2013-14

Annual Accountability Report

FLORIDA STATE UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

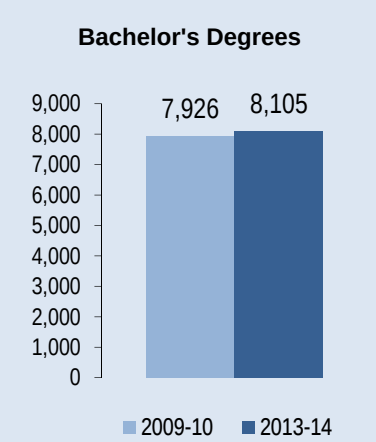
Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change
TOTAL	41,311	100%	0%
White	26,770	65%	-2%
Hispanic	6,215	15%	8%
Black	3,470	8%	-3%
Other	4,856	12%	5%
Full-Time	35,075	85%	0%
Part-Time	6,236	15%	0%
Undergraduate	32,145	78%	1%
Graduate	8,035	19%	-1%
Unclassified	1,131	3%	-5%

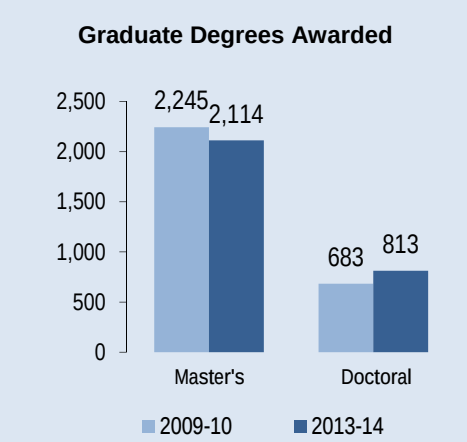
Degree Programs Offered	
TOTAL *(as of Spring 2014)*	263
Baccalaureate	91
Master's	106
Research Doctorate	63
Professional Doctorate	3

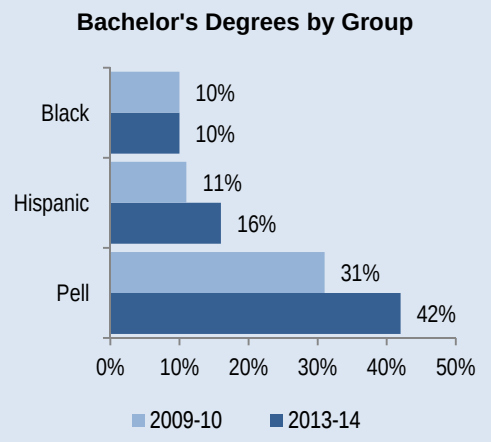
Faculty (Fall 2013)	Full-Time	Part-Time
TOTAL	1,752	518
Tenure & Ten. Track	1,026	13
Non-Tenured Faculty	726	505

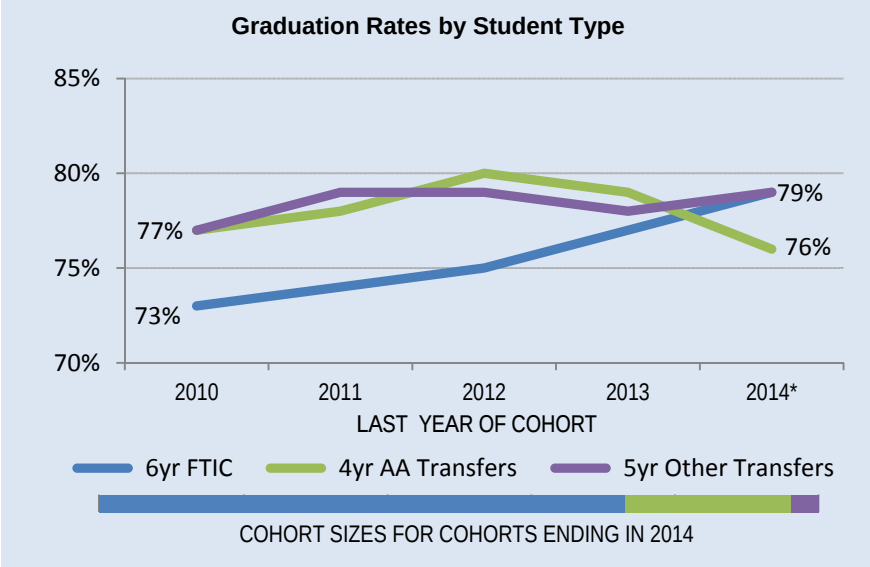
2012 Carnegie Classifications	
Basic:	Research Universities (very high research activity)
Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Size and Setting:	Large four-year, primarily nonresidential
Community Engagement:	Curricular Engagement and Outreach and Partnerships

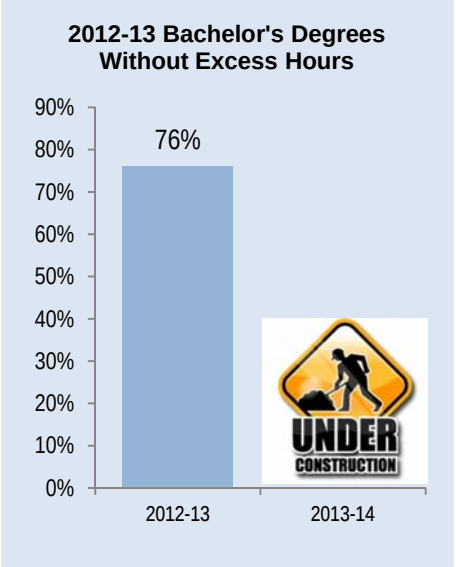
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY







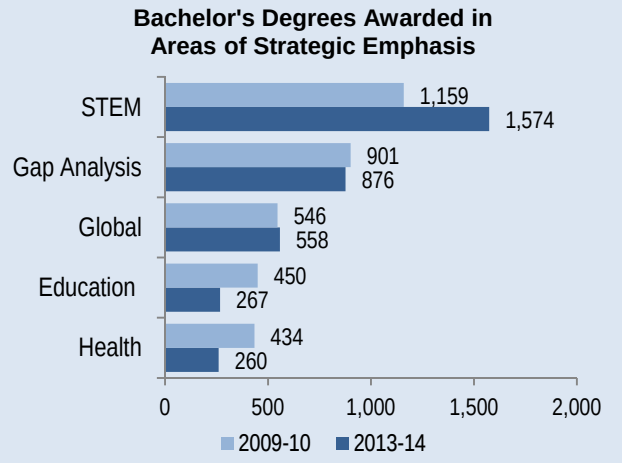


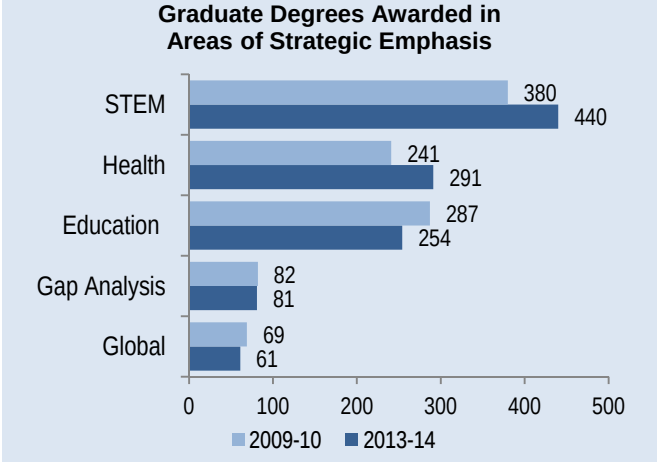


* Based on 2014 preliminary data

Dashboard

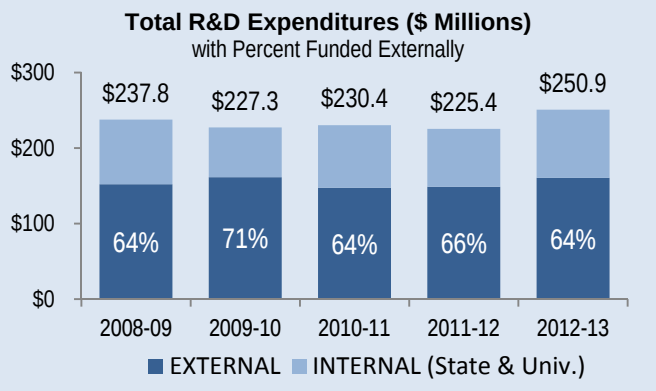
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

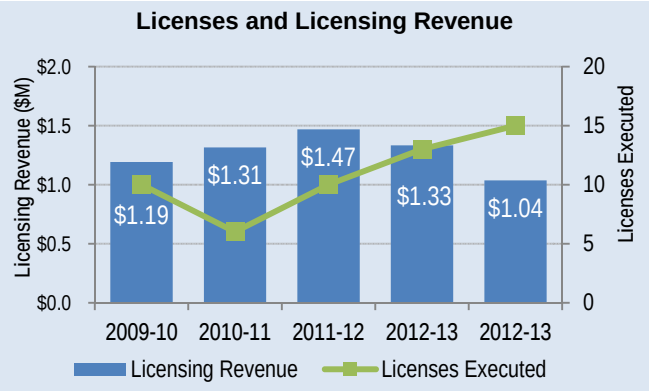




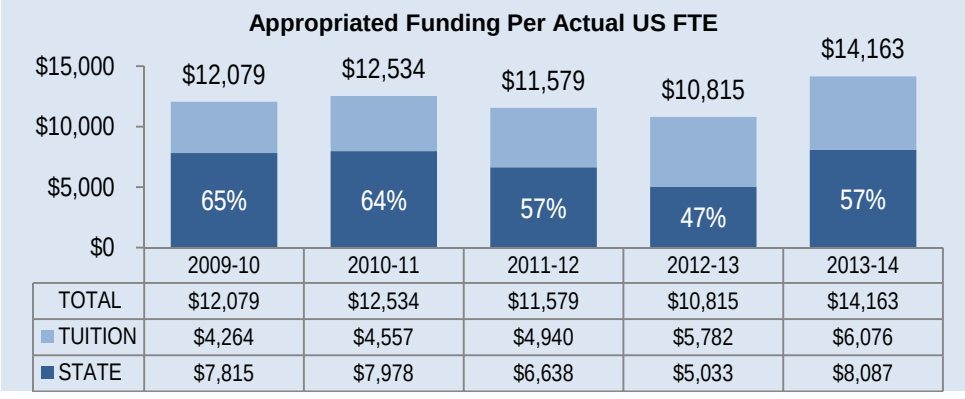
Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY





RESOURCES

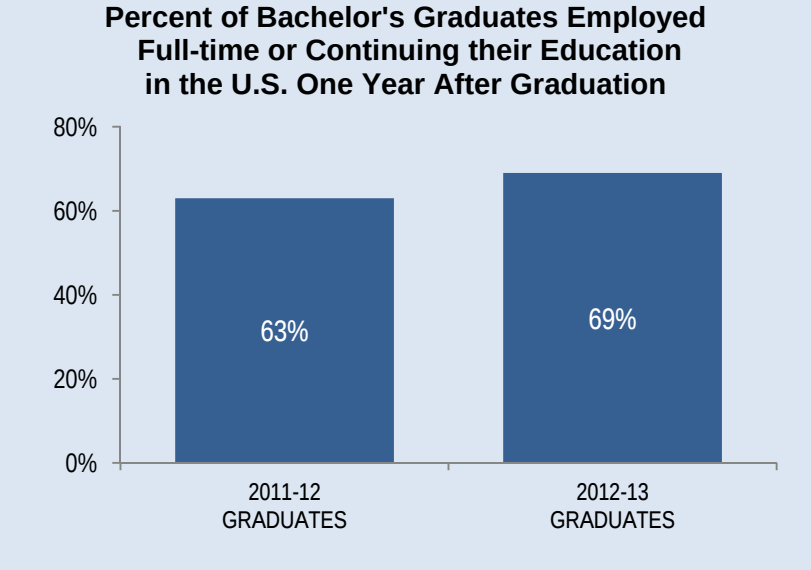


	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL	$12,079	$12,534	$11,579	$10,815	$14,163
TUITION	$4,264	$4,557	$4,940	$5,782	$6,076
STATE	$7,815	$7,978	$6,638	$5,033	$8,087

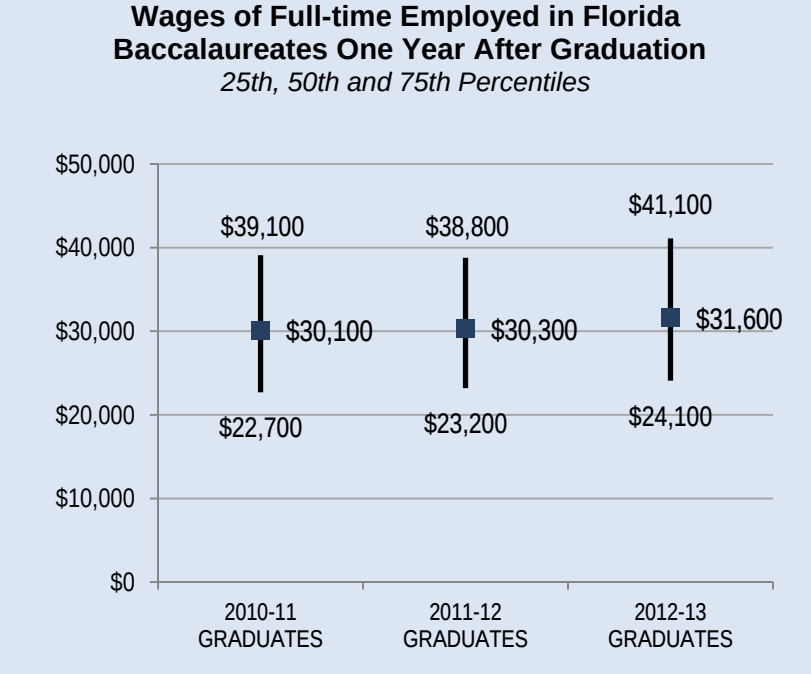
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) 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. These data account for 86% and 88% of the total graduating class for 2011-12 and 2012-13, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



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 wage data includes graduates who were both employed and enrolled. 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. These data account for 39%, 37%and 40% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.

Narrative

Scholarship, Research and Innovation

STUDENT AWARDS/ACHIEVEMENTS

1. Two FSU students won prestigious 2014 Graduate Research Fellowships from the National Science Foundation. Each will receive $32,000 a year for three years, with an additional $12,000 annual allowance going directly to the graduate institution each attends.
2. FSU is one of the nation's top producers of prestigious David L. Boren Scholarships with five seniors set to spend a year abroad in world regions critical to U.S. interests.
3. Three FSU graduate students are recipients of prestigious P.E.O. merit-based awards for women seeking doctoral degrees.

FACULTY AWARDS/ACHIEVEMENTS

1. Alan Marshall, Robert O. Lawton Professor of Chemistry and Biochemistry, was elected a Member of the American Academy of Arts & Sciences.
2. John Corrigan, Lucius Moody Bristol Distinguished Professor of Religion and Professor of History, garnered three prestigious awards this year: The Fulbright Distinguished Chair; a National Humanities Center Fellowship; the Collaborative Research Grant from the American Academy of Religion.
3. Jonathan Clarke, Assistant Professor of Mechanical Engineering, garnered an NSF CAREER Award. Young-Suk Kim, Associate Professor of Reading and Language Arts, received the Presidential Early Career Award for Scientists and Engineers (PECASE).

PROGRAM AWARDS/ACHIEVEMENTS

1. A new *National Law Journal* report rates Florida State as Florida's No. 1 law school, and the nation's 25th best, in terms of the percentage of 2013 graduates employed nine months after graduation in full-time, long-term, bar passage-required jobs not funded by the school. The report, which was published April 21, is based on American Bar Association data.
2. FSU's online graduate programs in nursing and business are among the nation's best, according to U.S. News & World Report's 2014 Best Online Program Rankings.
3. According to *U.S. News & World Report, the FSU* College of Business program in Risk Management and Insurance ranked 5th among public universities and 6th among all institutions. The real estate program is ranked 9th among publics and 12th among all universities.

RESEARCH AWARDS/ACHIEVEMENTS

1. A team of Florida State University researchers has won a $4.5 million grant from the National Science Foundation to probe deeper into the world of nuclear physics and to train the scientists of tomorrow.
2. New research conducted at the FSU-based National High Magnetic Field Laboratory has revealed a new, innovative way to classify the severity of a stroke, aid in diagnosis and evaluate potential treatments.
3. A group of FSU researchers was awarded a highly competitive $2.7 million grant from the Air Force Office of Scientific Research to improve aircraft performance by examining how shock waves impact the bodies of supersonic airplanes.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. For the second consecutive year, FSU has been named the nation's most efficient university, according to U.S. News & World Report.
2. The Institute for Higher Education Policy (IHEP) has named FSU one of four recipients of the inaugural IHEP Champions of Access and Success Award in recognition of our success in advancing strategies that increase opportunity, persistence and degree completion for low-income, first-generation, minority, adult, veteran, disabled and other underserved students.
3. FSU received national recognition as the institution earned INSIGHT Into Diversity's 2014 "Higher Education Excellence in Diversity" award.

Narrative

Limit narrative to one page per section (a 9pg max). Arial 11 point font.

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Increasing the size of our faculty is critical to all of the university's goals, from meeting students' needs (thereby increasing retention and graduation rates) to increasing our research activities to strengthening the quality and reputation of the university. In the past two years, Florida State has added over 100 new faculty members. A number of these hires are part of strategic hiring initiatives in the areas of Energy and Materials, Coastal and Marine Ecosystems, and Brain Health and Disease. With targeted investment, we expect to maintain at least one STEM program in the top 5, achieve two STEM programs in the top 10, one in the top 15, two in the top 20, and move Engineering into the top 50. With these advances in recognition of our STEM programs, FSU would be among the premier public universities in the STEM disciplines and move into the top 25 ranking of all public universities.

Not only are we adding new faculty members but we've also adopted new initiatives to enhance recognition of the academic excellence of our faculty. For example, the provost initiated an awards program that gives salary increases to faculty who receive major national and international honors and awards. Another example is the university's decision to participate in Academic Analytics in order to better identify strengths and challenges of our academic programs and provide an additional data-based approach to strategic planning and quality enhancement reviews.

An important accomplishment of the past year was completion of the comprehensive review process and on-site visits for the university reaccreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). FSU's accreditation was reaffirmed by SACSCOC with no recommendations or required follow-up. One part of reaccreditation is development of a Quality Enhancement Plan (QEP). FSU's QEP focuses on developing critical thinking skills of juniors and seniors. Through faculty training and grant opportunities, development of new teaching and assessment strategies are underway. Beginning next year, faculty across academic disciplines will be using these new strategies to enhance the critical thinking skills of our students.

Finally, a major undertaking this year was a comprehensive revision of our Liberal Studies curriculum. "Liberal Studies for the 21st Century" provides an educational foundation for FSU graduates to thrive intellectually and professionally and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. This newly revised Liberal Studies curriculum emphasizes adaptive and innovative problem solving while still offering a firm grounding in traditional thought. The curriculum includes E-Series (Engage, Explore, Envision) courses that focus on broad questions that are relevant to humanity and our natural world as well as Scholarship in Practice courses that center around the process of creative and scholarly work, with the end result being a scholarly or creative product.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The best way to increase degree production and efficiency is to retain our students and graduate them in a timely manner. This year's retention rate of 93% marks an all-time high for FSU and for the past 5 years we've maintained retention rates above 90%. FSU has a multi-faceted approach to continually

improving retention. We are expanding our outreach to high school and community college students in an effort to better prepare students for the transition to the university. Advising First, our team of advisors who specialize in working with lower division students, hosts an annual College Survival 101 Day Camp for local high school seniors. FSU's Center for Academic Retention and Enhancement (CARE) continues to enroll, assist and support a highly diverse population of first generation and socio-economically disadvantaged FSU undergraduate students. CARE, in partnership with faculty from the College of Social Work, launched a new program last year, Unconquered Scholars, designed to provide additional academic and personal support to students previously classified as foster care, homeless, wards of the State, or relative care. Through our Student Veteran Center, FSU offers excellent support for our student veterans that has led to FSU being recognized as one the most veteran-friendly campuses in the country.

Not only have we made great strides in retaining our students but also in graduating them in a timely manner. Six-year graduation rates of FSU FTIC students have steadily risen over the past 5 years from 74% for the 2004-10 cohort to a university high of 79% for this year's 2008-14 cohort. Even greater improvements have been made in 4-year graduation rates, from 53% 5 years ago to a little over 60% this year. FSU continues to explore ways to increase these numbers. We plan to expand and strengthen academic support and tutoring to determine the impact on reduced time to degrees. We are also exploring more accelerated academic programs that enable students to get an early start on graduate studies. Our most recent program is a 3 + 3 accelerated BA/BS/JD degree. Students in the program complete their major requirements in 3 years and are taking first year law school courses in their 4th year. By offering more of these types of accelerated degrees we hope to increase degree productivity as well as program efficiency.

Limiting excess hours is another important way to increase efficiency. While more than three-quarters of our students graduate without excess hours, we are investigating ways to increase these numbers. We are devoting resources to enhanced advising of students who enter as exploratory majors and to those who change majors after a few years. We also believe that creation of more accelerated academic programs will lead to further reductions in excess hours.

To further boost retention and graduation rates, FSU joined the Student Success Collaborative (SSC) of the Education Advisory Board. The SSC uses technology, research, process improvement, and predictive analytics to help institutions develop the pathways, interventions, and support services that most enable students to succeed. Our participation gives us access to a web-based predictive analytics advising platform as well as best practice research studies to guide our efforts to increase student success. We are currently in the pilot phase of implementation with the goal of rolling out the platform to the full university in the spring semester.

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

The number of graduate and undergraduate degrees awarded across all programs of strategic emphasis has increased over the past 5 years. Graduate degrees across all strategic areas increased by 5% over the last 5 years with the greatest gains made in the number of degrees awarded in the areas of STEM (16% increase) and Health (17% increase). We attribute these increases to the university's focus on increasing faculty in STEM and Health fields. Also, state-supported increases in funding for graduate students and the university's efforts to improve health benefits for our students has enabled the university to successfully compete for top applicants to these programs.

The number of baccalaureate degrees awarded in STEM fields increased by 36% over the past 5 years. The university's investment in faculty hires in STEM fields is critical to ensuring that we are able to offer the courses and research experiences to retain and graduate STEM students. We are ramping up our efforts to recruit top students interested in STEM majors. These efforts include identifying high school students with high achievement in math and science and getting the word out that FSU is an ideal place for them to pursue their studies. A newly formed team of students called the STEM Leadership Corps (SLC), made up of STEM majors who are focused on service learning opportunities, are an important part of that effort. They travel to high schools across the state of Florida to encourage students to come to FSU and they produce videos, web sites and social media campaigns focused on student engagement and mentoring in STEM. Also, we are investing in scholarships for STEM-ready students, those with high SAT/ACT quantitative scores and an interest in STEM majors. Finally, we are pursuing opportunities for external funding in support of scholarships for STEM students. For example, the university recently submitted a proposal to the NSF for a focus on student veterans to encourage and support their pursuit of majors in STEM. Another example is the funding for scholarships recently awarded to our Department of Computer Science from the U.S. Department of Education and the National Science Foundation.

Once students are enrolled at FSU, we are working hard to retain them in STEM majors. Tutoring is readily available to students, particularly for those gateway courses that may deter some students from continuing STEM studies. We have substantially increased opportunities for undergraduate research, beginning in the freshman year; an effort we believe will help students remain engaged in their studies and committed to pursuing STEM majors. One of the investments the university has made is in our Undergraduate Research Opportunities Program (UROP). This program is in high student demand, particularly among our Honors students and STEM majors. In addition to opportunities for research, FSU has increased opportunities for students to participate in project-based competitions that allow them to put their scholarship into practice. A good example of this is our multidisciplinary DIGITECH week that promotes and rewards the development of digital technology applications and our campus-based competitive fair *inNOLEvation*.

As part of our newly revised Liberal Studies program, we are adding capstone courses that focus on "scholarship in practice". These project-based courses provide students with hands-on learning experiences that increase student engagement and help to prepare them for the workforce. An example of this type of course is the two-semester capstone course in our College of Engineering. The "Senior Design Project" requires students to work in teams to tackle projects that are submitted by engineering firms and organizations.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Attaining our goal of becoming a Top 25 public university is highly dependent on investment in STEM fields. We are moving aggressively on this front by making strategic hires of faculty in the STEM fields. Materials for energy and defense, protecting the environment, and maximizing human health and quality of life are likely to remain as enduring challenges, for which the potential for innovation is high and the value to the State of Florida is significant. During the 2013-14 fiscal year three interdisciplinary faculty hiring initiatives embracing these areas were underway at the University- Energy and Materials, Coastal and Marine Research and Brain Health and Disease.

Energy is at the nexus of critical problems facing the nation and world as a whole- water, food production and public health. Advanced materials play a critical role in energy production, conversion, storage and utilization. The marriage between Energy and Materials has high potential to be transformative and this plays to Florida State's strengths. Consequently, FSU is leveraging current capabilities to attract the best and brightest – crossing physics, chemistry, biology and engineering to solve the problems that currently limit the use of renewable energies, as well as strengthen our role in innovation across a broad number of industries and products. Last year we attracted nearly 600 applications and hired eight top scholars in energy and materials. Three of these hires were in the area of computation and simulation of advanced materials. These new hires work at the atomic to nanoscales and are in a position to collaborate with our experimentalists in the area of "materials by design". This year we are seeking two mid-level hires in advanced materials characterization and in the design, prototyping and fabrication of energy devices.

FSU initiated a second interdisciplinary hiring initiative this past year in the area of Marine and Coastal Research. This initiative builds on our excellent programs and faculty in the departments of Biological Science and Earth, Ocean & Atmospheric Science and in the Coastal & Marine Laboratory. FSU is the lead institution of a large consortium involving 10 universities who are engaged in the interdisciplinary study of deep sea to coast connectivity in the northeastern Gulf of Mexico that was initiated in response to the BP oil spill. New hires will be important additions to this work. Four faculty members were hired last year in areas ranging from marine animal population biology to marine biogeochemistry. It is anticipated that up to five additional marine scientists will be hired during the current year.

Finally, the university launched an interdisciplinary faculty hiring initiative in the area of Brain Health and Disease this past year. Three neuroscientists were hired including one who utilizes functional MRI in her research. We anticipate recruiting up to six tenure-track faculty members in this area of research over the next two years. Related to this hiring initiative, the university created an FSU Institute for Successful Longevity (ISL) and is currently seeking a permanent Director. In addition to current FSU faculty, it is anticipated that five to seven new hires in ISL will take place over the course of the next two years. This institute is devoted to interdisciplinary research, training and service focused on understanding the mechanisms of age-associated disorders and functional/cognitive declines; developing holistic interventions to promote healthy aging and high quality of life; disseminating this knowledge to the community, to aging adults and to their caregivers; and cultivating the scientific, social, and political leadership on this issue that will engage the nation.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Our faculty continues to do well in attracting external support of their research. The amount of contract and grant award dollars in FY 2014 was $230.1M which represented a 15% increase over the previous fiscal year. Furthermore, our NSF-reported research and development expenditures exceeded $250M. As shown in Table 1D, both revenues and expenditures from Contracts and Grants increased from 2012-13 to 2013-14. We estimate yet another increase in both measures for the current year. This is impressive in light of the current funding climate at the Federal, State and private levels.

As for increasing commercialization activity, FSU has a deliberate approach in translating intellectual property to the marketplace and we are moving in several areas to accelerate the process. FSU begins with a large number of invention and creative work disclosures, to file a significant number of patent applications that result in a set of patents, and then a smaller set of licenses and startup companies. A few examples of our success in moving research to the marketplace include:

- **Lexia Learning Systems**, LLC, a Rosetta Stone Company, has entered into an exclusive commercialization agreement to use Florida State University professor Barbara Foorman's Florida Center for Reading Research (FCRR) Reading Assessment (FRA) software. The FRA software can accurately determine the reading level of pre-K though 12th-grade students using only around half of the reading passages and question sets required by current testing methods. Thus, students spend fewer days in testing.
- **Autism Navigator**, LLC was created to distribute the Autism Navigator® suite of products developed by Dr. Amy Wetherby, Director of the Autism Institute at The Florida State University College of Medicine. Backed by over 30 years of research, culminating in a recent publication in *Pediatrics*, The Autism Navigator® product line provides web-based courses and tools to teach families, early interveners, and physicians about the early detection of autism as well as intervention strategies.

A number of startup companies were launched through option agreements and after evaluating the business potential the new companies are licensing Florida State University technology.

- **Avekshan**, LLC is based on technology developed by Dr. Bhide at the College of Medicine for the nonaddictive treatment of Attention Deficit Hyperactivity Disorder (ADHD). As ADHD is currently treated with Schedule II narcotics, the use of the nonaddictive compound invented by Dr. Bhide is expected to double the market for the pharmaceutical treatment of the disorder, especially in the treatment of children.
- **KynderMed** is a recently formed Women's Health Company utilizing FSU technology developed by Dr. Olcese to modulate hormone levels to control the human birth process. KynderMed is initially focused on reducing the human tragedy and economic burden caused by preterm labor. The first implementation of the technology is the utilization of a specific blue light spectrum therapy to control the production of the hormone melatonin to suppress contractions.
- **Insilicom** is based on technology developed by Dr. Zhang which addresses a major bottleneck in life sciences and pharma research, "Big Data". Big Data is in two forms, information existing in the public domain such as scientific literature and experimental data. Using technology developed at Florida State University Insilicom addresses issues dealing with the acquisition, management and assessment of data contained in the public domain and experimental data, especially high-throughput data. Utilizing proprietary processes Insilicom will be able to assist researchers in industry and academia and help to accelerate scientific discovery.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

As previously mentioned, FSU is building on its strengths with targeted interdisciplinary hiring initiatives in the areas of Energy and Materials, Marine and Coastal Research, and Brain Health and Disease as well as continued development of the Institute for Successful Longevity. These initiatives are expected to foster cross-disciplinary research collaborations of the type that will increase our success in competing for program project and center grants as well as provide unique vehicles for research training and education.

To foster the above initiatives, two major research facilities are being planned. Programming is underway for an Interdisciplinary Research & Commercialization Building (IRCB) to be located in the vicinity of the National High Magnetic Field Laboratory (NHMFL). This facility will house up to 24 research groups and will contain facilities for materials synthesis and nanofabrication as well as advanced imaging and characterization suites. In effect, this building will be a "research condominium" in which collaborative groups of faculty from different academic units co-localize to work on shared research projects. In addition to the IRCB, it is our intention to build a function magnetic resonance

imaging (fMRI) to be housed most likely in the College of Medicine. The fMRI center will be a shared core facility to be used by a broad spectrum of faculty and will create significant new opportunities for external funding.

Our initiative in Energy and Materials research builds on the strength of having the NHMFL and related centers on our campus. The NHMFL continues to attract over a thousand visiting scholars each year and to utilize the world-class facilities and collaborate with our scientists and engineers. It functions as a unique user facility as well as the site for fundamental and more applied research. This past year, a magnet constructed at the NHMFL was installed at the Helmholtz Center Berlin (http://www.helmholtz-berlin.de/index_en.html) and will be used in conjunction with neutron scattering experiments. Applied Superconductivity Center researchers developed a new method for processing Bi-2212 or "bisco" (bismuth, strontium, calcium, copper and oxygen), a high temperature superconducting material with great potential for constructing very high field strength magnets. The world's highest field FT-ICR mass spectrometer was installed last year at the NHMFL. This instrument is being used in a wide array areas ranging from analysis of complex hydrocarbons to understanding the properties of biomacromolecules.

The hiring initiative in Marine and Coastal Ecosystems builds on our excellent programs in oceanography, geological sciences and biology. FSU faculty members working in this area have been successful in collaborating with other universities to successfully compete for major external funding of their research. The best example of this is the Deep-C (Deep Sea to Coast Connectivity in the Eastern Gulf of Mexico) Consortium, a long-term, interdisciplinary study of deep sea to coast connectivity in the northeastern Gulf of Mexico. The study is investigating the consequences of petroleum hydrocarbon release in the deep Gulf on living marine resources and ecosystem health. Deep-C consists of ten major institutions that have been actively involved in assessing the impact of the Gulf oil spill.

Creation of interdisciplinary institutes is another way that the university builds research collaborations. For example, the Florida Center for Reading Research (FCRR) has been very successful in competing for federal research grants. FCRR has a total active award portfolio of nearly $62M. The Learning Systems Institute (LSI) is center of interdisciplinary centers which includes the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM), the Center for International Studies in Educational Research and Development (CISERD) and the Center for Learning and Performance Systems.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

Florida State continues to collaborate with the city of Tallahassee and Leon County to create an upscale mixed-use development highlighting a combination of retail and housing. An area of old industrial buildings located in a historical area of the city has been rejuvenated into one of the most popular destinations in town. With the first phase completed, FSU continues to update and modify the Madison Mile, as the city of Tallahassee continues to revitalize Gaines Street. To support these efforts, the state Board of Trustees of the Internal Improvement Trust Fund has approved a land swap that will give FSU a 5.34 acre parcel, located just south of the Donald L. Tucker Center (Tucker Center) to be used to create a new location for the FSU College of Business. In return,

Tallahassee's Community Redevelopment Agency will receive three parcels of land adjacent to Cascades Park.

The new home of FSU's College of Business, to be known as "Legacy Hall" is a part of the visioning process for the "Arena District" and includes a variety of academic, retail, restaurant, hotel, and student housing components. The location of Legacy Hall, near this burgeoning business complex, will give College of Business students and faculty ample opportunity to collaborate with civic leaders, corporate partners, and other academic units in a variety of exciting initiatives.

As FSU works together with its partners within the city and county, the Madison Mile, which stretches from the Tucker Center to Doak Campbell Stadium, is paralleling city development of the Gaines Street corridor. Retail shops and dining, along with the pedestrian friendly streetscape is receiving an ever increasing number of visitors. Both FSU and the city are working to entice businesses to this area as well as incorporating already established businesses into this newly created district.

The Tucker Center, located at the east end of the Madison Mile, boasts an arena suitable for everything from basketball games to Broadway shows. The *Tucker Center Advisory Council*, comprised of University and community leaders, ensures that all community stakeholders have input in the planning of the Tucker's future. In addition, FSU sits on the board of the Leon County Research and Development Authority (LCRDA) who, in partnership with the Economic Development Council of Tallahassee/Leon County aspires to create jobs and help promote the engineering and research industry sector, thus stimulating the local economic climate.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

FSU is diligently working to align college degrees with the state's workforce needs. In 2014 the Florida Board of Governor's awarded $3 million to FSU and FAMU to create the Florida IT Careers Alliance. The FSU College of Communication & Information in conjunction with the College of Arts and Sciences and FAMU's College of Engineering have joined to create an alliance whose main purpose is to guide students from high schools, colleges, and universities within the North Florida area to realize opportunities within the information technology field. The intention is to create highly trained students who can meet the workforce of the future.

According to the Department of Defense, young people from Florida, Georgia or Maine are more likely to join the military than any other state with about 6 out of every 1,000 of Florida's 18 – 24 year olds engaged in military service. FSU has committed to becoming the most veteran-friendly and empowering university in the nation. Therefore, we have developed a new veteran's center and launched the *Unconquered Veterans Campaign* to honor our military veterans. Providing access to education to this important segment of our population will help get this much needed age group back into the Florida workforce.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

FSU continues to participate in economic development councils at a high level. The President was a member of the steering committee of Imagine Tallahassee. FSU's Chief of Staff is a member of the Tallahassee Chamber of Commerce. The VP for Research is a member of the board of the Economic Development Council (EDC) and is actively involved in promoting economic opportunities generated through partnerships with the university.

Florida State is actively incubating companies based on university-wide and college-based efforts. At the university level, companies are incubated based on GAP funding and enabling the leasing of space in Tallahassee. In the College of Business, the *InNOLEvation Accelator* – is a focal point for student business start-up activity providing student entrepreneurs with resources needed during start-up. A dedicated facility with private office space supports as many as eight early stage ventures and offers common areas for students to take time out to discuss their ideas in a relaxed environment. Tallahassee is currently host to a variety of efforts to provide incubator space and expertise to developing companies. FSU is contributing to these efforts through provision of space, expertise, resources, and perhaps most important, the new ideas and technology that form the basis for a number of the start-ups populating these efforts. The university is also exploring additional partnerships, including with the city and county, to enable new companies to find their start in Tallahassee.

Finally, the university engages the business community through our Career Center. Local, regional and national employers visit our campus multiple times per year to participate in career fairs hosted by the Career Center. Our Career Center staff work closely with local employers to develop internship sites for students who want the opportunity to "learn on the job". Internships not only benefit our students by helping prepare them for the workforce but our students also provide valuable services to local businesses and organizations.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	$273,217,211	$247,765,002	$252,310,487	$285,334,106	$324,214,740
Non-Recurring State Funds	$3,844,700	$2,823,515	-$65,234,110	$11,454,736	$1,702,215
Tuition	$140,903,123	$153,495,138	$158,160,491	$163,971,734	$158,850,741
Tuition Differential Fee	$12,421,375	$19,147,556	$30,035,814	$30,783,721	$31,359,674
Misc. Fees & Fines	$5,783,712	$6,377,254	$7,179,624	$3,763,534	$2,121,877
Federal Stimulus Funds	$20,268,504	$0	$0	$0	$0
SUBTOTAL	$456,438,625	$429,608,465	$382,452,306	$495,307,831	$518,249,247
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$35,246,051	$34,662,201	$33,279,050	$34,586,934	$35,009,382
Non-Recurring State Funds	$1,000,000	$0	$0	$65,246	$0
Tuition	$7,894,971	$8,547,978	$9,101,202	$9,796,272	$9,973,827
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
Federal Stimulus Funds	$2,858,522	$0	$0	$0	$0
SUBTOTAL	$46,999,544	$43,210,179	$42,380,252	$44,448,452	$44,983,209
TOTAL	$503,438,169	$472,818,644	$424,832,558	$539,756,283	$563,232,456

Recurring State Funds: State recurring 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. In 2013-2014, $15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative. Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. Non-Recurring State Funds: State non-recurring 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 document and all other non-recurring budget amendments allocated later in the fiscal year. 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 Research 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. Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	$252,082,010	$259,812,809	$237,616,044	$285,127,925	$298,633,272
Administration and Support	$35,486,573	$36,745,132	$31,354,315	$35,282,352	$34,900,125
PO&M	$54,220,159	$57,542,069	$54,384,805	$56,201,439	$60,096,612
Student Services	$27,644,474	$30,173,047	$15,712,650	$34,038,160	$36,396,194
Library/Audio Visual	$14,682,252	$17,107,062	$15,094,791	$15,547,168	$15,605,514
Other	$5,924,732	$5,431,028	$4,619,559	$4,919,406	$5,547,710
TOTAL	$390,040,200	$406,811,147	$358,782,164	$431,116,450	$451,179,427
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$41,655,775	$43,221,515	$39,841,149	$48,506,228	$46,457,207
Administration and Support	$59,608	$52,372	$57,093	$60,964	$83,282
PO&M	$0	$0	$0	$0	
Library/Audio Visual	$1,901,520	$2,051,848	$574,721	$769,739	$1,649,927
Teaching Hospital & Clinics	$0	$0	$0	$0	
Student Services, and Other	$0	$0	$0	$0	
TOTAL	$43,616,903	$45,325,735	$40,472,963	$49,336,931	$48,190,416
TOTAL	$433,657,103	$452,136,882	$399,255,127	$480,453,381	$499,369,843

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. 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.

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 effectives; 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. State Funding per Full-Time Equivalent (FTE) Student

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	$6,524	$6,597	$5,720	$4,322	$7,220
Lottery Funds	$718	$837	$918	$711	$867
Tuition & Fees	$4,264	$4,557	$4,940	$5,782	$6,076
Other Trust Funds	$573	$544	$0	$0	$0
TOTAL	$12,079	$12,534	$11,579	$10,815	$14,163
Actual Funding per FTE					
Tuition & Fees	$3,839	$4,269	$4,742	$5,256	$5,409
TOTAL	$11,654	$12,246	$11,381	$10,289	$13,495

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	$183,987,592	$199,558,734	$206,079,051	$235,018,302	$233,140,596
Expenditures	$177,652,697	$180,919,052	$186,556,714	$200,517,708	$223,843,585
Contracts & Grants					
Revenues	$196,076,393	$212,546,825	$208,789,835	$221,442,160	$220,266,986
Expenditures	$193,835,991	$195,015,895	$188,083,314	$203,704,258	$218,985,033
Local Funds					
Revenues	$194,234,953	$220,810,551	$229,060,800	$208,220,360	$219,368,902
Expenditures	$194,024,673	$215,254,938	$208,904,815	$212,306,365	$222,065,185
Faculty Practice Plans					
Revenues	$5,368,618	$6,303,145	$6,680,295	$9,137,413	$9,794,451
Expenditures	$5,375,563	$6,296,128	$6,686,903	$9,115,388	$9,705,201

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.

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value ($1000s)	$452,544	$525,260	$497,708	$548,095	$624,557
Gifts Received ($1000s)	$53,946	$50,820	$55,929	$61,270	$55,725
Percentage of Alumni Donors	14%	15%	16%	18%	17%

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.) 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.

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	$19,147,556	$30,035,814	$30,783,721
Students Receiving TDF Funded Award	3,385	4,127	3,675
Total Value of TDF Funded Financial Aid Awards	$1,697	$1,688	$1,986

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	9,669	9,737	10,960
Number Receiving a TDF Waiver	0	0	303
Total Value of TDF Waivers	$0	$0	$169,773

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the the Tuition Differential Fee funds. Florida Student Assistance Grant (FSAG) Eligible Students: **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.

Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	778	778	769	783	770
Tenure-track Faculty	296	256	214	238	256
Non-Tenure Track Faculty	647	606	667	695	726
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	4181	4171	4163	4234	4366
FULL-TIME SUBTOTAL	5,902	5,811	5,813	5,950	6,118
Part-time Employees					
Tenured Faculty	1	3	3	3	10
Tenure-track Faculty	4	3	3	3	3
Non-Tenure Track Faculty	419	433	445	487	505
Instructors Without Faculty Status	179	198	199	175	169
Graduate Assistants/Associates	2,946	2,997	3,033	2982	2994
Non-Instructional Employees	95	89	84	107	84
PART-TIME SUBTOTAL	3,644	3,723	3,767	3,757	3,765
TOTAL	9,546	9,534	9,580	9,707	9,883

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	40,201	40,764	41,557	41,226	41,311
UNDERGRADUATE					
FTIC (Regular Admit)	22,484	22,481	22,692	22,795	23,070
FTIC (Profile Admit)	145	91	90	64	71
AA Transfers	5,778	6,185	6,397	6,180	6,146
Other Transfers	1,992	2,189	2,571	2,857	2,720
Subtotal	30,399	30,946	31,750	31,896	32,007
GRADUATE					
Master's	4,667	4,539	4,523	4,310	4,155
Research Doctoral	2,560	2,657	2,658	2,594	2,626
Professional Doctoral	1,345	1,300	1,269	1,235	1,254
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	762	772	724	692	709
Medicine	450	475	476	476	481
Nursing Practice	23	53	69	67	64
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	110	*0*	*0*	*0*	*0*
Subtotal	8,572	8,496	8,450	8,139	8,035
UNCLASSIFIED					
	1,230	1,322	1,357	1,191	1,269

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.

Section 3 – Enrollment *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	9,327	10,189	9,327	9,908	.	9,476
Upper-Division	10,713	11,643	10,713	11,658	.	11,641
Master's (GRAD I)	2,482	2,269	2,233	2,131	.	1,949
Doctoral (GRAD II)	1,797	2,009	1,941	1,933	.	1,974
Subtotal	24,319	26,109	24,214	25,630	.	25,040
NON-FLORIDA RESIDENTS						
Lower-Division	.	511	.	509	.	575
Upper-Division	.	469	.	492	.	622
Master's (GRAD I)	.	508	.	518	.	559
Doctoral (GRAD II)	.	714	.	729	.	731
Subtotal	2,483	2,202	2,483	2,249		2,487
TOTAL FTE						
Lower-Division	.	10,700	.	10,417	9,948	10,050
Upper-Division	.	12,112	.	12,150	11,357	12,263
Master's (GRAD I)	.	2,777	.	2,649	2,726	2,507
Doctoral (GRAD II)	.	2,723	.	2,662	2,573	2,706
Total	26,802	28,311	26,697	27,879	26,604	27,526
Total (US Definition)	35,736	37,748	35,596	37,172	35,472	36,702

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
TRADITIONAL				
Lower-Division	10,033	10,161	9,584	9,228
Upper-Division	11,675	11,627	11,368	11,100
Master's (GRAD 1)	2,300	2,373	2,183	2,043
Doctoral (GRAD 2)	2,630	2,684	2,620	2,650
Total	26,638	26,845	25,755	25,021
HYBRID				
Lower-Division	73	131	215	158
Upper-Division	49	51	94	53
Master's (GRAD 1)	166	110	145	112
Doctoral (GRAD 2)	6	4	8	6
Total	294	295	461	329
DISTANCE LEARNING				
Lower-Division	222	409	618	664
Upper-Division	419	434	689	1,110
Master's (GRAD 1)	345	293	322	352
Doctoral (GRAD 2)	37	35	35	50
Total	1,023	1,171	1,664	2,176
TOTAL				
Lower-Division	10,329	10,700	10,417	10,050
Upper-Division	12,143	12,111	12,150	12,263
Master's (GRAD 1)	2,810	2,777	2,649	2,507
Doctoral (GRAD 2)	2,673	2,723	2,662	2,706
Total	27,954	28,311	27,879	27,526

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
MILITARY				
Unclassified	23	31	25	16
Undergraduate	594	681	678	204
Master's (GRAD 1)	121	151	163	99
Doctoral (GRAD 2)	27	27	28	10
Subtotal	765	890	894	329
ELIGIBLE DEPENDENT				
Unclassified	*	*	*	14
Undergraduate	*	*	*	520
Master's (GRAD 1)	*	*	*	68
Doctoral (GRAD 2)	*	*	*	11
Subtotal	*	*	*	613
NON-MILITARY				
Unclassified	1,299	1,326	1,166	1,101
Undergraduate	30,352	31,069	31,218	31,421
Master's (GRAD 1)	5,896	5,853	5,589	5,536
Doctoral (GRAD 2)	2,452	2,419	2,359	2,311
Subtotal	39,999	40,667	40,332	40,369
TOTAL	40,764	41,557	41,226	41,311

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.
Note*: Limitations of the legacy student information system prevented differentiation of military and their eligible dependents in the past. The overall Fall 2013 headcount is consistent with prior years and accurately reflects the unique classification of military and their dependents.

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	7,571	9,094	9,441	9,674	9,525
Percent with Pell Grant	25%	30%	30%	31%	30%

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.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
Vocational Rehab Counseling	51.2310	Bachelors	7-Jun-13	Spring 2013	
Health Teacher Ed	13.1307	Bachelors	7-Jun-13	Spring 2013	
Physical Ed Teaching & Coaching	13.1314	Bachelors	11-Jun-13	Spring 2013	
Programs Suspended for New Enrollments					
American/United States Studies/Civilization	5.0102	Bachelors	-	Summer 2011	
French & Francophone Studies	05.0124	Bachelors	-	Spring 2015	
Art Teacher Education	13.1302	Bachelors	-	2009 FALL	Teacher certification moved to M level.
Foreign Language Teacher Education	13.1306	Bachelors	-	FALL 2009	
Mathematics Teacher Education	13.1311	Bachelors	-	FALL 2009	
Science Teacher Education/General Science Teacher Education	13.1316	Bachelors	-	FALL 2009	
Family and Consumer Sciences/Human Sciences, General	19.0101	Bachelors	-	FALL 2009	
New Programs Considered By University But Not Approved					
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, 2013 and May 4, 2014.

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

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
Cohort Size	5,981	5,964	6,149	5,749	6,096
% Retained	92%	92%	91%	91%	93%
% Retained *with GPA of 2.0 or higher*	89%	90%	89%	89%	91%

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 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.

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	*6,198*	*6,052*	*6,191*	*6,108*	*5,009*
% Graduated	74%	74%	75%	77%	79%
% Still Enrolled	2%	2%	2%	2%	2%
% Success Rate	76%	76%	77%	79%	81%

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 Graduated is based on federal rate and does not include students who originally enroll as part-time students, 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. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	6,232	6,166	5,039	5,992	5,977
Same University	53%	56%	61%	61%	60%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	56%	58%	63%	63%	62%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	6,235	6,078	6,232	6,166	5,039
Same University	73%	74%	75%	77%	79%
Other University in SUS	6%	6%	5%	5%	5%
Total from System	79%	80%	80%	82%	84%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) 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 data for students in the cohort who graduated from the same institution. Other University in SUS provides data 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. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	1,542	1,956	1,894	1,892	1,739
Same University	45%	44%	41%	39%	39%
Other University in SUS	0%	0%	0%	0%	0%
Total from System	46%	44%	41%	39%	39%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	1,448	1,480	1,542	1,956	1,894
Same University	77%	78%	80%	79%	76%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	79%	79%	82%	82%	77%

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. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	742	744	756	330	687
Same University	77%	79%	79%	78%	79%
Other University in SUS	3%	4%	5%	3%	3%
Total from System	80%	83%	84%	82%	83%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4F. Other Transfer Graduation Rates

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	7,926	7,886	7,860	7,938	8,105
TOTAL (Second Majors)	1,059	1,176	1,187	1,142	1,315

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 (i.e., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. Second Majors include all dual/second majors (i.e., 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 conveys 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]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	1,159	1,217	1,303	1,473	1,574
HEALTH	434	354	305	320	260
GLOBALIZATION	546	586	587	576	558
EDUCATION	450	328	290	271	267
GAP ANALYSIS	901	974	832	840	876
SUBTOTAL	3,490	3,459	3,317	3,480	3,535
PSE PERCENT OF TOTAL	39%	38%	37%	38%	38%

Notes: 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/. 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

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	810	778	788	735	756
Percentage of Degrees	10%	10%	10%	10%	10%
Hispanic					
Number of Degrees	893	926	1,020	1,155	1,240
Percentage of Degrees	11%	12%	13%	15%	16%
Pell-Grant Recipients					
Number of Degrees	2,409	2,664	2,922	3,194	3,317
Percentage of Degrees	31%	34%	38%	41%	42%

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

	2009-10	2010-11	2011-12	2012-13*	2013-14+
FTIC	77%	77%	76%	76%	xx%
AA Transfers	82%	80%	79%	76%	xx%
Other Transfers	79%	76%	82%	82%	xx%
TOTAL	78%	78%	78%	76%	xx%

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (ie, 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, 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. 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.

+ FSU personnel are working to finalize the data for 2013-14.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	3,847	3,806	3,764	3,836	3,318
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	64%	63%	64%	65%	62%
30 to 49 Students	21%	21%	21%	21%	23%
50 to 99 Students	10%	10%	10%	8%	9%
100 or More Students	6%	6%	6%	6%	6%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	59%	58%	58%	60%	61%
Adjunct Faculty	11%	12%	12%	11%	12%
Graduate Students	29%	29%	28%	28%	26%
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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	25.1	26.0	26.5	26.3	26.1

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*

	2009	2010	2011	2012	2013
Examinees	131	154	108	110	121
First-time Pass Rate	93%	92%	95%	96%	88%
National Benchmark	*90%*	*89%*	*89%*	*92%*	*85%*

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 4O. Post-Graduation Metrics

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11*	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	63%	63%	69%
Percent Found	*n/a*	*n/a*	*88%*	*86%*	*88%*

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. 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.
Note*: Non-Florida employment data was not available for the 2010-11 graduates.
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.
For more information about WRIS2 see: 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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	$30,100	$30,300	$31,600
Percent Found	*n/a*	*n/a*	*39%*	*37%*	*40%*

Notes: **Median 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. 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 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Juris Master	22.0201	Masters	7-Mar-14	2014 FALL		
Terminated Programs						
Health Teacher Ed	13.1307	Masters	7-Jun-13	2013 SPRING		
Physical Ed Teaching & Coaching	13.1314	Masters	7-Jun-13	2013 SPRING		
Physical Ed Teaching & Coaching	13.1314	Research Doctorate	21-Nov-13	2013 FALL		
Adult & Continuing Teacher Ed	13.1201	Research Doctorate	20-Jun-13	2011 SPRING		Termination request delayed due to technical error
Physical Ed Teaching & Coaching	13.1314	Specialist	7-Jun-13	2013 SPRING		

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, 2013 and May 4, 2014.

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.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2013-14 (continued)

Programs Suspended for New Enrollments						
American/United States Studies/Civilization	5.0102	Masters	-	2011 SUMMER		
Chemical Physics	40.0508	Masters	-	2014 SPRING		
Social Sciences, General	45.0101	Masters	-	2007 SPRING		
Anthropology	45.0201	Masters	-	2009 FALL		
Dance, Other	50.0399	Masters	-	2014 SPRING		
Vocational Rehabilitation Counseling/Counselor	51.2310	Masters	-	2009 FALL		
Educational/Instructional Technology	13.0501	Specialist	-	2008 SPRING		
Kinesiology and Exercise Science	31.0505	Specialist	-	2004 FALL		
Vocational Rehabilitation Counseling/Counselor	51.2310	Specialist	-	2009 FALL		
Chemical Physics	40.0508	Research Doctorate	-	2014 SPRING		
Anthropology	45.0201	Research Doctorate	-	2009 FALL		
Vocational Rehabilitation Counseling/Counselor	51.2310	Research Doctorate	-	2009 FALL		
New Programs Considered By University But Not Approved						
A Masters in Hospitality Management (52.0901) was considered but not developed after receiving feedback from the CAVP Academic Coordination Group.						

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, 2013 and May 4, 2014.

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

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	2,928	3,095	3,051	3,104	2,927
TOTAL (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	2,245	2,277	2,201	2,368	2,114
Research Doctoral (first majors)	340	429	428	370	410
Professional Doctoral (first majors)	343	389	422	366	403
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*249*	*276*	*288*	*239*	*262*
Medicine	*94*	*113*	*118*	*112*	*115*
Nursing Practice	*0*	*0*	*16*	*15*	*26*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*

Note: This table reports the total number of graduate level degrees that were awarded by academic year and by level.

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	380	453	447	475	440
HEALTH	248	283	269	279	291
GLOBALIZATION	70	84	95	89	61
EDUCATION	290	327	256	251	254
GAP ANALYSIS	82	66	93	88	81
SUBTOTAL	1,070	1,213	1,160	1,182	1,127
PSE PERCENT OF TOTAL	37%	39%	38%	38%	39%

Notes: 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/. 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*

	2010	2011	2012	2013	2014
Examinees	222	237	245	213	227
First-time Pass Rate	86%	88%	88%	88%	82%
*State Benchmark**	*79%*	*82%*	*81%*	*80%*	*74%*

Note*: excludes non-Florida schools.

Medicine: *US Medical Licensing Exam - Step 1* *(for 2nd year MD students)*

	2010	2011	2012	2013	2014 Preliminary
Examinees	115	118	118	115	118
First-time Pass Rate	90%	92%	92%	96%	95%
National Benchmark	*94%*	*96%*	*96%*	*96%*	*96%*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	94	115	117	114	115
First-time Pass Rate	100%	97%	100%	99%	100%
National Benchmark	*97%*	*97%*	*98%*	*98%*	*97%*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	94	115	117	114	115
First-time Pass Rate	100%	98%	100%	99%	95%
National Benchmark	*97%*	*98%*	*97%*	*98%*	*96%*

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$237,794	$227,329	$230,411	$225,378	$250,877
Federally Funded ($ 1,000s)	$127,104	$134,794	$140,850	$140,419	$148,413
Percent Funded From External Sources	64%	71%	64%	66%	64%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$222,030	$211,666	$222,835	$229,276	$245,717
Technology Transfer					
Invention Disclosures	41	37	60	65	48
U.S. Patents Issued	10	21	36	27	43
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	9	20	34	27	42
Licenses/ Options Executed	10	6	10	13	15
Licensing Income Received ($)	$1,192,448	$1,314,917	$1,467,981	$1,333,065	$1,036,222
Number of Start-Up Companies	2	2	4	0	3

Note: 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, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey. 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. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation.

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

TABLE 6B. Centers of Excellence

Name of Center:	Center of Excellence in Advanced Materials	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2007		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		213	22
Value of Competitive Grants Applied For *($)*		$193,930,834	$5,837,838
Number of Competitive Grants Received		206	6
Value of Competitive Grants Received *($)*		$27,445,149	$2,517,327
Total Research Expenditures *($)*		$23,446,263	$4,155,424
Number of Publications in Refereed Journals From Center Research		167	40
Number of Invention Disclosures		30	1
Number of Licenses/Options Executed		3	0
Licensing Income Received *($)*		$17,000	$10,000
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		28	1
Collaborations with Private Industry		58	1
Collaborations with K-12 Education Systems/Schools		64	2
Undergraduate and Graduate Students Supported with Center Funds		343	38
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		4	1
Jobs Created By Start-Up Companies Associated with the Center		21	1
Specialized Industry Training and Education		16	0
Private-sector Resources Used to Support the Center's Operations		$0	$0
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center of Excellence in Advanced Materials

Narrative Comments [Most Recent Year]:

A major achievement during the past year is the advancement in producing long strips of buckypaper at a rapid rate. Buckypaper, which are sheets of tailored nanotubes, were produced using a batch process. However, to become economically viable, these nanotube sheets must be produced on a continuous basis at a rapid rate. An improved prototype has been developed leveraging Center of Excellence funding with $1,465,059 from the National Science Foundation (NSF), which was received during the reporting period. As this report is being prepared, one licensing agreements has been signed with talks are underway regarding additional licensing for this development. Also, additional disclosures are being filed, which will be reported for the next reporting period. In addition to this project, 5 additional NSF sponsored projects are underway at the Center.

As previously reported, Bing Energy moved to Tallahassee in large part due to incentives from the State of Florida, FSU and the Center. Bing Energy has licensed the Center's buckypaper technology to manufacture polymer electrolyte membrane fuel cells, which will be more affordable, efficient and durable. The waiver of licensing fees expired at the end of 2012, so FSU received the first payment in June 2013, which was reported last year. An additional $10,000 was paid this year. Bing eventually anticipates creating at least 244 jobs, paying an average wage of $41,655.

During the reporting period, building on CEAM developments, CEAM personnel continued a project for the Department of Veterans Affairs for over $4.4M to build more comfortable sockets for amputees. These sockets will have embedded sensors that will provide real time information of potential issues to the wearer and practitioners. For this project, FSU issued subcontracts to Saint Petersburg College and two small companies in Orlando. As this report is being prepared, the project has ended, with the VA Technology Acquisition Center rating the performance of this contract in terms of "quality," "schedule," and "management" as "excellent." Funding is currently being sought to take this advancement to the next phase.

Outreach programs are continuing and expanding. CEAM personnel are continuing to work with Tallahassee Community College (TCC) in its National Science Foundation sponsored Students in Engineering Technology (SET), which is a project that address employers' needs by producing highly skilled and educated technicians who are prepared to enter and succeed in the field of Engineering Technology. This involves creating a strong, community-based partnership of education and industry in north Florida. The project has started with working with one rural high school in Wakulla County (Wakulla HS) and a more urban school in Tallahassee (Godby HS).

Several of our female student researchers have developed a team for encouraging K-12 students, particularly female, to enter the STEM fields. During the summer, this team worked with the Girls Science Camp by MoLab (Mobilizing Science Education) and hosted Girls Can Do Anything Summer Camp: Science and Technology
Camp for one day.

Held in conjunction with the National High Magnetic Field Laboratory Open House in February, over 250 people toured the Material Research Building, which is the primary home of the Center. Center representatives also presented certain projects during FSU Day at the Capital.

Leveraging resources from CEAM, NSF and Air Force Research Lab, for the previous six years, FSU and the Center hosted approximately 14 excellent undergraduate students from throughout the nation in a Research Experience for Undergraduate program to encourage them to pursue engineering graduate degrees at FSU. Although NSF has renewed the funding for this program, the renewal did not come in time to recruit NSF funded students this year; therefore, only 4 students sponsored by the Air Force Research Lab participated in the program this past summer.

Center personnel during the reporting period established a start-up company called the Nanotechnology Patronas Group, Inc. This company is further developing and attempting to commercialize the bio-inspired In-situ Triboluminescent Optical Fiber (ITOF) sensor system. The ITOF is an integrated sensing and signal transmission sensor system, which can function as a triboluminescent optical nerve analogous to the nerves in mammals and may be readily integrated into large civil and aerospace structures to provide in-situ, distributed and real-time damage monitoring. During this reporting period, the National Science Foundation has provided funding to determine the commercial feasibility for using this technology in bridges. The researches have also submitted a proposal for an SBIR from the NSF.

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

TABLE 6B. Centers of Excellence

Name of Center:	Florida Center for Advanced Aero-Propulsion	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2008		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		446	95
Value of Competitive Grants Applied For *($)*		$151,474,863	$12,098,086
Number of Competitive Grants Received		322	61
Value of Competitive Grants Received *($)*		$52,093,574	$6,126,016
Total Research Expenditures *($)*		$26,176,350	$4,050,512
Number of Publications in Refereed Journals From Center Research		281	37
Number of Invention Disclosures		24	5
Number of Licenses/Options Executed		13	0
Licensing Income Received *($)*		$0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		89	30
Collaborations with Private Industry		87	8
Collaborations with K-12 Education Systems/Schools		30	3
Undergraduate and Graduate Students Supported with Center Funds		340	55
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		5	1
Jobs Created By Start-Up Companies Associated with the Center		287	2
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations		$732,106	$331,942
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Florida Center for Advanced Aero-Propulsion

Narrative Comments [Most Recent Year]:

The Florida Center for Advanced Aero-Propulsion consists of Florida State University, the lead institution, and the partner institutions of University of Central Florida, University of Florida and Embry Riddle Aeronautical University.

Researchers at FCAAP partners have well-established, globally recognized programs spanning a broad range of aerospace/aviation areas, including Aerospace, Aviation, Propulsion, Simulation, Energy (Gas Turbine) and Materials. This unique four-university partnership hosts also an impressive collection of resources including unique facilities (valued at over $100 million and continuing to grow), capabilities and intellectual capital (including over 250 students).

The FCAAP partners have a very strong record of cutting-edge research that has consistently attracted significant external funds for research and development, thus leveraging and enhancing the already existing resources through partnerships with industry, governmental agencies and others. FCAAP is the only aerospace-aviation center of excellence of its kind, not only in Florida but nationally. The productivity and outcomes of FCAAP research has elevated the visibility of the state universities, nationally and internationally; leading to multiple national and international collaborative R & D, education and training programs.

The most invaluable resource being developed at the center is building, through a student-centric training program and talent pool of faculty and students, the *next generation of highly-skilled workforce* required for the continually evolving, growing and sustainable economy in Florida and developing technologies that catalyze growth in this high-technology sector. FCAAP member institutions, who have attracted, retained and nurtured outstanding faculty (including many Eminent Scholars and Career Award Recipients from agencies such as NSF, AFOSR, DARPA and ONR), graduate together an overwhelming portion of Aeronautical and Mechanical Engineering with BS/MS and Ph.D. degrees in Florida (BS over 60% and MS and Ph.D. over 80%).

From its inception FCAAP--through its innovative, advanced research aimed at providing technological solutions for its industry partners, developing high-skilled workforce through innovative education and training programs, and fostering the creation of new businesses and markets-- has increased Florida's reputation and visibility, nationally and globally, and is helping Florida not only become a leader in Aerospace, Aviation, Commercial Space Transportation and Power Generation, but also build a diverse, knowledge-based economy that will expand sustainably. Leveraging the seed funds provided by the state ($10.9 million) 6 years ago, we have built a sustainable Center of Excellence in Aerospace, Propulsion and Aviation that continues to grow and provide a tremendous return on the state's investment.

Research Highlights Fiscal Year 2013-14-- FSU ONLY
Grants Applied for and Received: 34
Total Research Expenditures: $2,960,490.93
Publications in Refereed Journals: 21
Invention Disclosures Filed and Patents Awarded: 5
Collaborations with Other Post-Secondary Institutions: 28
Collaborations with Private Industry: 5
Students Supported with Center Funds: 48
Private Sector Resources Used: $331,942