,769,765	\$985,799,409	\$1,123,537,594	\$1,115,870,738
Expenditures	\$848,135,676	\$904,297,973	\$882,903,719	\$1,098,815,501	\$1,094,032,785

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)	\$2,837	\$3,093	\$3,497	\$3,505	\$3,408
Gifts Received (\$1000s)	\$341	\$409	\$400	\$453	\$510
Percentage of Alumni Donors	9%	10.2%	9.0%	8.6%	8.7%

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	5,531	5,528	5,570	5,558	5,626
Tenure-track Faculty	2,185	2,113	2,014	2,054	2,142
Non-Tenure Track Faculty	4,900	5,333	5,785	5,668	5,903
Instructors Without Faculty Status	87	43	38	37	43
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	28,777	29,105	30,622	31,725	32,609
<b>FULL-TIME SUBTOTAL</b>	<b>41,480</b>	<b>42,122</b>	<b>44,029</b>	<b>45,042</b>	<b>46,323</b>
<b>Part-time Employees</b>					
Tenured Faculty	201	149	134	145	170
Tenure-track Faculty	46	44	27	35	34
Non-Tenure Track Faculty	2,426	2,816	2,848	2,945	2,981
Instructors Without Faculty Status	2,240	2,263	2,320	2,439	2,357
Graduate Assistants/Associates	13,858	13,586	13,418	13,315	13,480
Non-Instructional Employees	675	1,611	905	1,043	914
<b>PART-TIME SUBTOTAL</b>	<b>19,446</b>	<b>20,469</b>	<b>19,652</b>	<b>19,922</b>	<b>19,936</b>
<b>TOTAL</b>	<b>60,926</b>	<b>62,591</b>	<b>63,681</b>	<b>64,964</b>	<b>66,259</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>329,737</b>	<b>334,989</b>	<b>337,765</b>	<b>341,044</b>	<b>345,672</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	138,292	139,315	140,925	143,092	145,285
FTIC (Profile Admit)	8,128	7,351	6,341	5,624	4,983
FCS AA Transfers	66,207	68,782	69,817	70,195	71,033
Other AA Transfers	4,927	4,967	5,059	4,980	5,021
Post-Baccalaureates	0	0	0	3,319	4,993
Other Undergraduates	36,508	37,461	38,208	35,446	35,768
<b>Subtotal</b>	<b>254,062</b>	<b>257,876</b>	<b>260,350</b>	<b>262,656</b>	<b>267,083</b>
<b>GRADUATE</b>					
Master's	38,963	39,028	38,252	37,966	38,919
Research Doctoral	13,633	13,606	13,520	13,487	13,576
Professional Doctoral	9,193	9,717	10,208	10,513	10,487
<i>Dentistry</i>	<i>331</i>	<i>327</i>	<i>341</i>	<i>348</i>	<i>360</i>
<i>Law</i>	<i>2,968</i>	<i>2,824</i>	<i>2,659</i>	<i>2,542</i>	<i>2,495</i>
<i>Medicine</i>	<i>1,934</i>	<i>2,255</i>	<i>2,549</i>	<i>2,802</i>	<i>2,931</i>
<i>Nursing Practice</i>	<i>432</i>	<i>487</i>	<i>553</i>	<i>656</i>	<i>768</i>
<i>Pharmacy</i>	<i>2,301</i>	<i>2,280</i>	<i>2,382</i>	<i>2,437</i>	<i>2,412</i>
<i>Physical Therapist</i>	<i>647</i>	<i>890</i>	<i>1,084</i>	<i>1,062</i>	<i>868</i>
<i>Veterinary Medicine</i>	<i>371</i>	<i>402</i>	<i>426</i>	<i>439</i>	<i>450</i>
<i>Other</i>	<i>209</i>	<i>252</i>	<i>214</i>	<i>227</i>	<i>203</i>
<b>Subtotal</b>	<b>61,789</b>	<b>62,351</b>	<b>61,980</b>	<b>61,966</b>	<b>62,982</b>
<b>UNCLASSIFIED</b>					
HS Dual Enrolled	4,098	5,500	6,328	7,111	5,842
Other	9,788	9,262	9,107	9,311	9,765
<b>Subtotal</b>	<b>13,886</b>	<b>14,762</b>	<b>15,435</b>	<b>16,422</b>	<b>15,607</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 2016 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted. FGCU provided HS dual enrolled numbers that do not match with SUDS data on degree level sought element. The system numbers for "other undergraduates" and "HS dual enrolled" reflect the manual change to FGCU's table.





## 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	92,913	91,797	90,562	89,898	90,500
UPPER	131,219	132,219	132,247	132,158	132,867
MASTERS (GRAD I)	24,171	22,693	21,508	20,521	20,177
DOCTORAL (GRAD II)	12,994	12,918	12,766	12,480	12,112
<b>TOTAL</b>	<b>261,297</b>	<b>259,627</b>	<b>257,083</b>	<b>255,057</b>	<b>255,656</b>
<b>NON-RESIDENT FUNDABLE</b>					
LOWER	4,856	4,990	5,573	6,594	7,844
UPPER	5,076	5,357	5,906	6,695	7,552
MASTERS (GRAD I)	4,904	5,284	5,433	5,660	6,182
DOCTORAL (GRAD II)	5,654	5,717	5,747	5,886	6,147
<b>TOTAL</b>	<b>20,490</b>	<b>21,348</b>	<b>22,660</b>	<b>24,834</b>	<b>27,723</b>
<b>TOTAL FUNDABLE</b>					
LOWER	97,769	96,786	96,136	96,492	98,343
UPPER	136,295	137,576	138,153	138,853	140,418
MASTERS (GRAD I)	29,075	27,977	26,941	26,181	26,359
DOCTORAL (GRAD II)	18,648	18,635	18,513	18,366	18,259
<b>TOTAL</b>	<b>281,787</b>	<b>280,975</b>	<b>279,742</b>	<b>279,892</b>	<b>283,380</b>
<b>TOTAL NON-FUNDABLE</b>					
LOWER	3,066	3,095	3,125	3,258	3,651
UPPER	3,530	3,678	3,823	3,931	4,060
MASTERS (GRAD I)	4,577	5,568	6,186	7,033	7,654
DOCTORAL (GRAD II)	695	688	642	665	743
<b>TOTAL</b>	<b>11,869</b>	<b>13,029</b>	<b>13,776</b>	<b>14,887</b>	<b>16,108</b>
<b>TOTAL</b>					
LOWER	100,835	99,882	99,261	99,750	101,994
UPPER	139,825	141,254	141,976	142,784	144,478
MASTERS (GRAD I)	33,652	33,545	33,127	33,214	34,013
DOCTORAL (GRAD II)	19,343	19,323	19,155	19,031	19,002
<b>TOTAL</b>	<b>293,656</b>	<b>294,004</b>	<b>293,518</b>	<b>294,779</b>	<b>299,487</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	87,490	83,849	81,321	80,194	79,877
UPPER	108,507	106,391	103,049	101,095	98,594
MASTERS (GRAD I)	24,274	22,853	22,222	21,830	22,014
DOCTORAL (GRAD II)	17,901	16,852	16,589	16,368	16,438
TOTAL	238,173	229,945	223,181	219,486	216,922
<b>DISTANCE LEARNING</b>					
LOWER	10,726	12,414	13,905	15,802	18,505
UPPER	26,810	30,468	34,339	36,816	40,866
MASTERS (GRAD I)	7,851	9,257	9,561	10,216	11,057
DOCTORAL (GRAD II)	898	1,824	2,122	2,243	2,167
TOTAL	46,284	53,962	59,927	65,078	72,595
<b>HYBRID</b>					
LOWER	2,619	3,619	4,035	3,754	3,611
UPPER	4,506	4,395	4,587	4,872	5,017
MASTERS (GRAD I)	1,526	1,434	1,344	1,167	941
DOCTORAL (GRAD II)	542	647	443	420	398
TOTAL	9,194	10,094	10,409	10,213	9,967
<b>TOTAL</b>					
LOWER	100,835	99,882	99,261	99,750	101,993
UPPER	139,823	141,253	141,974	142,783	144,477
MASTERS (GRAD I)	33,651	33,544	33,127	33,213	34,011
DOCTORAL (GRAD II)	19,342	19,323	19,155	19,031	19,002
TOTAL	293,652	294,001	293,516	294,777	299,484

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. 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 (e.g., labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. 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). 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	163	166	163	134	110
Undergraduate	4,806	4,904	4,574	4,232	4,614
Master's (GRAD 1)	1,086	1,161	1,126	1,023	1,170
Doctoral (GRAD 2)	143	164	142	139	150
Subtotal	6,198	6,395	6,005	5,528	6,044
<b>DEPENDENTS</b>					
Unclassified	8	22	30	30	35
Undergraduate	1,428	1,871	2,896	3,000	3,105
Master's (GRAD 1)	143	183	282	288	287
Doctoral (GRAD 2)	29	34	46	44	45
Subtotal	1,608	2,110	3,254	3,362	3,472
<b>NON-MILITARY</b>					
Unclassified	13,679	14,535	15,207	16,228	15,425
Undergraduate	248,118	251,389	253,164	255,726	259,645
Master's (GRAD 1)	46,190	45,573	45,184	44,731	45,626
Doctoral (GRAD 2)	13,944	14,987	14,936	15,469	15,460
Subtotal	321,931	326,484	328,491	332,154	336,156
<b>TOTAL</b>	<b>329,737</b>	<b>334,989</b>	<b>337,750</b>	<b>341,044</b>	<b>345,672</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	99,602	100,895	101,013	100,308	99,389
Percent with Pell Grant	40%	40%	40%	39.7%	39.0%

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

Program Title (2-digit CIP)	New Programs	Temporarily Suspended Programs	Terminated Programs
AGRICULTURE (1)	0	1	0
NATURAL RESOURCES AND CONSERVATION (03)	2	0	1
ARCHITECTURE (04)	0	2	0
ETHNIC, CULTURAL, GENDER STUDIES (05)	1	1	2
COMPUTER SCIENCE (11)	0	0	1
EDUCATION (13)	2	6	10
ENGINEERING (14)	2	0	0
FOREIGN LANGUAGES (16)	3	3	6
BIOLOGICAL AND BIOMEDICAL SCIENCES (26)	2	0	0
INTERDISCIPLINARY STUDIES (30)	3	1	0
HOMELAND SECURITY, LAW ENFORCEMENT, ETC. (43)	1	0	0
SOCIAL SCIENCES (45)	0	1	0
VISUAL AND PERFORMING ARTS (50)	1	3	0
HEALTH PROFESSIONS (51)	4	1	1
BUSINESS MANAGEMENT (52)	0	3	0
<b>TOTAL</b>	<b>21</b>	<b>22</b>	<b>21</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>	37,915	37,220	37,448	38,063	39,007
% Retained at same university <i>with Any GPA</i>	86%	86%	87%	87%	88%
% Retained-any SUS institution <i>with Any GPA</i>	88%	88%	89%	89%	90%
% Retained at same university <i>with GPA 2.0 or higher</i>	81.1%	81.7%	82.5%	83.9%	84.6%
% Retained—any SUS institution <i>with GPA 2.0 or higher</i>	82.5%	83.2%	84.0%	85.1%	85.9%

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>	35,855	35,186	34,222	35,687	35,642
% Graduated	68%	69%	71%	72%	70%
% Still Enrolled	8%	7%	7%	6%	6%
% Success Rate	76%	77%	78%	78%	76%

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

4 – Year Rates (Full-time only)	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	34,280	35,739	37,813	37,877	37,216
Same University	41%	42%	41%	43%	45%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	43%	44%	43%	45%	47%

  

6 – Year Rates (Full- & Part-time)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	37,665	36,826	35,417	36,642	38,570
Same University	61.8%	63.5%	65.9%	66.2%	65.5%
Other University in SUS	5%	4%	5%	5%	5%
Total from System	66.5%	68.0%	70.5%	71.1%	70.4%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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. 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 preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-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.fbog.edu/about/budget/performance\\_funding.php](http://www.fbog.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>	18,049	18,971	18,815	18,732	18,330
Same University	30%	28%	27%	27%	28%

  

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	14,166	16,664	18,049	18,971	18,813
Same University	69%	69%	68%	67%	67%

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>	11,410	10,353	12,617	11,666	12,449
Same University	64%	64%	63%	64%	66%

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	57,491	59,126	60,135	61,789	63,422
Second Majors	2,961	2,967	3,096	2,913	2,800
<b>TOTAL</b>	<b>60,452</b>	<b>62,093</b>	<b>63,231</b>	<b>64,702</b>	<b>66,222</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	11,306	12,134	12,822	13,616	14,802
HEALTH	4,923	5,416	6,101	7,116	7,463
GLOBALIZATION	2,268	2,413	2,330	2,328	2,300
EDUCATION	3,788	3,567	3,585	3,097	3,201
GAP ANALYSIS	5,387	5,412	5,585	5,753	6,146
<b>SUBTOTAL</b>	<b>27,672</b>	<b>28,942</b>	<b>30,423</b>	<b>31,910</b>	<b>33,912</b>
<b>PSE PERCENT OF TOTAL</b>	<b>45.8%</b>	<b>46.6%</b>	<b>48.1%</b>	<b>49.3%</b>	<b>51.2%</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	7,232	7,290	7,410	7,668	7,833
Percentage of Degrees	13%	13%	13%	13%	13%
<b>Hispanic</b>					
Number of Degrees	11,918	13,210	14,277	15,291	16,221
Percentage of Degrees	21%	23%	25%	26%	27%
<b>Pell-Grant Recipients</b>					
Number of Degrees	26,058	28,658	30,394	31,561	32,082
Percentage of Degrees	46%	49%	52%	52%	52%

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

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

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



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

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

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	62%	61%	61%	68%	68%
AA Transfers	69%	74%	76%	76%	76%
Other Transfers	56%	66%	71%	70%	72%
<b>TOTAL</b>	<b>63%</b>	<b>66.8%</b>	<b>68.5%</b>	<b>71.2%</b>	<b>71.6%</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	24,193	23,632	22,269	22,773	24,193

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

Fewer than 30 Students	57%	57%	57%	59%	57%
30 to 49 Students	27%	26%	26%	25%	27%
50 to 99 Students	11%	11%	12%	11%	11%
100 or More Students	5%	5%	5%	6%	5%

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	68%	68%	68%	68%	69%
Adjunct Faculty	20%	19%	19%	19%	19%
Graduate Students	10%	12%	11%	10%	10%
Other Instructors	2%	2%	2%	2%	2%

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	24.8	25.3	25.2	23.6	23.3

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	1,181	1,297	1,291	1,268	1,261
First-time Pass Rate	93%	96%	91%	87%	92%
<i>National Benchmark</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>	<i>85%</i>	<i>87%</i>

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	.	.	64.9%	65.7%	67.4%
Employed (Full-time) or Enrolled	67%	67%	67%	74%	75%
<i>Percent Found</i>	90%	89%	91%	92%	92%
<i>Number of States/Districts Searched</i>	1	36	38	38	41

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/ifi/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	\$17,200	\$17,800	\$18,200	\$18,700	\$19,200
25th PERCENTILE WAGE	\$24,300	\$24,900	\$25,800	\$26,900	\$28,000
<b>MEDIAN WAGE</b>	<b>\$32,800</b>	<b>\$33,500</b>	<b>\$34,700</b>	<b>\$36,400</b>	<b>\$38,000</b>
75th PERCENTILE WAGE	\$44,000	\$43,700	\$46,000	\$48,800	\$51,300
95th PERCENTILE WAGE	\$64,400	\$64,700	\$66,400	\$71,400	\$74,800
<i>Percent Found</i>	47%	46%	49%	56%	56%
<i>Number of States/Districts Searched</i>	1	1	1	38	41

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

Program Title (2-digit CIP)	New Programs	Temporarily Suspended Programs	Terminated Programs
NATURAL RESOURCES AND CONSERVATION (03)	0	1	0
ETHNIC, CULTURAL, GENDER STUDIES (05)	0	0	2
COMMUNICATION (9)	1	1	0
COMPUTER SCIENCE (11)	2	0	0
EDUCATION (13)	2	7	5
ENGINEERING (14)	2	0	1
FOREIGN LANGUAGES (16)	0	1	0
HUMAN SCIENCES (19)	0	1	0
LEGAL PROFESSIONS AND STUDIES (22)	2	0	0
RECREATION AND FITNESS STUDIES (31)	0	0	1
PHILOSOPHY AND RELIGIOUS STUDIES (38)	0	1	0
PHYSICAL SCIENCES (40)	0	0	2
PSYCHOLOGY (42)	1	0	0
HOMELAND SECURITY, LAW ENFORCEMENT, ETC. (43)	0	1	0
PUBLIC ADMINISTRATION (44)	0	1	0
SOCIAL SCIENCES (45)	0	3	0
HEALTH PROFESSIONS (51)	7	2	1
BUSINESS MANAGEMENT (52)	2	4	1
<b>TOTAL</b>	<b>19</b>	<b>23</b>	<b>13</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	21,831	22,134	22,862	22,650	22,695
Second majors	27	2	1	4	2
<b>TOTAL</b>	<b>21,858</b>	<b>22,136</b>	<b>22,863</b>	<b>22,654</b>	<b>22,697</b>
Masters and Specialist (1st majors)	17,435	17,686	18,176	17,803	17,812
Research Doctoral (1st majors)	1,949	1,969	2,128	2,136	2,046
Professional Doctoral (1st majors)	2,447	2,479	2,558	2,711	2,837
<i>Dentistry</i>	82	79	83	78	79
<i>Law</i>	959	992	899	864	785
<i>Medicine</i>	364	418	462	581	688
<i>Nursing Practice</i>	73	67	99	102	130
<i>Pharmacy</i>	596	558	538	585	576
<i>Physical Therapist</i>	233	221	308	341	384
<i>Veterinary Medicine</i>	84	86	98	101	111
<i>Other Professional Doctorate</i>	56	58	71	59	84

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	4,711	4,986	5,360	5,195	5,510
HEALTH	4,079	4,205	4,288	4,816	5,045
GLOBALIZATION	403	419	432	483	460
EDUCATION	2,373	2,222	2,318	2,128	2,185
GAP ANALYSIS	854	884	950	991	1,032
<b>SUBTOTAL</b>	<b>12,420</b>	<b>12,716</b>	<b>13,348</b>	<b>13,613</b>	<b>14,232</b>
<b>PSE PERCENT OF TOTAL</b>	<b>56.8%</b>	<b>57.4%</b>	<b>58.4%</b>	<b>60.1%</b>	<b>62.7%</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

#### Law: *Florida Bar Exam*

	2012	2013	2014	2015	2016
Examinees	846	889	809	753	683
First-time Pass Rate	84%	84%	82%	81%	76%
<i>State Benchmark</i>	81%	80%	74%	69%	66%

#### Medicine: *US Medical Licensing Exam - Step 1 (for 2<sup>nd</sup> year MD students)*

	2012	2013	2014	2015	2016 Preliminary
Examinees	475	517	576	643	643
First-time Pass Rate	95%	97%	97%	97%	97%
<i>National Benchmark</i>	96%	97%	96%	96%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	399	492	509	639	657
First-time Pass Rate	99%	100%	99%	97%	97%
<i>National Benchmark</i>	98%	98%	97%	95%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	377	463	514	562	630
First-time Pass Rate	99%	98%	95%	97%	98%
<i>National Benchmark</i>	97%	98%	96%	96%	97%

#### Veterinary Medicine: *North American Veterinary Licensing Exam*

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	82	87	97	101	110
First-time Pass Rate	95%	99%	97%	95%	98%
<i>National Benchmark</i>	96%	96%	90%	90%	95%

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





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

### TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

#### Pharmacy: *North American Pharmacist Licensure Exam*

	2011	2012	2013	2014	2015
Examinees	422	408	397	400	402
First-time Pass Rate	94%	94%	92%	94%	92%
<i>National Benchmark</i>	94%	97%	95%	95%	93%

#### Dentistry: *National Dental Board Exam - Part 1*

	2011	2012	2013	2014	2015
Examinees	79	80	82	80	92
First-time Pass Rate	100%	100%	100%	100%	100%
<i>National Benchmark</i>	95%	93%	93%	96%	96%

#### Dentistry: *National Dental Board Exam - Part 2*

	2011	2012	2013	2014	2015
Examinees	87	79	81	80	79
First-time Pass Rate	99%	99%	100%	96%	99%
<i>National Benchmark</i>	95%	94%	94%	92%	92%

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

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	594	673	665	692	734
First-time Pass Rate	85%	85%	85%	87%	88%
<i>National Benchmark</i>	89%	89%	89%	90%	91%

#### Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2011	2012	2013	2014	2015
Examinees			134	157	137
'New Graduate' Pass Rate	.	.	96%	97%	93%
<i>System Average</i>	.	.	96%	97%	93%

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



## Section 6 – Research and Economic Development

### TABLE 6A. Research and Development

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$1,755	\$1,769	\$1,783	\$1,879	\$1,981
Federally Funded (\$ 1,000s)	\$917	\$918	\$896	\$884	\$879
Percent Funded From External Sources	60%	60%	59%	58%	55%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$226,192	\$229,212	\$233,351	\$247,743	\$260,291
<b>Technology Transfer</b>					
Invention Disclosures	710	793	753	749	777
Licenses & Options Executed	201	208	257	308	441
Licensing Income Received (\$)	\$33	\$37	\$32	\$36	\$38
Number of Start-Up Companies	25	30	33	38	54
	2011	2012	2013	2014	2015
Utility Patents Issued	257	281	304	317	293

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 plant, design or other patent types.



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

### TABLE 6B. Centers of Excellence

Name of Center:	SUS TOTAL	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
<b>Research Effectiveness</b>			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		3,494	289
Value of Competitive Grants Applied For (\$)		2,334,471,461	170,474,015
Number of Competitive Grants Received		2,305	201
Value of Competitive Grants Received (\$)		\$590,714,255	\$67,888,239
Total Research Expenditures (\$)		\$374,455,717	\$25,490,062
Number of Publications in Refereed Journals From Center Research		3,471	270
Number of Invention Disclosures		606	29
Number of Licenses/Options Executed		111	7
Licensing Income Received (\$)		1,143,629	161,481
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		30	2
Jobs Created By Start-Up Companies Associated with the Center		432	10
Specialized Industry Training and Education		49	3
Private-sector Resources Used to Support the Center's Operations		7,395,121	385,953