

2014-15  
Annual Accountability Report

# FLORIDA GULF COAST UNIVERSITY

BOARD OF TRUSTEES APPROVED FOR SUBMISSION 02/23/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



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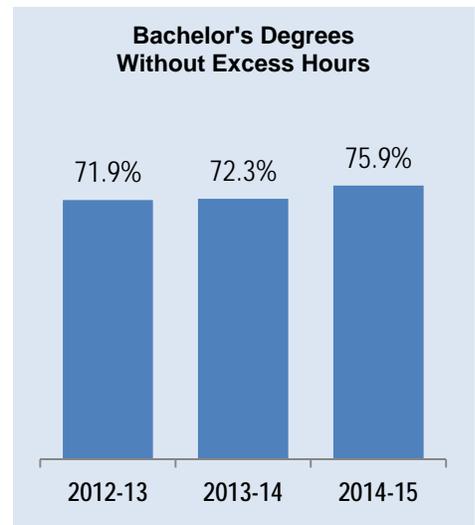
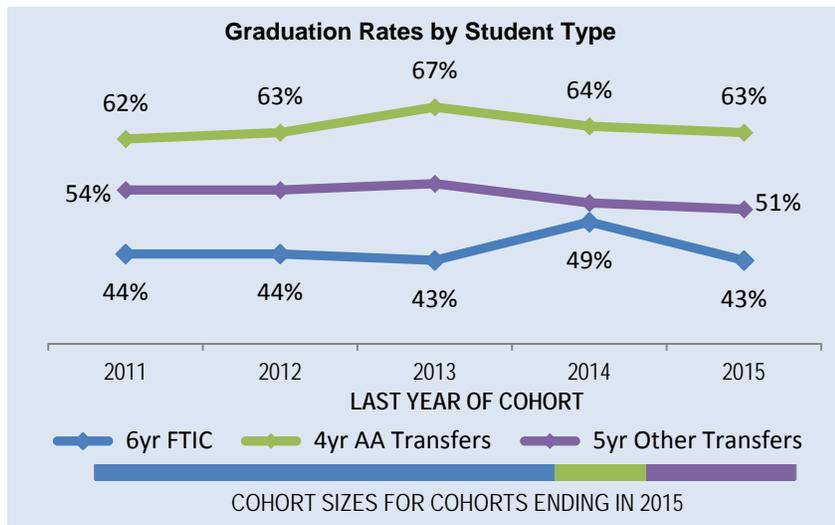
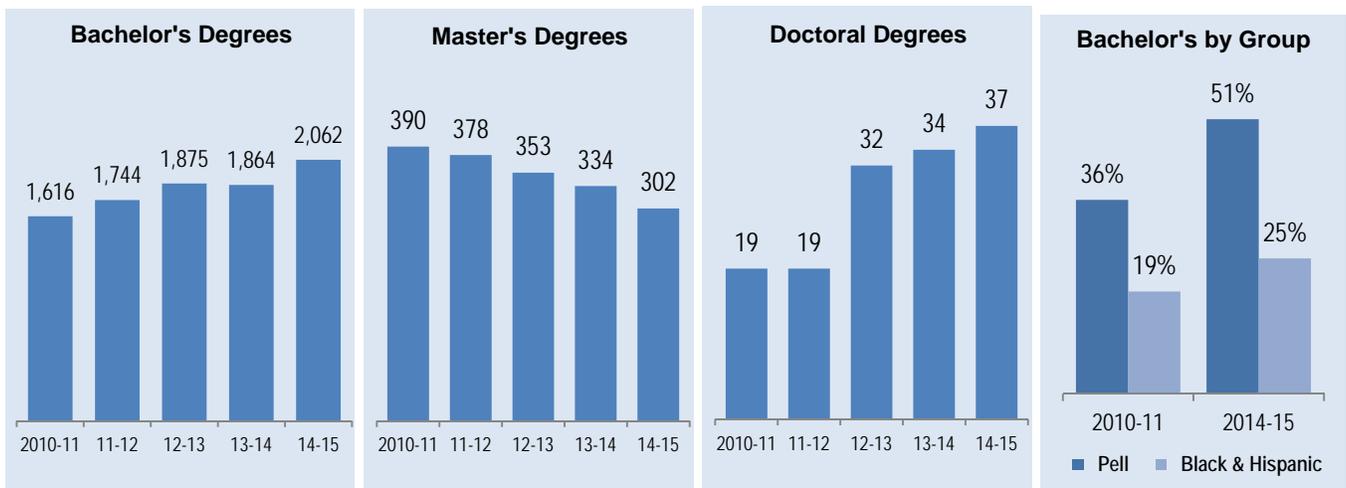
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# Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered			2015 Carnegie Classifications		
				Faculty (Fall 2014)	Full-Time	Part-Time			
<b>TOTAL</b>	14,463	100%	3%	<b>TOTAL (as of Spring 2015)</b>			Basic:	Master's Colleges & Universities: Large	
White	9,707	67%	1%	Baccalaureate			46	Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Hispanic	2,638	18%	5%	Master's & Specialist's			17	Graduate Instructional Program:	Research Doctoral: Single program-Education
Black	1,059	7%	8%	Research Doctorate			1	Size and Setting:	Four-year, large, primarily residential
Other	1,059	7%	6%	Professional Doctorate			1	Community Engagement:	Yes
Full-Time	10,921	76%	4%						
Part-Time	3,542	24%	-1%						
Undergraduate	13,226	91%	4%	<b>TOTAL</b>	<b>447</b>	<b>264</b>			
Graduate	997	7%	1%	Tenure & Ten. Track	8	0			
Unclassified	240	2%	-23%	Non-Tenured Faculty	439	264			

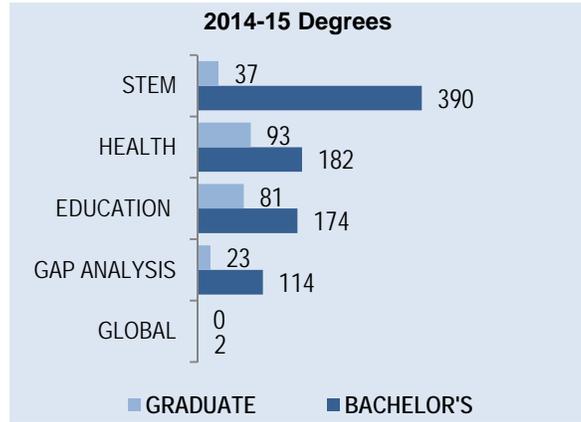
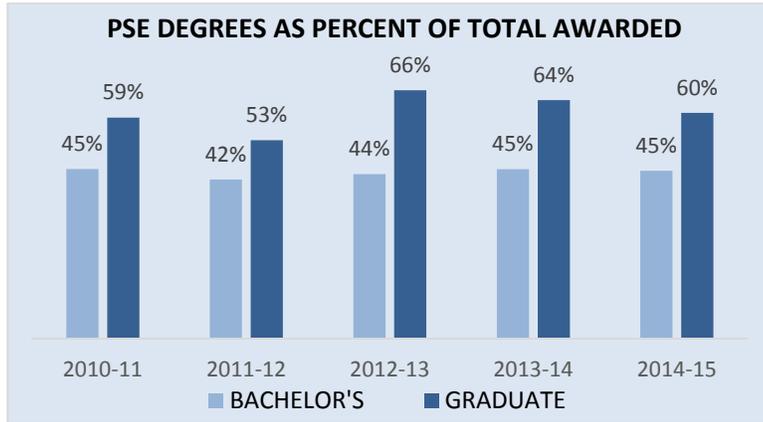
## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



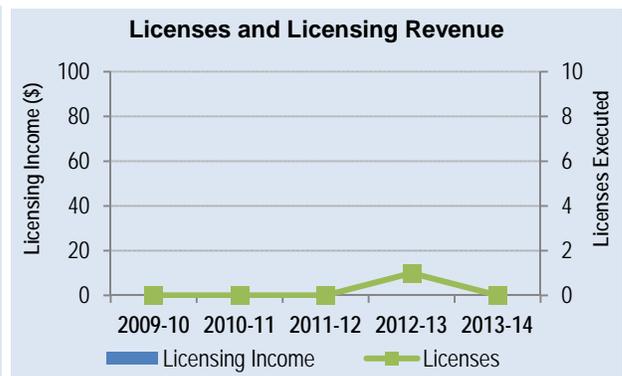
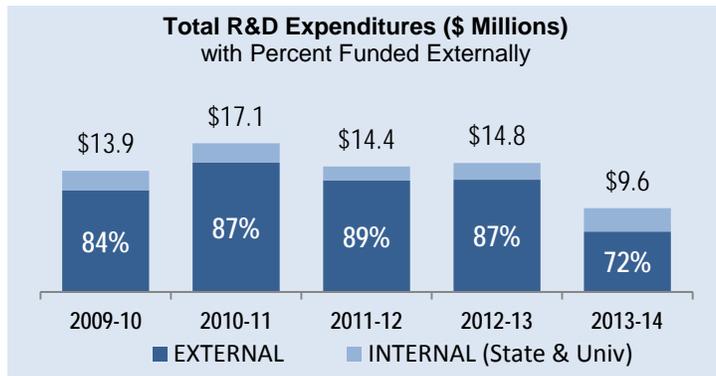


# Dashboard

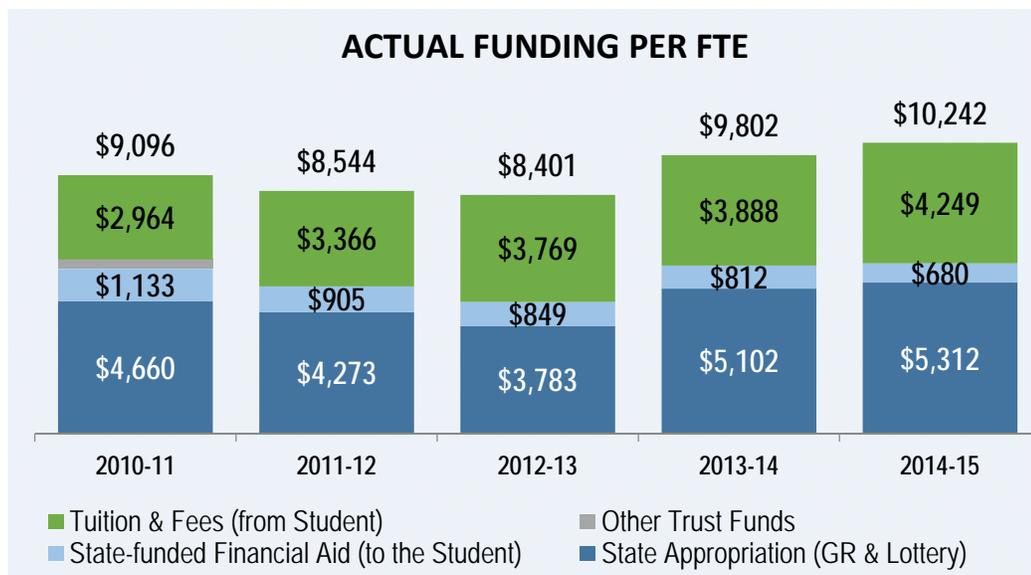
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES



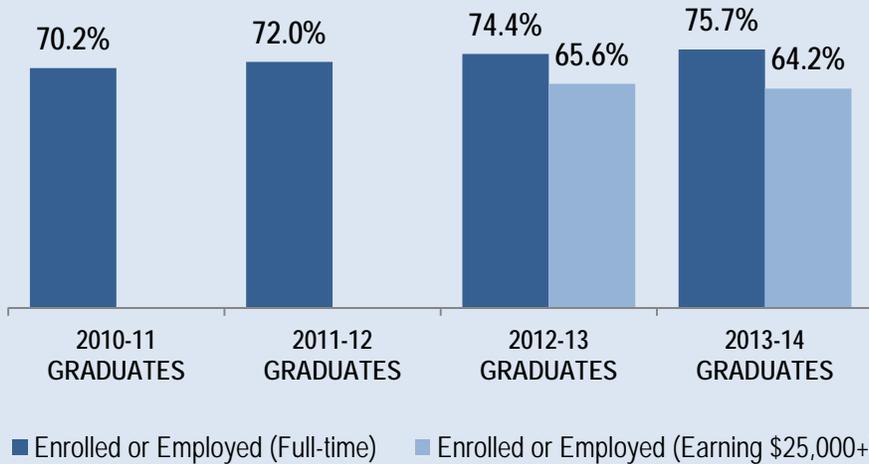
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, 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

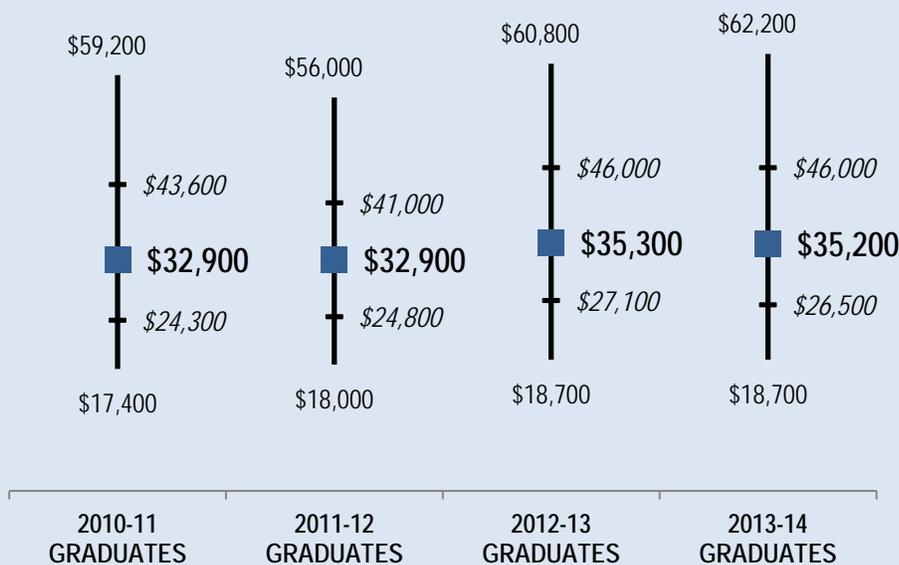
**Percent of Bachelor's Graduates  
Employed or Continuing their Education  
One Year After Graduation**



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 93% of the total 2013-14 graduating class.

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

**Wages of Full-time Employed in Florida  
Baccalaureates One Year After Graduation  
5th, 25th, 50th, 75th and 95th Percentiles**



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This 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. In 2013-14, these data accounted for 59% 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

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	74.35%	75.65%	1.3%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$35,300	\$35,200	-0.3%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	\$29,390	\$30,080	2.3%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	48.78%	42.99%	-5.8%
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	71.72%	73.48%	1.8%
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	45.15%	44.73%	-0.4%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	35.01%	33.80%	-1.2%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	63.59%	60.18%	-3.4%pts
		2013-14	2014-15	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	72.29%	75.95%	3.7%pts
		2013-14	2014-15	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Bachelor's Degrees Awarded to Minorities	452	504	11.5%



## Key Achievements (2014 -2015)

### STUDENT AWARDS/ACHIEVEMENTS

1. Environmental Engineering undergraduate students Max Goodacre and Erik Mead took first place at the 2015 Florida Water Environmental Association Student Design Competition (FL State Competition) for their project "Bioremediation of Phenol Waste Using Activated Sludge in a Hybrid-Batch Reactor"
2. Andres Machado became the first student from FGCU to earn a full scholarship to pursue post-graduate study at Oxford University.
3. Peta Gaye Johnson, MSN, CRNA – as a student in the Nurse Anesthesia program in the College of Health Professions and Social Work earned first place in the Evidence Based Practice poster category at the prestigious American Association of Nurse Anesthetists Annual Congress in September 2014. History M.A. student Paul Chartrand won the 2014 Governor LeRoy Collins Award for best Graduate Student Paper from the Florida Historical Society.

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Kristoph-Dietrich Kinzli was awarded the national American Society of Civil Engineering New Faculty Excellence in Teaching Award
2. Dr. Hallie St. Hill of the College of Health Professions and Social Work was awarded the American Society for Clinical Laboratory Science (ASCLS) Scientific Assembly Bio-Rad Award for Professional Achievement in Clinical Laboratory Science
3. Patricia Cocoma, Ed.D, MSW, College of Health Professions and Social Work, Social Work, "2015 Social Work Educator of the Year", National Association of Social Work of SW Florida, April 18.

### PROGRAM AWARDS/ACHIEVEMENTS

1. The Bower School of Music and the Arts' Chamber Choir from 2014-2015 was selected as a semi-finalist for the American Prize in Choral Performance - University Division
2. FGCU was ranked among the top 25% of engineering programs in the United States by best-engineering colleges.com
3. The Department of Housing and Residence Life and the Whitaker College of Engineering implemented a new living and learning community in Palmetto Hall: Women in Science, Technology, Engineering and Math.

### RESEARCH AWARDS/ACHIEVEMENTS

1. Title: Design of a Human Monoclonal Anti-body-Informed Dengue Vaccine National Institute of Allergy and Infectious Disease; Amount: \$674,030. Principal Investigator: Sharon Isern.
2. Title: Teacher Recruitment, Retention and Recognition. Sponsor: Florida Department of Education; Amount: \$1,496,364. Principal Investigator: Madelyn Isaacs.
3. Title: State Personnel Development Grant Project. Sponsor: Florida Department of Education. Amount: \$1,277,060. Principal Investigator: Margaret Sullivan.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FGCU was awarded \$13.1 million in performance-based funding for FY 2016 during the 2015 legislative session.
2. FGCU raised over two-thirds of its \$100M capital campaign goal.
3. Florida Gulf Coast University was recognized by Association for the Advancement of Sustainability in Higher Education (AASHE) as a top performer in the following areas on their [2015 Sustainable Campus Index](#) for the following: Increasing overall sustainability performance over time; the amount of faculty, staff, students, and departments engaged in sustainability research; efforts to increase energy efficiencies and clean and renewable energy; sustainability coordination and planning.



## Narrative

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

Last year, a gift of \$2 million was used to formally establish the Lucas Center for Faculty Development. The initial return on this generous investment has been very positive. During 2014-2015 the Center carried out a wide range of programming intended to support faculty. Programming included the New Faculty Academy, which is required of all faculty with less than two years teaching experience; Course Design Academy, and Faculty Learning Communities in innovative methods of instruction including Process Oriented Guided Inquiry Learning (POGIL), flipped classroom model, and service learning.

The Lucas Center also offers Early/Mid-Career and Established Career Academies that address pedagogy, professional development and personal goals. Center registration exceeded 300 last year. In its brief history, the Lucas Center is making a name for itself having recently been recognized nationally for its programming to enhance faculty instruction and scholarship.

The University received further recognition from accreditors both specialized and regional. Programs in golf management, nursing and public administration were reaccredited. The latter program was also ranked among the top 15 online public administration programs nationally by MPADegree.org. The University also underwent its decennial SACSCOC reaffirmation resulting in its first review with no findings of non-compliance and approval of a major initiative to improve student critical thinking, written communication, and information literacy.

For existing healthcare licensing rates, FGCU student passing rates in Nursing, Physical Therapy, and Occupational Therapy exceeded 95%.

### INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The University Board of Trustees conducted a major review of academic programs to ensure programs were providing an appropriate return on the university's allocation of resources. Enrollments, degrees awarded, and productivity measures were used in the review. The Trustees took action on 38 majors and seven programs were formally terminated by the UBOT and then the Board of Governors.

At the same time, FGCU continued to increase degree production especially at the undergraduate level. Moreover, when cost per credit hour is entered into the equation, those earning an FGCU degree basically do so at one of the lowest levels of state investment in the system at \$334 per credit hour during 2014-15. Over the last five years FGCU has continued to exhibit among the highest rates of increase in degree production among the major universities within the system, although that rate of increase has slowed recently as the rate of enrollment growth at FGCU has slowed. Between 2009-10 and 2014-15, undergraduate degree production increased by 47%.

Additionally, the number of students belonging to historically underrepresented groups (African American and Hispanic) have seen degree production grow by 99% during this same time period, again among the highest rates of growth within the SUS. Not surprisingly their proportion of the total degrees awarded annually continues to rise (from 17% of the total baccalaureates awarded in 2009-10 to 23% in 2014-15). With respect to degree production among students with disadvantaged backgrounds (e.g., those with



Pell grants) degree production rose by 136% during this period and as a percentage of total degrees awarded, from 30% in 2009-10 to 51% in 2014-15.

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

During 2014-15, degrees awarded in STEM fields or other programs of strategic emphasis (as defined by the Board of Governors) constituted 45% of all degrees awarded. Over the last five years FGCU has exhibited among the highest rates of growth in degree production among the major institutions in the system. Undergraduate STEM degree production rose by 77% between 2009-10 and 2014-15 and the number of total degrees awarded annually in BOG-defined areas of strategic emphasis rose by 42% between 2009-10 and 2014-15.

After one year (2014-2015), FGCU's new BS degree in Biochemistry now enrolls 40 majors, and plans for a new BS degree in Forensic Science to be offered by the same department moved forward during 2014-2015.

The highly successful FGCU Federally funded Trio Student Support Services Program to promote persistence and graduation among low-income students continues to result in higher student retention and graduation rates than the general student population including its Science, Technology, Engineering, and Math student participants achieving retention rates of roughly 90 percent.

## **Scholarship, Research and Innovation**

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

The Office of Undergraduate Scholarship at Florida Gulf Coast University was recently created to foster students as scholars by supporting student research and other scholarly activities. Support comes in the form of the development of courses that improve writing, critical thinking and information literacy. Additionally, funds are available by the Office for research and travel to present at national conferences.

A collaborative journal written and edited by students publishes scholarly research completed by students. "Aquila: The FGCU Student Journal" produced its first volume in 2014 with nine articles. Written articles present research ranging from "Motion Analysis and Biomechanics of the Side-Foot Soccer Kick" to "Soil Improvement Using Vibro-replacement."

Additionally, undergraduate students from 13 majors representing multiple disciplines and FGCU colleges are published in the student-edited literary and arts magazine *Mangrove Review*. Students are responsible for all facets of the magazine's publication. Approximately 250 creative submissions from students are received each year.

FGCU held its 17<sup>th</sup> Annual Juried Student Art Exhibition involving 44 student participants who entered a total of 203 works for consideration.



The Office of Research and Graduate Studies (ORGS) is focused on providing a research experience to FGCU's undergraduates as much as possible. To enhance the possibility of such collaboration and make the experience available to more students, ORGS continues to provide the Undergraduate Student Research Support Award (USRSA) to promote undergraduate student research participation across all academic disciplines at FGCU. During the 2014-2015 academic year, 14 students were awarded funds to conduct research or present findings at various conferences. Undergraduate research sponsored by the internal USRSA included a project entitled "Production of Novel Plant-Based Drugs for Treatment of Human Type-II Diabetes."

FGCU encourages students to engage with faculty in collaborative research through FGCU's annual Research Day competition. During the spring 2015 Research Day, a campus event that showcases FGCU faculty and student research, 174 competitive posters were presented along with 13 Oral Presentations. There were 214 faculty and staff participants as well.

These efforts build student confidence to successfully seek external support and/or pursue advanced study. Some student highlights from 2014-15 include:

- An undergraduate student was one of eight college students in the country selected to participate in intensive team research at NASA's Aeronautics Academy at Langley Research Center in Hampton, VA. The student was asked to return for an additional summer internship and now works on a project remotely from FGCU. This work stands to improve air traffic management and airline efficiency.
- 29 undergraduate students collaborated with dining staff in a waste-reduction study. So far, this project has reduced food waste in the campus cafeteria-style dining facility by 15%.
- A History undergraduate student was awarded a paid summer internship at George Washington's Mount Vernon.
- At the Florida Phi Alpha Theta conference including 38 undergraduate and graduate students from around the state, FGCU students at both the undergraduate and graduate levels won the best paper award.
- For the second consecutive year, a graduate student in the nurse anesthesia program won national recognition for best evidence-based practice research at the American Association of Nurse Anesthetists' Annual event. Seven other FGCU students presented posters in the competition, which included students and professionals from high-profile research institutions such as Columbia University, the Mayo Clinic and Duke University.

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

During 2014-2015, FGCU external sponsored grant activity yielded \$10 million in awards. External funds from federal sources constituted over 85% of research and development expenditures FY 2015. To promote multi-interdisciplinary research collaboration and partnership, FGCU offers faculty internal grants of \$5,000 that are intended to engage students with faculty mentors. To further stimulate faculty and student research, the university allocated \$.6M in 2014-2015 for the acquisition of equipment.



## INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

The University broke ground on its Emergent Technologies Institute during the 2014-2015 academic year and opened in January 2016. The focus will be on innovative technologies that can help diversify Southwest Florida's economy. During 2014-2015 planning for a partnership with a company looking to train and certify professionals in the use of state-of-the-art gene sequencing equipment occurred. The company is also looking at partnering with FGCU to offer genetic counseling education in the realm of genomic medicine.

## Community and Business Engagement

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

According to the Florida Education Training and Placement Information Program, FGCU consistently places among the top institutions in the State University System (SUS) for post-graduation employment and/or continuing education in Florida. The most recent data available continue to support this showing FGCU fourth in the SUS with regard to baccalaureate graduates employed or continuing their education in Florida after graduation, FGCU is first in both master's and doctoral categories. Longitudinal data provided by FETPIP show FGCU graduates persist in employment within the State of Florida at one of the highest rates within the State University System.

During 2014, the Small Business Development Center (SBDC) worked with over 1,253 businesses, hosted 79 workshops, and spent over 11,000 hours assisting small businesses.

Throughout the year, the SBDC held workshops and programs open to the business community on such topics as financial reporting, business valuation, business planning, and sales tax. Additionally, it held seminars on subjects that included doing business with cities (e.g. Bonita Springs) or the Lee County government. The SBDC sponsored several large events that included the Inaugural Franchising Fair, CEO Law Forum, Inaugural International Trade Fair, and Annual Distinguished Entrepreneur.

The SBDC had the following economic impact on the five-county region (Lee, Collier, Charlotte, Glades, and Hendry):

- Helped 85 new businesses start
- Created or retained 247 jobs
- Increased sales by \$19.6M
- Acquired \$530K in government contracts
- Accessed \$10.6M of investment capital

The Regional Economic Research Institute (RERI) provided economic and demographic support for a new regional economic development organization, Southwest Florida Economic Development Alliance, designed to assist the local economic development offices by providing a regional economic development website for Southwest Florida and providing marketing and coordination assistance. RERI also produced four issues of the Lee County Business Climate Survey (in partnership with the Horizon Council of Lee County).



The Institute of Entrepreneurship sponsored seven major events, programs, projects, speaker series, and forums. These programs welcomed several community leaders as speakers and attendees, with attendance at the major Eagle Biz event topping 100 attendees. Mentorship of students, both at the high school and university level, remains a strong focus of programming with greater attendance in the CEO Camp and the formation of a mentorship program. Eight additional symposiums, events and institutes were facilitated through the Lucas Center for Real Estate Development and Finance with combined attendance in excess of 640 community members and 195 students participating.

WGCU-TV was ranked in the top ten highest-rated public television stations in the country in over 2 out of 3 evenings (68 percent) during the past year. WGCU-FM maintained its standing as a top ten station in the market for its target audience. WGCU-HD2 continued to draw younger audiences attracted by its Adult Album Alternative format. In the past 6 months the Xponential branded service has hosted over 22,000 listening sessions.

#### **INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT**

FGCU began the 2014-2015 Academic Year in August with 213 active agencies registered with the Office of Service Learning. During the academic year, 53 new and active organizations were added to the database for a total of 266 and an annual percentage growth of 25%.

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

During the 2014-2015 academic year FGCU had conversations with a number of firms in the State of Florida. From these conversations FGCU has advanced plans to develop programs in construction management, supply chain management, and business analytics. With regard to the field of healthcare, two new academic degree programs were approved in 2014-2015 to address health needs in the State of Florida. The Doctor of Nursing Practice will be implemented next fall and the bachelors in music therapy enrolled its first students this past August.

An Employer Input Panel was implemented in the summer of 2014 and convened three meetings over the course of the 2014-2015 year. The Panel meetings provided valuable feedback to FGCU Career Services about hiring needs and trends, and enabled FGCU to deepen relationships with employers. The panel includes the following employers: David Laurence Center, Enterprise Holdings, Hertz, Manhattan Construction, LTC Global, NCH Healthcare, PLS Logistics, Sherwin Williams, Target, and The School District of Collier County.

Workforce Now is designed to provide better information on Southwest Florida's labor market. It is sponsored by the region's major employers and the News Press. The research is led by RERI in partnership with Florida Southwestern State College and Hodges University. During the 2014-2015 year two research reports were completed and a major conference was held in October. One report included primary research on Information technology occupations, requirements, and projected growth. The other major report was an in-depth review of the overall labor market including employment gaps, wage levels, and projected industry and occupation growth. This is an ongoing project.



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## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues** (Not Adjusted for Inflation)

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$45,240,758	\$47,375,347	\$57,099,478	\$64,380,702	\$66,769,687
Non-Recurring State Funds	\$591,145	- \$5,232,328	\$2,391,314	\$1,108	\$5,690,666
Tuition	\$40,527,653	\$42,372,272	\$45,169,659	\$47,190,851	\$46,617,945
Tuition Differential Fee	\$4,634,990	\$8,404,420	\$8,898,937	\$9,254,797	\$9,595,071
Misc. Fees & Fines	\$643,951	\$666,421	\$732,327	\$794,136	\$573,449
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$91,638,497</b>	<b>\$93,586,132</b>	<b>\$114,291,715</b>	<b>\$121,621,594</b>	<b>\$129,246,818</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>	<b>\$91,638,497</b>	<b>\$93,586,132</b>	<b>\$114,291,715</b>	<b>\$121,621,594</b>	<b>\$129,246,818</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 \$300 M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the Allocation Summary and 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.*

**Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. *Source: SUS Final Amendment Package.* This data is not adjusted for inflation.



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

**TABLE 1B. University Education and General Expenditures** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13*	2013-14	2014-15
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$48,883,873	\$52,912,581	\$54,412,907	\$57,255,699	\$69,977,271
Administration and Support	\$14,866,336	\$15,073,452	\$16,569,456	\$19,438,969	\$20,426,198
PO&M	\$8,315,649	\$8,221,036	\$8,840,838	\$9,850,437	\$14,215,955
Student Services	\$7,810,334	\$8,219,125	\$9,249,569	\$9,998,902	\$11,159,577
Library/Audio Visual	\$3,793,275	\$3,540,220	\$3,622,846	\$4,356,362	\$4,683,245
Other	\$526,867	\$553,218	\$529,988	\$560,304	\$614,231
<b>TOTAL</b>	<b>\$84,196,334</b>	<b>\$88,519,632</b>	<b>\$93,225,604</b>	<b>\$101,460,673</b>	<b>\$121,076,477</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>	<b>\$84,196,334</b>	<b>\$88,519,632</b>	<b>\$93,225,604</b>	<b>\$101,460,673</b>	<b>\$121,076,477</b>

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (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** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR &amp; Lottery)</i>	\$4,660	\$4,273	\$3,783	\$5,102	\$5,312
Tuition & Fees <i>(State-funded Aid)</i>	\$1,133	\$905	\$849	\$812	\$680
Tuition & Fees <i>(from Student)</i>	\$2,964	\$3,366	\$3,769	\$3,888	\$4,249
Other Trust Funds	\$338	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$9,096</b>	<b>\$8,544</b>	<b>\$8,401</b>	<b>\$9,802</b>	<b>\$10,242</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 Degree** *(Full Expenditures per Bachelor’s Degree)* *(Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
<b>TOTAL</b>	<b>\$31,030</b>	<b>\$29,790</b>	<b>\$29,240</b>	<b>\$29,390</b>	<b>\$30,080</b>

Notes: 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. *This data is not adjusted for inflation.*



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

**TABLE 1E. University Other Budget Entities** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Auxiliary Enterprises</b>					
Revenues	\$34,935,303	\$36,930,004	\$41,886,122	\$43,744,947	\$47,586,452
Expenditures	\$26,773,354	\$29,365,269	\$25,024,387	\$26,992,084	\$29,010,769
<b>Contracts &amp; Grants</b>					
Revenues	\$15,104,870	\$16,017,365	\$17,364,483	\$13,139,621	\$11,377,461
Expenditures	\$15,502,218	\$16,950,090	\$17,789,333	\$13,347,304	\$12,204,284
<b>Local Funds</b>					
Revenues	\$30,308,275	\$33,387,568	\$35,369,172	\$38,205,837	\$41,775,379
Expenditures	\$31,136,829	\$34,137,506	\$34,828,988	\$39,222,428	\$42,033,904
<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** *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value (\$1000s)	\$56,673	\$55,552	\$62,968	\$75,746	\$74,883
Gifts Received (\$1000s)	\$6,779	\$5,280	\$6,813	\$17,442	\$8,314
Percentage of Alumni Donors	3.1%	3.0%	2.8%	3.7%	4.6%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at [www.cae.org/vse](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)

	2010	2011	2012	2013	2014
<b>Full-time Employees</b>					
Tenured Faculty	12	10	8	7	8
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	361	384	418	422	439
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	639	684	711	743	800
<b>FULL-TIME SUBTOTAL</b>	<b>1,012</b>	<b>1,078</b>	<b>1,137</b>	<b>1,172</b>	<b>1,247</b>
<b>Part-time Employees</b>					
Tenured Faculty	0	0	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	216	232	222	226	264
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	85	72	69	65	44
Non-Instructional Employees	6	3	5	9	6
<b>PART-TIME SUBTOTAL</b>	<b>307</b>	<b>307</b>	<b>296</b>	<b>300</b>	<b>314</b>
<b>TOTAL</b>	<b>1,319</b>	<b>1,385</b>	<b>1,433</b>	<b>1,472</b>	<b>1,561</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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>TOTAL</b>	<b>12,038</b>	<b>12,655</b>	<b>13,442</b>	<b>14,074</b>	<b>14,463</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	6,469	7,127	7,868	8,348	8,998
FTIC (Profile Admit)	334	346	330	377	353
AA Transfers	1,640	1,758	1,895	1,948	1,864
Other Transfers	1,828	1,876	1,941	2,081	1,816
<b>Subtotal</b>	<b>10,271</b>	<b>11,107</b>	<b>12,034</b>	<b>12,754</b>	<b>13,031</b>
<b>GRADUATE</b>					
Master's	1,086	998	920	863	838
Research Doctoral	0	17	48	48	64
Professional Doctoral	67	74	80	76	95
<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>	0	0	0	0	0
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	67	74	80	76	95
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
<b>Subtotal</b>	<b>1,153</b>	<b>1,089</b>	<b>1,048</b>	<b>987</b>	<b>997</b>
<b>UNCLASSIFIED</b>					
HS Dual Enrolled	32	27	30	21	25
Other	582	432	330	312	410
<b>Subtotal</b>	<b>614</b>	<b>459</b>	<b>360</b>	<b>333</b>	<b>435</b>

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. 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. Students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought.



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

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment** [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
Lower-Division	2,224	4,036	.	4,280	.	4,362
Upper-Division	2,319	3,324	.	3,477	.	3,695
Master’s (GRAD I)	510	517	.	492	.	475
Doctoral (GRAD II)	10	122	.	111	.	104
<b>Subtotal</b>	<b>5,063</b>	<b>7,999</b>	.	<b>8,360</b>	.	<b>8,636</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower-Division	.	211	.	232	.	282
Upper-Division	.	120	.	128	.	144
Master’s (GRAD I)	.	19	.	18	.	17
Doctoral (GRAD II)	.	6	.	8	.	11
<b>Subtotal</b>	<b>310</b>	<b>356</b>	.	<b>385</b>	.	<b>454</b>
<b>TOTAL FTE</b>						
Lower-Division	.	4,247	2,404	4,512	2,404	4,645
Upper-Division	.	3,444	2,427	3,605	2,427	3,839
Master’s (GRAD I)	.	537	532	510	532	491
Doctoral (GRAD II)	.	128	10	119	10	115
<b>Total</b>	<b>5,373</b>	<b>8,355</b>	<b>5,373</b>	<b>8,745</b>	<b>5,373</b>	<b>9,090</b>
<b>Total (US Definition)</b>	<b>7,164</b>	<b>11,140</b>	<b>7,164</b>	<b>11,660</b>	<b>7,164</b>	<b>12,120</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors’ Allocation Summary. **Actual** enrollment only reports ‘state-fundable’ FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



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

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

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>TRADITIONAL</b>					
Lower-Division	2,965	3,262	3,539	3,720	3,748
Upper-Division	2,608	2,778	2,815	2,979	3,150
Master's (GRAD 1)	384	363	338	339	347
Doctoral (GRAD 2)	63	69	85	89	90
<b>TOTAL</b>	<b>6,020</b>	<b>6,472</b>	<b>6,776</b>	<b>7,128</b>	<b>7,335</b>
<b>HYBRID</b>					
Lower-Division	78	69	73	48	43
Upper-Division	101	125	86	54	22
Master's (GRAD 1)	111	74	53	38	13
Doctoral (GRAD 2)	4	17	21	8	0
<b>TOTAL</b>	<b>293</b>	<b>285</b>	<b>233</b>	<b>149</b>	<b>78</b>
<b>DISTANCE LEARNING</b>					
Lower-Division	586	607	635	743	854
Upper-Division	519	493	543	571	667
Master's (GRAD 1)	167	169	146	132	132
Doctoral (GRAD 2)	13	19	22	23	25
<b>TOTAL</b>	<b>1,285</b>	<b>1,287</b>	<b>1,346</b>	<b>1,469</b>	<b>1,678</b>
<b>TOTAL</b>					
Lower-Division	3,629	3,937	4,247	4,512	4,645
Upper-Division	3,228	3,397	3,444	3,605	3,839
Master's (GRAD 1)	662	606	537	510	491
Doctoral (GRAD 2)	79	105	128	119	115
<b>TOTAL</b>	<b>7,598</b>	<b>8,045</b>	<b>8,355</b>	<b>8,745</b>	<b>9,090</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. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>MILITARY</b>					
Unclassified	5	0	5	4	6
Undergraduate	99	12	111	122	123
Master's (GRAD 1)	10	4	14	5	12
Doctoral (GRAD 2)	1	0	1	2	1
<b>Subtotal</b>	<b>115</b>	<b>16</b>	<b>131</b>	<b>133</b>	<b>142</b>
<b>DEPENDENTS</b>					
Unclassified	2	0	1	0	1
Undergraduate	55	13	81	102	101
Master's (GRAD 1)	1	0	1	2	2
Doctoral (GRAD 2)	0	0	1	1	1
<b>Subtotal</b>	<b>58</b>	<b>13</b>	<b>84</b>	<b>105</b>	<b>105</b>
<b>NON-MILITARY</b>					
Unclassified	575	432	324	308	233
Undergraduate	10,149	11,109	11,872	12,551	13,002
Master's (GRAD 1)	1,036	977	885	856	824
Doctoral (GRAD 2)	105	108	146	121	157
<b>Subtotal</b>	<b>11,865</b>	<b>12,626</b>	<b>13,227</b>	<b>13,836</b>	<b>14,216</b>
<b>TOTAL</b>	<b>12,038</b>	<b>12,655</b>	<b>13,442</b>	<b>14,074</b>	<b>14,463</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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	3,070	3,726	4,208	4,400	4,398
Percent with Pell Grant	30.27%	33.96%	35.41%	35.01%	33.80%

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 was included in the Board of Governors Performance Based Funding Model in 2014 – 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 2014-15**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Music Therapy	51.2305	Bachelors	4/21/2015	2015 FALL	
<b>Terminated Programs</b>					
Applied Science	24.0102	Bachelors	4/21/2015	2015 SPRING	
Spanish	16.0905	Bachelors	4/21/2015	2015 SPRING	
<b>Programs Suspended for New Enrollments</b>					
Health/Health Care Administration/Management	51.0701	Bachelors	-	-	
Liberal Arts and Sciences/Liberal Studies	24.0101	Bachelors	-	-	
<b>New Programs Considered By University But Not Approved</b>					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

**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*

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	2,197	2,527	2,686	2,670	2,722
% Retained <i>with Any GPA</i>	75%	76%	76%	78%	79%
% Retained <i>with GPA 2.0 or higher</i>	66%	68%	70%	71.72%	73.48%

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 2014-15 Percent Retained with at least a 2.0 GPA was revised on 2/19/2016 to correct an error.**

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size</i>	1,218	1,485	1,685	1,761	1,958
% Graduated	45%	45%	44%	49%	43%
% Still Enrolled	5%	6%	7%	5%	6%
% Success Rate	50%	51%	51%	54%	49%

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)*

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	2,569	1,790	1,804	1,977	2,221
Same University	21%	23%	21%	20%	21%
Other University in SUS	3%	3%	4%	4%	3%
Total from System	25%	26%	26%	26%	26%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	1,312	1,587	1,790	1,804	1,977
Same University	44%	44%	43%	48.78%	42.99%
Other University in SUS	10%	9%	8%	11%	12%
Total from System	54%	53%	51%	60%	55%

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.



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

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	354	414	427	441	430
Same University	30%	26%	28%	24%	19%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	331	309	354	414	427
Same University	62%	63%	67%	64%	63%

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	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	587	588	565	583	584
Same University	54%	54%	55%	52%	51%

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**

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	1,616	1,744	1,875	1,864	2,062
Second Majors	32	53	44	45	84
<b>TOTAL</b>	<b>1,648</b>	<b>1,797</b>	<b>1,919</b>	<b>1,909</b>	<b>2,146</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)**

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	309	313	367	390	432
HEALTH	130	147	161	182	229
GLOBALIZATION	6	2	4	2	2
EDUCATION	168	178	190	174	172
GAP ANALYSIS	132	122	119	114	125
<b>SUBTOTAL</b>	<b>745</b>	<b>762</b>	<b>841</b>	<b>862</b>	<b>960</b>
<b>PSE PERCENT OF TOTAL</b>	<b>45%</b>	<b>42%</b>	<b>44%</b>	<b>45.15%</b>	<b>44.73%</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**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Non-Hispanic Black</b>					
Number of Degrees	76	79	118	114	131
Percentage of Degrees	5%	5%	6%	6%	6%
<b>Hispanic</b>					
Number of Degrees	213	228	309	338	373
Percentage of Degrees	14%	13%	17%	19%	18%
<b>Pell-Grant Recipients</b>					
Number of Degrees	573	745	885	880	1,038
Percentage of Degrees	36%	43%	48%	48%	51%

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**

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	67%	67%	64%	63%	68%
AA Transfers	74%	76%	84%	85%	89%
Other Transfers	63%	67%	77%	79%	82%
<b>TOTAL</b>	<b>68%</b>	<b>70%</b>	<b>71.93%</b>	<b>72.29%</b>	<b>75.95%</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 and excludes recent graduates who have already 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.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	1,413	1,216	1,260	1,269	1,349

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

Fewer than 30 Students	54%	56%	53%	50%	51%
30 to 49 Students	34%	31%	31%	33%	33%
50 to 99 Students	10%	12%	14%	15%	15%
100 or More Students	2%	1%	2%	1%	1%

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**

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	79%	76%	80%	79%	77%
Adjunct Faculty	20%	21%	19%	17%	21%
Graduate Students	1%	2%	1%	1%	1%
Other Instructors	1%	1%	0%	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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	22	22	23	23	23

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*

	2010	2011	2012	2013	2014
Examinees	60	57	63	51	69
First-time Pass Rate	82%	93%	98%	92%	96%
<i>National Benchmark</i>	<i>89%</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>	<i>85%</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 Full-time or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	70.19%	72.03%	74.35%	75.65%
Enrolled or Employed (Earned \$25,000+)	.	.	65.60%	64.21%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	91%	91%	92%	93%

Notes: **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. **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least \$25,000 or continuing their education within one year after graduation. 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 in Florida, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$17,400	\$18,000	\$18,700	\$18,700
25th PERCENTILE WAGE	\$24,300	\$24,800	\$27,100	\$26,500
<b>MEDIAN WAGE</b>	<b>\$32,900</b>	<b>\$32,900</b>	<b>\$35,300</b>	<b>\$35,200</b>
75th PERCENTILE WAGE	\$43,600	\$41,000	\$46,000	\$46,000
95th PERCENTILE WAGE	\$59,200	\$56,000	\$60,800	\$62,200
<i>Percent Found</i>	55%	55%	56%	59%

Notes: **Median Wage** data is based on Florida’s 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.



## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2014-15**

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>						
Nursing Practice	51.3818	Professional Doctorate	4/15/2014	2016 Fall	3/19/2015	
<b>Terminated Programs</b>						
Education	13.0101	Specialist	4/21/2015	2015 SPRING		
Elementary Teacher Education	13.1202	Masters	4/21/2015	2015 SPRING		
Physical Therapy	51.2308	Masters	4/21/2015	2015 SPRING		
Geriatric Recreational Therapy	51.2399	Masters	4/21/2015	2015 SPRING		
Secondary Teacher Education	13.1205	Masters	4/21/2015	2015 SPRING		
<b>Programs Suspended for New Enrollments</b>						
Environmental Studies	03.0103	Masters				
<b>New Programs Considered By University But Not Approved</b>						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

**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**

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	360	409	397	385	368
Second majors	0	0	0	0	0
<b>TOTAL</b>	<b>360</b>	<b>409</b>	<b>397</b>	<b>385</b>	<b>368</b>
Masters and Specialist (first majors)	360	390	378	353	334
Research Doctoral (first majors)	0	0	0	10	4
Professional Doctoral (first majors)	0	19	19	22	30
<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>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	0	19	19	22	30

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 the Professional Doctoral degrees.

**TABLE 5C. Graduate Degrees Awarded in Programs of Strategic Emphasis (PSE)**

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	27	28	33	37	22
HEALTH	83	87	91	93	104
GLOBALIZATION	0	0	0	0	0
EDUCATION	103	62	100	81	58
GAP ANALYSIS	28	33	31	23	20
SUBTOTAL	241	210	255	234	204
<b>PSE PERCENT OF TOTAL</b>	<b>59%</b>	<b>53%</b>	<b>66%</b>	<b>63.59%</b>	<b>60.18%</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**

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	40	49	58	65	70
First-time Pass Rate	73%	76%	85%	92%	96%
<i>National Benchmark</i>	<i>87%</i>	<i>89%</i>	<i>89%</i>	<i>90%</i>	<i>90%</i>

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

	2010	2011	2012	2013	2014
Examinees	15	25	27	28	32
'New Graduate' Pass Rate	87%	96%	74%	96%	100%
<i>System Average</i>	.	.	.	<i>96%</i>	<i>97%</i>

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. 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 Occupational Therapy exam is a national standardized examination – not a licensure examination. Students who wish to practice in Florida must also take a licensure exam.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$13,906	\$17,051	\$14,393	\$14,768	\$9,626
Federally Funded (\$ 1,000s)	\$9,542	\$10,328	\$5,146	\$5,364	\$4,609
Percent Funded From External Sources	84%	87%	89%	87%	72%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$39,960	\$45,713	\$36,530	\$34,667	\$22,438
<b>Technology Transfer</b>					
Invention Disclosures	2	2	1	2	0
Licenses & Options Executed	0	0	0	1	0
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
U.S. Patents Issued <b>[REVISED]</b>	0	0	0	1	1

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. **REVISED: US Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year.