2014-15

Annual Accountability Report

FLORIDA STATE UNIVERSITY

BOT APPROVED 03/04/2016

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

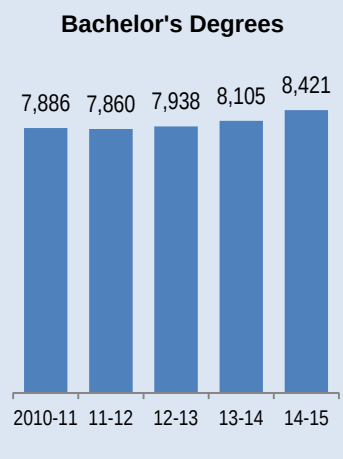
Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change
TOTAL	41.737	100%	1%
White	26.575	64%	-1%
Hispanic	6.661	16%	7%
Black	3.377	8%	-3%
Other	5.124	12%	6%
Full-Time	35.558	85%	1%
Part-Time	6.179	15%	-1%
Undergraduate	32.583	78%	1%
Graduate	7.967	19%	-1%
Unclassified	1,187	3%	5%

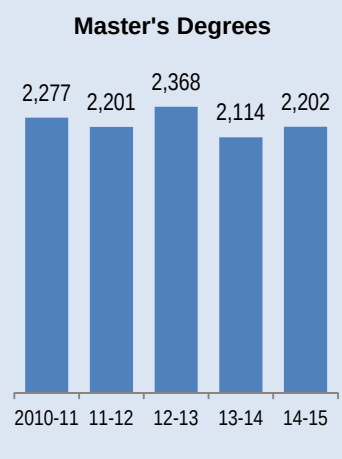
Degree Programs Offered	
TOTAL *(as of Spring 2015)*	265
Baccalaureate	92
Master's & Specialist's	107
Research Doctorate	63
Professional Doctorate	3

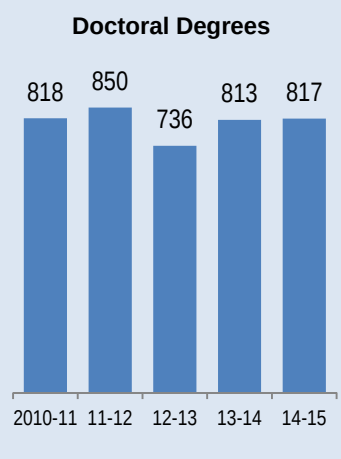
Faculty (Fall 2014)	Full-Time	Part-Time
TOTAL	1.811	472
Tenure & Ten. Track	1.056	11
Non-Tenured Faculty	755	461

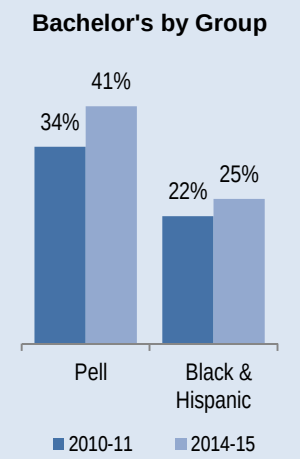
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Highest Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	Comprehensive Doctoral with medical/veterinary
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	Yes

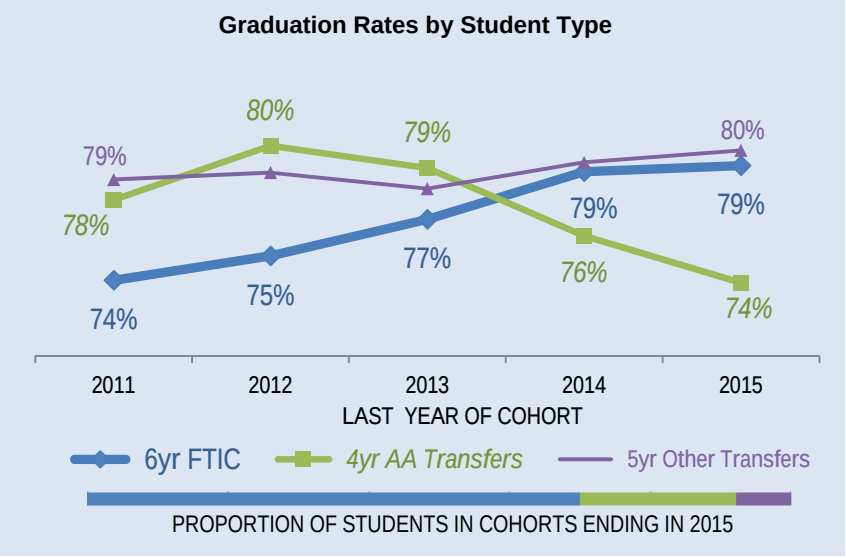
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

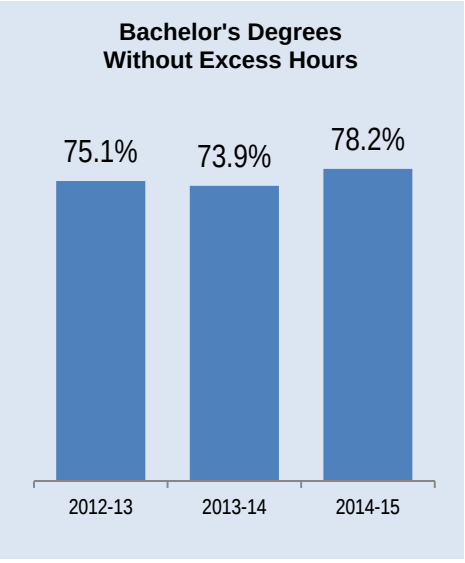






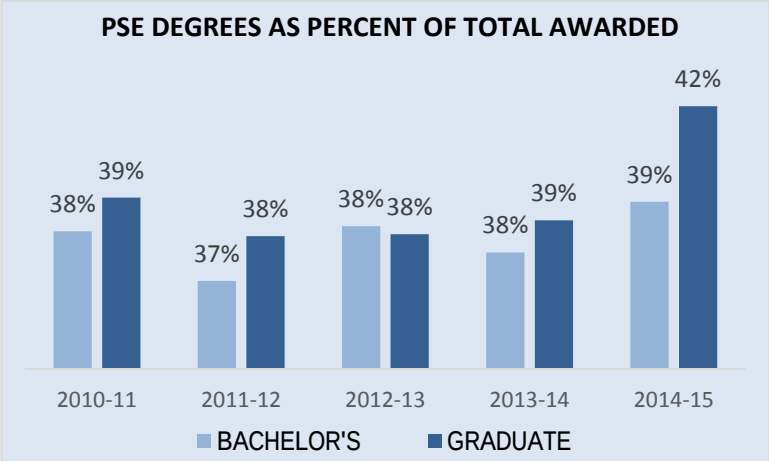


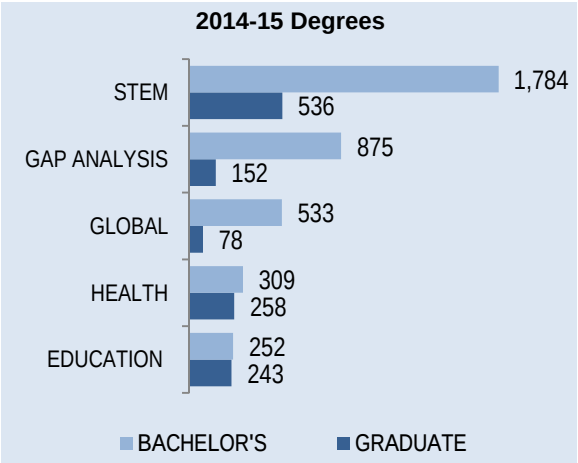




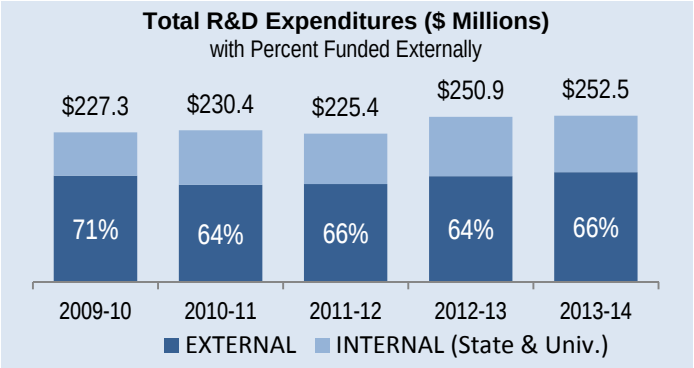
Dashboard

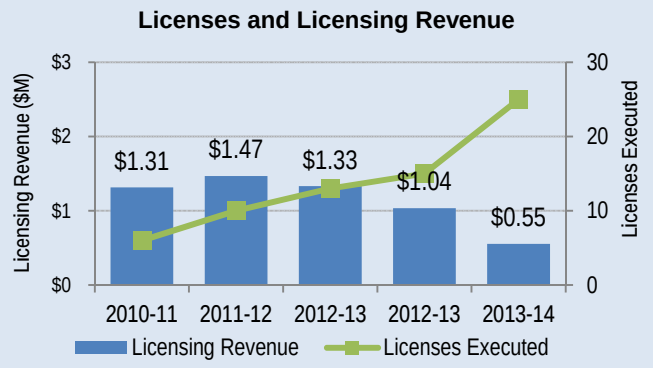
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



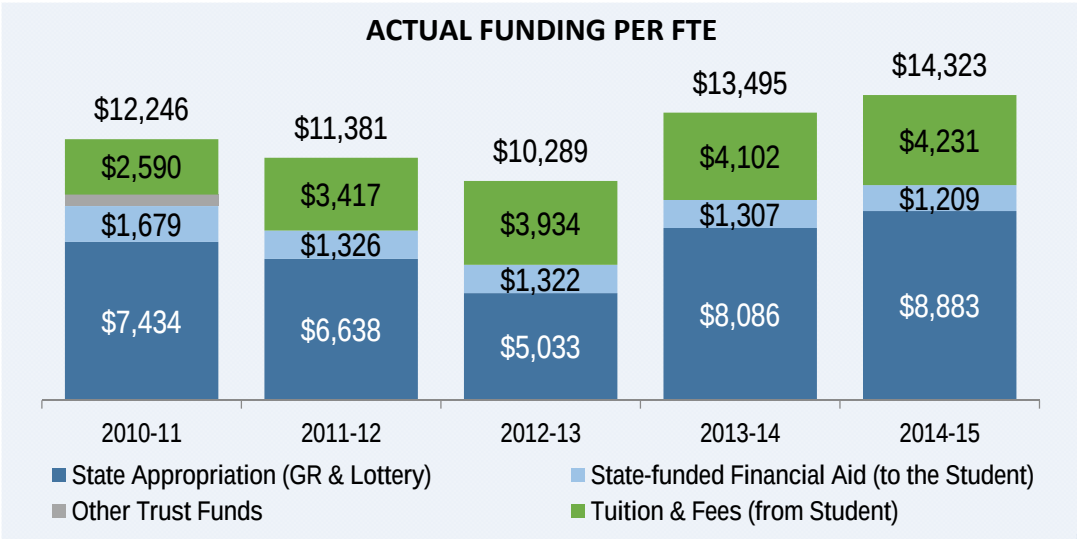


RESEARCH AND COMMERCIALIZATION ACTIVITY





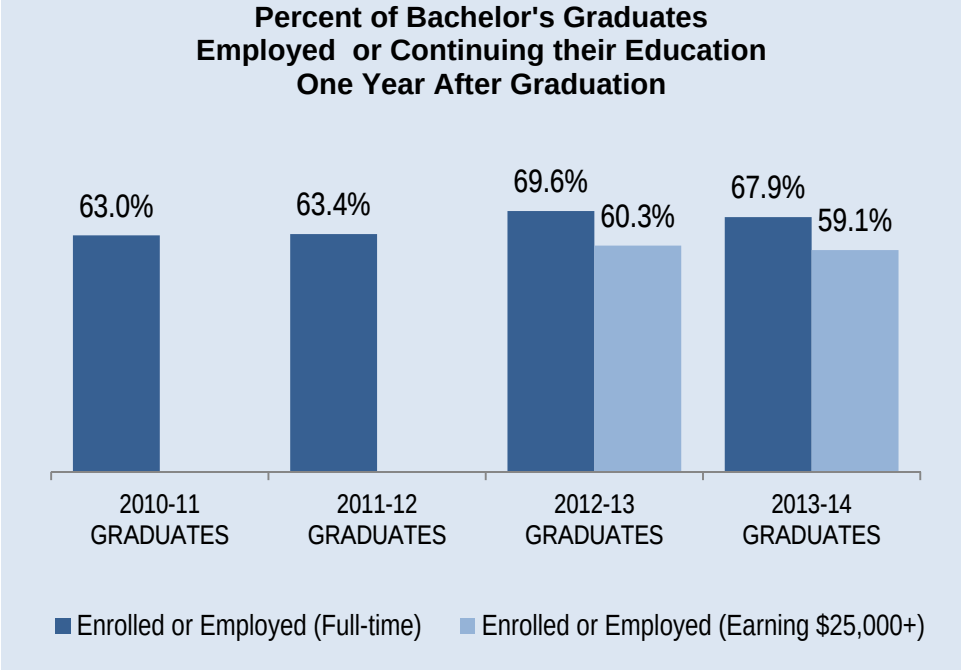
RESOURCES



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

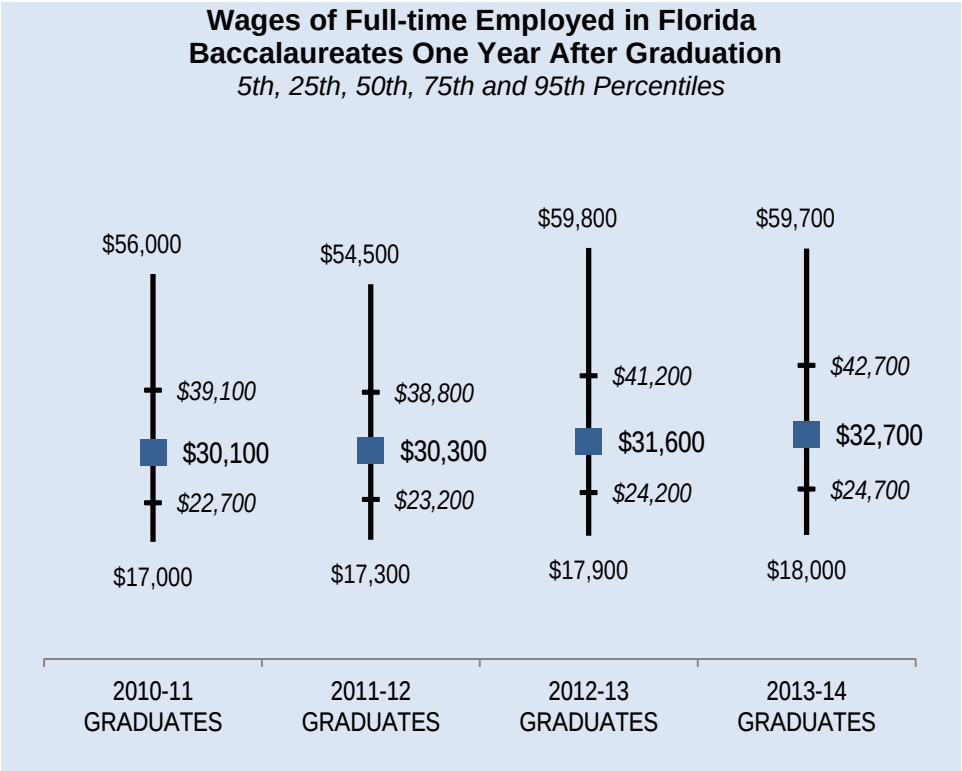
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 90% of the total 2013-14 graduating class.

See Table 4O within this report for additional information about this metric.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 40% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	69.56%	67.92%	-1.6%
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	$31,600	$32,700	3.5%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	$26,700	$27,820	4.2%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students*	79.02%	79.31%	0.3%
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	90.52%	91.00%	0.5%
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	37.53%	39.07%	1.5%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	29.99%	28.39%	-1.6%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	38.50%	41.97%	3.5%pts
		2012	2013	CHANGE
9	*Board of Governors Choice Metric:* Number of Faculty Awards	7	2	-5
		2015	2016	CHANGE
10	*Board of Trustees Choice Metric:* National rank higher than predicted by the Financial Resources ranking	119	114	- 4.2%

Note*: Board of Governors staff made a transcription error for FSU's FTIC graduation rate that was fixed after the FSU Board of Trustees approved their 2014-15 Accountability Report. FSU leadership has allowed Board of Governors staff to fix the error on this page, and the FSU Board will approve this corrected data at their next meeting.

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Molly R. Gordon, a junior majoring in biological science, won a Goldwater Scholarship, awarded to the nation's brightest mathematics, science and engineering college sophomores and juniors.
2. Daniel Hubbard, who recently came to FSU after serving for five years as an Army medic, has been named a 2015 Truman Scholar, a prestigious national award given to college juniors who seek to improve their communities through public service.
3. Juan Lopez, one of 40 students selected nationwide as Paul Ambrose Scholars, will spend the next year exploring population health challenges.

FACULTY AWARDS/ACHIEVEMENTS

1. Joe Travis and Roy Baumeister were elected into the prestigious American Academy of Arts and Sciences, John Corrigan was named a fellow of the National Humanities Center, Richard Feiock was named a fellow of the National Academy of Public Administration and Roy Baumeister and Matthew Goff received Humboldt Research fellowships.
2. Daniel Kaplan, researcher in the Department of Biomedical Sciences identified a protein with promise for cancer therapy.
3. Dr. Judy Bowers, Professor of Choral Music Education at the Florida State University, was recognized by the National Association for Music Education (NAfME) as one of two Lowell Mason Fellows.

PROGRAM AWARDS/ACHIEVEMENTS

1. The National Jurist magazine (2015) ranked Florida State the nation's #13 "Best Value" law school.
2. The College of Education's online graduate program ranks No. 2 in the nation among both public and private universities. The College of Criminology and Criminal Justice's online graduate program was No. 7 overall, and No. 4 among public universities, in U.S. News & World Report's first-ever ranking of online criminal justice programs.
3. The Florida State University College of Medicine is ranked seventh on the nation's top 10 producers of family physicians according to the American Academy of Family Physicians.

RESEARCH AWARDS/ACHIEVEMENTS

1. The National Institute of Mental Health has awarded $10.4 million to a team of researchers led by Florida State University Distinguished Research Professor Amy Wetherby to implement a community-based approach to early intervention for children with autism.
2. Florida State was one of 11 institutions in the nation awarded a Nurse Education, Quality and Retention: Veterans' Bachelor of Science Degree in Nursing Program (VBSN) grant from the U.S. Department of Health and Human Services' Health Resources and Services Administration (HRSA).

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FSU received the largest gift in its history, $100 million from Jan Moran and the Jim Moran Foundation to create the nation's largest interdisciplinary, degree-granting school of entrepreneurship.
2. The Chronicle of Higher Education recently highlighted FSU's efforts to keep homeless students on track. Florida State offers comprehensive support for homeless students. Students who have enrolled in the Unconquered Scholars program have a 95.5 percent retention rate and an average GPA of almost 3.0.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Florida State is recognized as one of the State's two preeminent universities and met all 12 of the preeminent metrics. The university is highly dependent on the resources provided through preeminence and has hired over 80 new tenure/tenure track faculty, more than 30 teaching faculty and 7 research and clinical faculty with these funds.

Florida State is among the best universities in the United States and the world according to the Times Higher Education World University rankings 2015-2016. FSU is one of 147 U.S. institutions on the list of 800 universities ranked worldwide. Among U.S. public universities, FSU is tied with 10 other institutions at No 32 on the list.

The university continues to be ranked among the best universities in the country, according to U.S. News & World Report, which ranked FSU 43rd among all public national universities in its 2016 edition of America's Best Colleges.

Florida State continues to rank high at 44th among publics on the QS World University Rankings and 49th among public universities in the ARWU (Shanghai) World rankings.

Investments are being made to diversify our student body, faculty and staff. This year, we increased funding to recruit and retain first generation students. This investment should result in increasing our student diversity as well as make us more attractive to Pell eligible students. We have changed the distribution of financial aid funds so students can receive their aid 10 days before the first day of classes. This will enable students to better manage their funds and reduce the need for short-term loans. We have been successful in enrolling a record number of CARE students that began this summer.

The university received the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education. The HEED Award measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs and outreach; student recruitment, retention and completion; and hiring practices for faculty and staff.

The FAMU/FSU College of Engineering hosted a visit by the ABET accreditation team. It seems very likely that the College will receive full reaccreditation after their report in July 2016.

Florida State University was ranked number 22 on Kiplinger's best value public colleges in 2015.

The university was ranked number 1 by Cosmopolitan magazine for the most beautiful campus.

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 remains 93% and for the past 6 years we've maintained retention rates above 90%.

The university continues to invest in new ways to make improvements in the graduation and retention of our students. A critical component in making these improvements is enhancing the student experience. We have added a new course scheduling interface application that allows students to view multiple schedules side-by-side and compare options in real-time. This initiative complements our Think 15 campaign that encourages students to enroll in 15 credit hours per term. The goal is to promote on-time graduation and to change the norm and culture so that "full-time" means 15 credits per term rather than 12. We need to ensure that students, parents, advisors and faculty understand that students who take 15 credit hours per semester generally perform better academically and that there are real cost savings and other benefits to students, including:

- increase the likelihood of graduation
- less opportunity cost (get a job, earn income sooner)
- lower cost for students (pay less tuition overall for a college degree)
- lower cost for FSU in support services
- lower cost to the state and taxpayers
- increase access for other students

FSU is committed to making college affordable for all students, particularly but not limited to low income, first generation students. We have made several changes in recent years to cover tuition and fees for undergraduate students with need. Our Board of Trustees is equally concerned about this issue and has been working with the President and his staff to make college more affordable. There is no lack of desire, it is a financial issue. FSU has implemented or continues to implement the following initiatives to make progress towards this goal:

1. Pell Promise Awarding Methodology - Ensures that students with the greatest financial need have the best possible financial aid award packages. FSU adopted and implemented a policy under which resident, Pell eligible students who apply in a timely manner are awarded grants and scholarships up to the value of 30 credits hours.
2. Financial Aid Disbursement Policy - Federal law requires that Pell eligible students (low income, neediest) are disbursed financial aid within seven days of the start of class. FSU implemented a policy that exceeds this requirement by disbursing financial aid to all eligible students 10 days before the start of classes.
3. FSU CARE summer program - Eligible first generation, low income and socioeconomically disadvantaged students are admitted to the university each summer semester. To remove financial barriers for this group, 100% of the program's cost is covered with grants and scholarships
4. First Generation Students - FSU made a financial commitment to first generation, low income and socioeconomically disadvantaged students for the award year 2015-2016. Seventy-five percent of the cost of attendance was met with grants and scholarships.
5. FSU High School Partners Program - FSU embarked on an initiative partnering with high schools with high number of the low income, first generation student population. One of our goals is to assist students with the admission and financial aid processes.
6. FSU financial literacy program - The Office of Financial Assistance is implementing a comprehensive financial literacy program for students. Initial plans focus primarily on first generation, low income and socioeconomically disadvantaged students. Financial aid counseling sessions focus on financial literacy, debt management and the financial aid application process.

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 4.5% over the last 5 years with the greatest gains made in the number of degrees awarded in the areas of GAP Analysis (130% increase), STEM (18% 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 47% 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 continue 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.
We continue to focus on new degree programs in areas of strategic emphasis. The Masters of Nurse Anesthetics started in Fall 2015, the Masters in Physician Assistant Studies will begin in the summer of 2017 and we expect to start an interdisciplinary baccalaureate health degree program in Fall 2016. All of these programs will be areas of high demand.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

To achieve Top 25 public university status, the University continued to invest in STEM fields. As in the previous year, a number of strategic areas of great importance to the State and Nation were targeted for faculty recruitment. These include three interdisciplinary faculty hiring initiatives - Energy and Materials, Coastal and Marine Research and Brain Health and Disease as well as searches to complement the development of the Institute for Successful Longevity (ISL).

A total of eight new tenure-track faculty in the Energy & Materials Initiative arrived during the 2014-15 fiscal year- two in Chemistry, one in Physics, one in Scientific Computing, two in Chemical Engineering, one in Mechanical Engineering and one in Industrial & Manufacturing Engineering. This brings to 11 the number of new faculty hired in this initiative. Thus far, three have obtained significant external funding from the National Science Foundation and many proposals are pending to a variety of Federal agencies. Arguably, FSU's Energy & Materials Initiative is the most ambitious effort in the nation in this particular thematic area.

A second interdisciplinary hiring initiative in the area of Marine and Coastal Research continued to recruit new faculty. Four new faculty recruited in the previous academic year arrived at the University- one in Biological Science and three in Earth, Ocean & Atmospheric Science (EOAS). Recruiting efforts in 2014-15 resulted in the hiring of two biologists, a marine policy expert in Geography and a marine geochemist in EOAS. These faculty hires build on our excellent programs and faculty in the departments of Biological Science, EOAS and in the Coastal & Marine Laboratory. These hires should attract new funding

opportunities, created directly or indirectly by the oil spill, and provide research and graduate education opportunities for these new faculty and their colleagues.

FSU's interdisciplinary faculty hiring initiative in the area of Brain Health and Disease resulted in the hiring of three neuroscientists, including one who utilizes functional MRI in her research. Another fMRI-user was recruited who will be joining our faculty in August 2016. A second neuroscientist was hired in the Department of Biological Science who uses novel epigenetic approaches to explore pathological processes in model systems. A Director was appointed to the newly- created Institute for Successful Longevity.

To bolster the cadre of existing FSU faculty in ISL, searches were conducted during the past fiscal year, and two tenure-track faculty were hired in the College of Communication and Information. It is anticipated that five additional faculty will be hired for this initiative in the near future. 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

A contract to purchase the fMRI machine is finalized and building renovations are underway to accommodate the fMRI. This new fMRI will be used by researchers within the College of Medicine, Neuroscience, National High Magnetic Field Lab, Psychology, the Brain Health and Disease initiative, College of Human Sciences, Institute of Sports Sciences and Medicine, Institute for Successful Longevity and Engineering.

Internationally renowned physicist and National Academy of Science member Laura H. Greene was hired as the new chief scientist for the National High Magnetic Field Laboratory (MagLab), concluding a decade-long search for a position critical to the advancement of magnetic field research.

We are actively recruiting several condensed matter physicists to interface with the NHMFL and a senior nuclear magnetic resonance (NMR) spectroscopist to lead liquid state NMR at the NHMFL. Several searches are underway for mid-level to senior faculty in some of our interdisciplinary centers/institutes including the High Performance Materials Institute, the Applied Superconductivity Center and the Center for Advanced Power Systems.

As a preeminent research university, our faculty are engaged in high level, cutting edge research. Fiscal year 2014 was our record year in grant activity. In 2015, our faculty submitted 141 more proposals than our previous record year which equates to an approximate 10% increase in the number of proposals. The faculty are working hard and the payoff from new investments made with preeminence funds shows. The total number of dollars awarded is outstanding, over $200 million. As for increasing commercialization activity, FSU has a deliberate approach in translating intellectual property to the marketplace and we are working to accelerate the process. FSU begins with a large number of invention and creative work disclosures, next we file a significant number of patent applications that result in a set of patents, and then a smaller set of licenses and startup companies are established.

Example of our success in moving research to the marketplace:

- Lexia Learning Systems, LLC, a Rosetta Stone Company, entered into an exclusive commercial license 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 through 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.

Example of a startup company based on an FSU technology:

- Stadium Runner is a startup company based on Florida State University professor Ian Winger's Communication Box technology. Essentially, FSU sports fans have the opportunity to order concession food from their seats via a smartphone or web app. That app would automatically transmit orders to Winger's Communication Box technology, installed at all concession stands. The box prints an order ticket for the concessioners, enabling Stadium Runner employees to retrieve orders and deliver them directly to the stadium seat.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

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, new 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. The Interdisciplinary Research & Commercialization Building (IRCB) to be located in the vicinity of the National High Magnetic Field Laboratory (NHMFL), is currently in the design development phase of construction. The current plan is for a 115,000 GSF structure which will house up to 22 independent faculty groups with room for 6 visiting faculty, 15 staff, 20 postdoctoral fellows and 125 graduate students. This building will be a "research condominium" in which collaborative groups of faculty from different academic units co-locate to work on shared research projects. In addition to the IRCB, a functional magnetic resonance imaging (fMRI) facility is being built in the College of Medicine. The fMRI center will be a shared core facility to be used by a broad spectrum of faculty, and it will create significant new opportunities for external funding.

The hiring initiative in Marine and Coastal Ecosystems leverages our excellent programs in oceanography, geological sciences and biology as well as our superb marine laboratory facilities on the Gulf of Mexico. Recruiting has created a highly interactive group of researchers who bring to the table a variety of tools to understand complex problems. Of great interest is the hiring of a marine policy person who specializes in the role of marine protected areas (MPAs) in the sustainability of fisheries. Our coastal and marine faculty are well poised to utilize new funding opportunities in the areas of habitat restoration.

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) includes multiple 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.

Florida State University is a partner in the $17.5 million award that the University of Florida received to translate medical research discoveries more quickly into healthier Florida communities. FSU has about 2,500 community physicians on our clerkship faculty, and collectively they have more than 2 million patients, representing a demographic cross-section of Florida's population. For several years the College of Medicine has been growing its Clinical Research Network, which provides clinical, translational and behavioral research opportunities for clinicians, faculty and students in real-world, community-based settings. Projects in that network often involve overlapping partnerships with UF and the OneFlorida Clinical Research Consortium.

Narrative

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. The Gaines Street district plan envisions a new conference center facility of up to 100,000 square feet, with additional capacity coming from reusing and integrating existing spaces that include the Turnbull Conference Center and exhibit hall and meeting rooms in the Civic Center. Combined with the new conference space within the proposed conference hotel, a total of 250,000 square feet of conference space is planned for the district. We continue to raise private funds to offset the costs for a new Business School. The new home of FSU's College of Business, to be known as "Legacy Hall" will be relocated on the eastern edge of the O'Connell Block, a prominent area facing the Chain of Parks. 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. Entrepreneurial Space is planned on the eastern edge of Gateway Park for some of FSU's School of Hospitality programs. The Macomb Walk is a proposed path through the Arena District used primarily by pedestrians, although plans call for vehicle access from West Pensacola Street into the hotel courtyard. There will also be ground-level retail, cafes or restaurants. The Civic Center plaza (Seminole Plaza) will be reconfigured into a multi-purpose space. Diverse activities are envisioned in this space. Gateway Future Development and Park is proposed on the southwest corner of the Civic Center at South Macomb and West Madison streets.

Three members of the Marching Chiefs have given the greatest gift of all — the gift of life. Florida State seniors Breanna Amborn and Zachary Miller showed their courage by donating stem cells through the Be the Match organization last year, and senior Kyle Willard made a stem cell donation in September. The three band members signed up for the organization's national registry through donation drives coordinated by the Kidz1stFund.

Florida State University has joined the Healthier Campus Initiative of the Partnership for a Healthier America (PHA), which works with the private sector to make it easier for people to choose healthier living. This new initiative compliments the Healthy Campus 2020 (HC2020) Initiative in which the university addresses environmental factors that reduce risk; educates the campus community about healthy lifestyles; and promotes positive choices and behaviors and a coordinated continuum of care.

We continue to promote participation in the Service Leadership Seminar (SLS) — a five-day-program that teaches incoming students about leadership, service and community. The intent of the program is first to help freshmen students transition into Florida State and get them immediately connected with

Tallahassee and the Florida State community. Throughout the week students also learn about different service-based agencies in the Tallahassee community. Students visit agencies, meet with staff and participate in a community service project.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

FSU has accepted a private gift of property in one of downtown Tallahassee's prime locations to house the new entrepreneurial school. FSU continues to partner with Domi Station to help FSU entrepreneurs with an idea or early stage product get the tools and guidance needed to get off the ground, interact with the community and engage with successful business leaders. FSU is diligently working to align college degrees with the state's workforce needs. Departments regularly survey students and their employers to ensure our graduates are competitive and have the skills required to meet their employment needs.

The commitment to become the most veteran-friendly and empowering university in the nation continues. We have designed 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 COMMUNITY AND BUSINESS WORKFORCE

FSU continues to participate in economic development councils at a high level. FSU's Chief of Staff is a member of the Tallahassee Chamber of Commerce. The VP for Research is a member of the board and chair elect 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 grant funding and enabling the leasing of space in Tallahassee. In the College of Business, the InNOLEvation Accelerator – 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.

The investments in the Career Center continue to pay dividends. The Center saw an increase of 17.5% in the number of students advised, hosted 707 employers who scheduled 3,544 interviews, provided students and alumni 8,611 job listings via SeminoleLink, taught 12 sections of the Career Planning Course, coordinated 18 career fairs, presented 658 workshops on employer ability skills and graduate preparation and managed the career portfolio, providing 91,87 students and alumni users with opportunities to identify and document skills employers and graduate schools seek in candidates.

The top five employment industries for FSU graduates include retail and wholesale trade, education, hospitality and marketing. Technology and computers was the only area with higher salaries.

With 35 graduates who began teaching this fall, Florida State is ranked No. 10 among large schools on a list of how many alumni are participating in the Teach for America program. This is the third year Florida State has been listed as a top feeder school for Teach for America.

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Section 1 – Financial Resources

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

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	$247,765,002	$252,310,487	$285,334,106	$324,571,683	$318,864,831
Non-Recurring State Funds	$2,823,515	-$65,234,110	$11,454,736	$1,702,215	$28,395,913
Tuition	$153,495,138	$158,160,491	$163,971,734	$167,476,224	$160,057,050
Tuition Differential Fee	$19,147,556	$30,035,814	$30,783,721	$30,316,845	$31,359,674
Misc. Fees & Fines	$6,377,254	$7,179,624	$3,763,534	$2,020,646	$2,583,174
SUBTOTAL	$429,608,465	$382,452,306	$495,307,831	$526,087,613	$541,260,642
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$34,662,201	$33,279,050	$34,586,934	$35,017,360	$35,015,528
Non-Recurring State Funds	$0	$0	$65,246	$0	$0
Tuition	$8,547,978	$9,101,202	$9,796,272	$10,086,040	$10,608,187
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
SUBTOTAL	$43,210,179	$42,380,252	$44,448,452	$45,103,400	$45,623,715
TOTAL	$472,818,644	$424,832,558	$539,756,283	$571,191,013	$586,884,357
FAMU/FSU ENGINEERING SCHOOL					
Total	$0	$0	$0	$0	$12,999,685

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

Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13*	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	$259,812,809	$237,616,044	$285,127,925	$298,633,272	$317,409,670
Administration and Support	$36,745,132	$31,354,315	$35,282,352	$34,900,125	$50,594,317
PO&M	$57,542,069	$54,384,805	$56,201,439	$60,096,612	$60,395,785
Student Services	$30,173,047	$15,712,650	$34,038,160	$36,396,194	$37,217,299
Library/Audio Visual	$17,107,062	$15,094,791	$15,547,168	$15,605,514	$27,533,450
Other	$5,431,028	$4,619,559	$4,919,406	$5,547,710	$6,157,810
TOTAL	$406,811,147	$358,782,164	$431,116,450	$451,179,427	$499,308,331
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$43,221,515	$39,841,149	$48,506,228	$46,457,207	$46,700,543
Administration and Support	$52,372	$57,093	$60,964	$83,282	$91,260
PO&M	$0	$0	$0	$0	$0
Library/Audio Visual	$2,051,848	$574,721	$769,739	$1,649,927	$1,735,327
Teaching Hospital & Clinics	$0	$0	$0	$0	$0
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$45,325,735	$40,472,963	$49,336,931	$48,190,416	$48,527,130
TOTAL	$452,136,882	$399,255,127	$480,453,381	$499,369,843	$547,835,461

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

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional 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. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation *(GR & Lottery)*	$7,434	$6,638	$5,033	$8,086	$8,883
Tuition & Fees *(State-funded Aid)*	$1,679	$1,326	$1,322	$1,307	$1,209
Tuition & Fees *(from Student)*	$2,590	$3,417	$3,934	$4,102	$4,231
Other Trust Funds	$544	$0	$0	$0	$0
TOTAL	$12,246	$11,381	$10,289	$13,495	$14,323

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

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	$25,580	$24,900	$25,580	$26,700	$27,820

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. Source: State University Database System (SUDS), Expenditure Analysis: Report IV. *This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	$199,558,734	$206,079,051	$235,018,302	$233,140,596	$254,030,999
Expenditures	$180,919,052	$186,556,714	$200,517,708	$223,843,585	$229,449,828
Contracts & Grants					
Revenues	$212,546,825	$208,789,835	$221,442,160	$220,266,986	$219,075,763
Expenditures	$195,015,895	$188,083,314	$203,704,258	$218,985,033	$208,289,152
Local Funds					
Revenues	$220,810,551	$229,060,800	$208,220,360	$219,368,902	$218,273,734
Expenditures	$215,254,938	$208,904,815	$212,306,365	$222,065,185	$217,818,213
Faculty Practice Plans					
Revenues	$6,303,145	$6,680,295	$9,137,413	$9,794,451	$8,755,338
Expenditures	$6,296,128	$6,686,903	$9,115,388	$9,705,201	$8,755,569

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. Auxiliary Enterprises are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Contract & Grants resources are received from federal, state or private sources for the purposes of conducting research and public service activities. Local Funds are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. Faculty Practice Plan revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value ($1000s)	$525,260	$497,708	$548,095	$624,557	$605,275
Gifts Received ($1000s)	$50,820	$55,929	$61,270	$55,725	$68,634
Percentage of Alumni Donors	15%	16%	18%	17%	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. *This data is not adjusted for inflation.*

Section 2 – Personnel

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

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	778	769	783	770	770
Tenure-track Faculty	256	214	238	256	286
Non-Tenure Track Faculty	606	667	695	726	755
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	4,171	4,163	4,234	4,366	4,347
FULL-TIME SUBTOTAL	5,811	5,813	5,950	6,118	6,158
Part-time Employees					
Tenured Faculty	3	3	3	10	8
Tenure-track Faculty	3	3	3	3	3
Non-Tenure Track Faculty	433	445	487	505	461
Instructors Without Faculty Status	198	199	175	169	153
Graduate Assistants/Associates	2,997	3,033	2,982	2,994	3,011
Non-Instructional Employees	89	84	107	84	86
PART-TIME SUBTOTAL	3,723	3,767	3,757	3,765	3,722
TOTAL	9,534	9,580	9,707	9,883	9,880

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

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TOTAL	40,764	41,557	41,226	41,311	41,737
UNDERGRADUATE					
FTIC (Regular Admit)	22,481	22,692	22,795	23,070	23,396
FTIC (Profile Admit)	91	90	64	71	75
AA Transfers	6,185	6,397	6,180	6,146	6,108
Other Transfers	2,189	2,571	2,857	2,720	2,729
Subtotal	30,946	31,750	31,896	32,007	32,308
GRADUATE					
Master's	4,539	4,523	4,310	4,155	4,117
Research Doctoral	2,657	2,658	2,594	2,626	2,660
Professional Doctoral	1,300	1,269	1,235	1,254	1,190
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	772	724	692	709	645
Medicine	475	476	476	481	482
Nursing Practice	53	69	67	64	63
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*
Subtotal	8,496	8,450	8,139	8,035	7,967
UNCLASSIFIED					
HS Dual Enrolled	43	20	39	23	53
Other	1,279	1,337	1,152	1,246	1,409
Subtotal	1,322	1,357	1,191	1,269	1,462

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.

Note*: In Fall 2014, students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought. Board staff will review this definition with university staff during the Summer Data Workshop and may revise it for next year's report.

Section 3 – Enrollment *(continued)*

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

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	9,327	9,908	.	9,476	.	9,376
Upper-Division	10,713	11,658	.	11,641	.	11,634
Master's (GRAD I)	2,233	2,131	.	1,949	.	1,964
Doctoral (GRAD II)	1,941	1,933	.	1,974	.	1,939
Subtotal	24,214	25,630	.	25,040	.	24,913
NON-FLORIDA RESIDENTS						
Lower-Division	.	509	.	575	.	768
Upper-Division	.	492	.	622	.	593
Master's (GRAD I)	.	518	.	559	.	556
Doctoral (GRAD II)	.	729	.	731	.	742
Subtotal	2,483	2,249		2,487		2,659
TOTAL FTE						
Lower-Division	.	10,417	9,948	10,050	9,948	10,144
Upper-Division	.	12,150	11,357	12,263	11,357	12,227
Master's (GRAD I)	.	2,649	2,726	2,507	2,726	2,520
Doctoral (GRAD II)	.	2,662	2,573	2,706	2,573	2,681
Total	26,697	27,879	26,604	27,526	26,604	27,572
Total (US Definition)	35,596	37,172	35,472	36,702	35,472	36,763

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

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	10,033	10,161	9,584	9,228	9,255
Upper-Division	11,675	11,627	11,368	11,100	10,815
Master's (GRAD 1)	2,300	2,373	2,183	2,043	2,079
Doctoral (GRAD 2)	2,630	2,684	2,620	2,650	2,622
TOTAL	26,638	26,845	25,755	25,021	24,771
HYBRID					
Lower-Division	73	131	215	158	46
Upper-Division	49	51	94	53	10
Master's (GRAD 1)	166	110	145	112	48
Doctoral (GRAD 2)	6	4	8	6	2
TOTAL	294	295	461	329	105
DISTANCE LEARNING					
Lower-Division	222	409	618	664	843
Upper-Division	419	434	689	1,110	1,403
Master's (GRAD 1)	345	293	322	352	394
Doctoral (GRAD 2)	37	35	35	50	57
TOTAL	1,023	1,171	1,664	2,176	2,696
TOTAL					
Lower-Division	10,329	10,700	10,417	10,050	10,144
Upper-Division	12,143	12,111	12,150	12,263	12,227
Master's (GRAD 1)	2,810	2,777	2,649	2,507	2,520
Doctoral (GRAD 2)	2,673	2,723	2,662	2,706	2,681
TOTAL	27,954	28,311	27,879	27,526	27,572

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013*	Fall 2014
MILITARY					
Unclassified	23	31	25	16	19
Undergraduate	594	681	678	204	261
Master's (GRAD 1)	121	151	163	99	116
Doctoral (GRAD 2)	27	27	28	10	27
Subtotal	765	890	894	329	423
DEPENDENTS					
Unclassified	.	.	.	14	11
Undergraduate	.	.	.	520	528
Master's (GRAD 1)	.	.	.	68	68
Doctoral (GRAD 2)	.	.	.	11	13
Subtotal	.	.	.	613	620
NON-MILITARY					
Unclassified	1,299	1,326	1,166	1,101	1,157
Undergraduate	30,352	31,069	31,218	31,421	31,794
Master's (GRAD 1)	5,896	5,853	5,589	5,536	4,957
Doctoral (GRAD 2)	2,452	2,419	2,359	2,311	2,786
Subtotal	39,999	40,667	40,332	40,369	40,694
TOTAL	40,764	41,557	41,226	41,311	41,737

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*: Prior to Fall 2013, FSU classified any student with a military affiliation as a "Veteran."

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	9,094	9,441	9,674	9,525	9,133
Percent with Pell Grant	29.66%	30.03%	30.65%	29.99%	28.39%

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

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
Home Economics	19.0101	Bachelors	3/6/2015	SUMMER 2015	
Programs Suspended for New Enrollments					
American/United States Studies/Civilization	5.0102	Bachelors		SUMMER 2011	
Art Teacher Education	13.1302	Bachelors		FALL 2009	
Foreign Language Teacher Education	13.1306	Bachelors		FALL 2009	
French Studies	5.0124	Bachelors		SPRING 2015	
Mathematics Teacher Education	13.1311	Bachelors		FALL 2009	
Science Teacher Education	13.1316	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, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2010-11	2011-12	2012-13	2013-14	2014-15
Cohort Size	*5,964*	*6,149*	*5,749*	*6,096*	*6,068*
% Retained *with Any GPA*	92%	91%	91%	92%	93%
% Retained *with GPA 2.0 or higher*	90.16%	88.78%	89.41%	90.52%	91.00%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Retained with Any GPA is based on student enrollment in the Fall term following their first year. Percent Retained with GPA Above 2.0 is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*6,052*	*6,191*	*6,104*	*4,993*	*5,925*
% Graduated	74%	75%	77%	79%	79%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	2%
% Success Rate	*76%*	*77%*	*79%*	*81%*	*81%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates *for* First-Time-in-College (FTIC) Students

(includes Full- and Part-time students)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*6,162*	*5,023*	*5,936*	*5,977*	*6,175*
Same University	56%	61%	62%	60%	62%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	58%	63%	63%	62%	64%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	6,078	6,232	6,162	5,023	*5,936*
Same University	73.69%	74.89%	76.68%	79.02%	79.31%
Other University in SUS	6%	5%	5%	5%	4%
Total from System	80%	80%	82%	84%	83%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

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Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
Cohort Size	*1,956*	*1,894*	*1,892*	*1,739*	*1,787*
Same University	44%	41%	39%	39%	40%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*1,480*	*1,542*	*1,956*	*1,894*	*1,892*
Same University	78%	80%	79%	76%	74%

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

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

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
Cohort Size	*744*	*756*	*330*	*687*	*657*
Same University	79%	79%	78%	79%	80%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	7,886	7,860	7,938	8,105	8,421
Second Majors	1,176	1,187	1,142	1,315	1,186
TOTAL	9,062	9,047	9,080	9,420	9,607

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

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,217	1,303	1,473	1,574	1,784
HEALTH	354	305	320	260	309
GLOBALIZATION	586	587	576	558	533
EDUCATION	328	290	271	267	252
GAP ANALYSIS	974	832	840	876	875
SUBTOTAL	3,459	3,317	3,480	3,535	3,753
PSE PERCENT OF TOTAL	38.17%	36.66%	38.33%	37.53%	39.07%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	778	788	735	756	733
Percentage of Degrees	10%	10%	10%	10%	9%
Hispanic					
Number of Degrees	926	1,020	1,155	1,240	1,355
Percentage of Degrees	12%	13%	15%	16%	16%
Pell-Grant Recipients					
Number of Degrees	2,664	2,922	3,168	3,317	3,382
Percentage of Degrees	34%	38%	40%	42%	41%

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	77%	76%	75%	68%	79%
AA Transfers	80%	79%	72%	66%	76%
Other Transfers	76%	82%	81%	77%	80%
TOTAL	78%	78%	75%	74%	78%

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	3,806	3,764	3,836	3,318	3,217
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	63%	64%	65%	62%	63%
30 to 49 Students	21%	21%	21%	23%	21%
50 to 99 Students	10%	10%	8%	9%	9%
100 or More Students	6%	6%	6%	6%	7%

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

Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	58%	58%	60%	61%	63%
Adjunct Faculty	12%	12%	11%	12%	10%
Graduate Students	29%	28%	28%	26%	25%
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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	26	27	26	26	26

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2010	2011	2012	2013	2014
Examinees	154	108	110	121	110
First-time Pass Rate	92%	95%	96%	88%	80%
National Benchmark	*89%*	*89%*	*92%*	*85%*	*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

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	63.05%	63.40%	69.56%	67.92%
Enrolled or Employed (Earned $25,000+)	.	.	60.31%	59.11%
Number of States included in Search	*1*	*36*	*38*	*38*
Percent Found	*88%*	*86%*	*90%*	*90%*

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least $25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.
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

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	$17,000	$17,300	$17,900	$18,000
25th PERCENTILE WAGE	$22,700	$23,200	$24,200	$24,700
MEDIAN WAGE	$30,100	$30,300	$31,600	$32,700
75th PERCENTILE WAGE	$39,100	$38,800	$41,200	$42,700
95th PERCENTILE WAGE	$56,000	$54,500	$59,800	$59,700
Percent Found	*39%*	*37%*	*40%*	*40%*

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

Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Board of Governors Action	Comments
New Programs						
Applied Economics	45.0602	Masters	11/21/2014	SPRING 2015		
Nurse Anesthesia	51.3804	Masters	6/27/2014	FALL 2015		
Risk Management and Insurance	52.1701	Masters	11/21/2014	SUMMER 2015		
Terminated Programs						
American Dance Studies	50.0399	Masters	3/6/2015	SUMMER 2015		
Vocational Rehab Counseling	51.231	Masters	3/6/2015	SPRING 2015		
Programs Suspended for New Enrollments						
American/United States Studies/Civilization	5.0102	Masters				
Anthropology	45.0201	Masters				
Anthropology	45.0201	Research Doctorate				
Apparel and Textiles, General	19.0901	Masters				
Chemical Physics	40.0508	Masters				
Chemical Physics	40.0508	Research Doctorate				
Counselor Education/School Counseling and Guidance Services	13.1101	Masters				
Educational/Instructional Technology	13.0501	Specialist				
Kinesiology and Exercise Science	31.0505	Specialist				
Social Sciences, General	45.0101	Masters				
Vocational Rehabilitation Counseling/Counselor	51.2310	Research Doctorate				
Vocational Rehabilitation Counseling/Counselor	51.2310	Specialist				
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, 2014 and May 4, 2015. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year. New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	3,095	3,051	3,104	2,927	3,019
Second majors	0	0	0	0	0
TOTAL	3,095	3,051	3,104	2,927	3,019
Masters and Specialist (first majors)	2,277	2,201	2,368	2,114	2,202
Research Doctoral (first majors)	423	428	370	410	424
Professional Doctoral (first majors)	395	422	366	403	393
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*276*	*288*	*239*	*262*	*259*
Medicine	*113*	*118*	*112*	*115*	*114*
Nursing Practice	*0*	*16*	*15*	*26*	*20*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other Professional Doctorate	*6*	*0*	*0*	*0*	*0*

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	453	447	475	440	536
HEALTH	283	269	279	291	258
GLOBALIZATION	84	95	89	61	78
EDUCATION	327	256	251	254	243
GAP ANALYSIS	66	93	88	81	152
SUBTOTAL	1,213	1,160	1,182	1,127	1,267
PSE PERCENT OF TOTAL	39.19%	38.02%	38.08%	38.50%	41.97%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. 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*

	2011	2012	2013	2014	2015
Examinees	237	245	213	227	210
First-time Pass Rate	88%	88%	88%	82%	80%
State Benchmark	*82%*	*81%*	*80%*	*74%*	*69%*

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

	2011	2012	2013	2014	2015 Preliminary
Examinees	118	118	115	118	120
First-time Pass Rate	92%	92%	96%	95%	92%
National Benchmark	*94%*	*96%*	*97%*	*96%*	*96%*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	115	117	114	115	166
First-time Pass Rate	97%	100%	99%	100%	97%
National Benchmark	*97%*	*98%*	*98%*	*97%*	*95%*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	115	117	114	115	116
First-time Pass Rate	98%	100%	99%	95%	92%
National Benchmark	*98%*	*97%*	*98%*	*96%*	*96%*

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

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$227,329	$230,411	$225,378	$250,877	$252,548
Federally Funded ($ 1,000s)	$134,794	$140,850	$140,419	$148,413	$151,701
Percent Funded From External Sources	71%	64%	66%	64%	66%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$211,666	$222,835	$229,276	$245,717	$246,148

Technology Transfer	2009-10	2010-11	2011-12	2012-13	2013-14
Invention Disclosures	37	60	65	48	45
Licenses & Options Executed	6	10	13	15	25
Licensing Income Received ($)	$1,314,917	$1,467,981	$1,333,065	$1,036,222	$554,266
Number of Start-Up Companies	2	4	0	3	1

	2010	2011	2012	2013	2014
U.S. Patents Issued [REVISED]	36	24	32	47	30

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

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 2015)	Fiscal Year 2014-15
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		231	19
Value of Competitive Grants Applied For *($)*		$203,605,039	$9,674,205
Number of Competitive Grants Received		213	7
Value of Competitive Grants Received *($)*		$28,152,649	$707,500
Total Research Expenditures *($)*		$27,267,560	$3,821,411
Number of Publications in Refereed Journals From Center Research		212	45
Number of Invention Disclosures		33	3
Number of Licenses/Options Executed		3	0
Licensing Income Received *($)*		$27,000	$10,000
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		29	1
Collaborations with Private Industry		60	2
Collaborations with K-12 Education Systems/Schools		72	8
Undergraduate and Graduate Students Supported with Center Funds		395	52
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		25	4
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 continuing 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. During the reporting period, a prototype capable of producing 6-inch wide strips of buckypaper at 5 feet per minutes was built and demonstrated. At this time, an improved version capable of producing 12-inch wide strips is being built. The prototype was developed leveraging Center of Excellence funding with $1,465,059 from the National Science Foundation (NSF), which was received during the last reporting period. As this report is being prepared, one licensing agreements has been signed with talks are underway regarding additional licensing for this development.

Building on CEAM developments and a $4.4M contract from the Department of Veterans Affairs to build more comfortable sockets for amputees, the axuetic foam developed during this project was licensed to a Florida start-up company called Auxadyne, Inc. While Auxadyne intended to primarily develop the foam to improve the comfort of prosthetics, Auxadyne personnel and Center personnel have been in discussions with sporting goods companies to expand the use of foam for protective gear in sports. To further develop the foam for prosthetics, the U.S. Army Medical Research and Materiel Command (USAMRMC) awarded the FSU and the Center $500,000.

Several of our female student researchers have developed a DreamOn, which consists of students from all disciplines to address the gender bias in science, technology, engineering, and mathematics (STEM) fields by:
1) increasing visibility of female scientists/technicians/engineers/mathematicians,
2) connecting elementary and middle school students with STEM activities,
3) showing participants that they can enjoy, understand, participate and excel in scientific activities and endeavors,
4) providing a network for female graduate students, faculty members, and professionals, and
5) mentoring younger students, from elementary school through high school and college

Activities include volunteer outreach activities, such as with MoLab, the Challenger Learning Center, or student groups, fostering mentor-mentee relationships, networking events for students, faculty, and professionals, and social events.

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.

As previously reported, Center personnel during the last 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 wind blades. The researches completed a SBIR from NSF and have applied for an STTR.

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. Bing eventually anticipates creating at least 244 jobs, paying an average wage of $41,655.

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 2015)	Fiscal Year 2014-15
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		521	75
Value of Competitive Grants Applied For *($)*		$175,016,017	$23,541,154
Number of Competitive Grants Received		374	52
Value of Competitive Grants Received *($)*		$57,951,734	$5,858,160
Total Research Expenditures *($)*		$31,132,004	$4,955,654
Number of Publications in Refereed Journals From Center Research		331	50
Number of Invention Disclosures		26	2
Number of Licenses/Options Executed		18	5
Licensing Income Received *($)*		$0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		115	26
Collaborations with Private Industry		145	58
Collaborations with K-12 Education Systems/Schools		41	11
Undergraduate and Graduate Students Supported with Center Funds		430	90
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		6	1
Jobs Created By Start-Up Companies Associated with the Center		289	2
Specialized Industry Training and Education		3	1
Private-sector Resources Used to Support the Center's Operations		$874,779	$142,673
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), capabilities and intellectual capital (including over 250 students).

The FCAAP partners have had a very strong record of cutting-edge research that has been regularly attracting external funds for research and development, thus leveraging and enhancing the already existing resources through partnerships with industry, governmental agency and others.

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. 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 to become a leader in Aerospace, Aviation, Commercial Space Transportation and Power Generation, but also to build a diverse, knowledge-based economy that will expand sustainably.

Research Highlights Fiscal Year 2014-15-- FSU ONLY
Grants Applied for and Received: 35
Total Research Expenditures: $4,035,013
Publications in Refereed Journals: 24
Invention Disclosures Filed and Patents Awarded: 7
Collaborations with Other Post-Secondary Institutions: 24
Collaborations with Private Industry: 47
Students Supported with Center Funds: 55
Private Sector Resources Used: $142,673