2014-15

Annual Accountability Report

UNIVERSITY OF FLORIDA

BOT APPROVED 03/10/2016

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

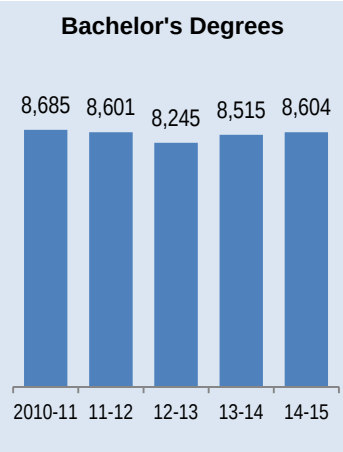
Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change
TOTAL	50,536	100%	1%
White	27,953	55%	0%
Hispanic	8,268	16%	5%
Black	3,230	6%	-3%
Other	11,085	22%	1%
Full-Time	42,217	84%	0%
Part-Time	8,319	16%	8%
Undergraduate	32,781	65%	1%
Graduate	15,754	31%	-1%
Unclassified	2,001	4%	12%

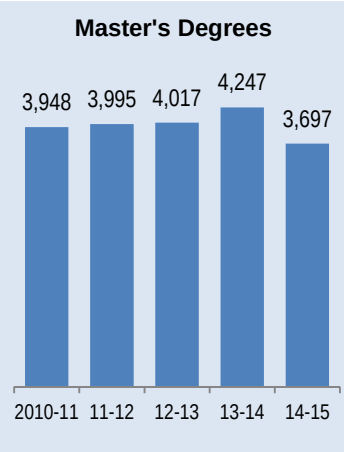
Degree Programs Offered	
TOTAL *(as of Spring 2015)*	316
Baccalaureate	96
Master's *& Specialist's*	132
Research Doctorate	78
Professional Doctorate	10

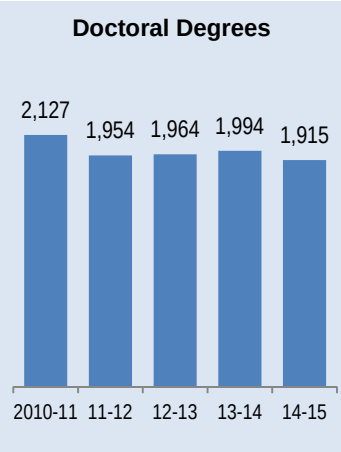
Faculty (Fall 2014)	Full-Time	Part-Time
TOTAL	4,234	939
Tenure & Ten. Track	2,318	75
Non-Tenured Faculty	1,916	864

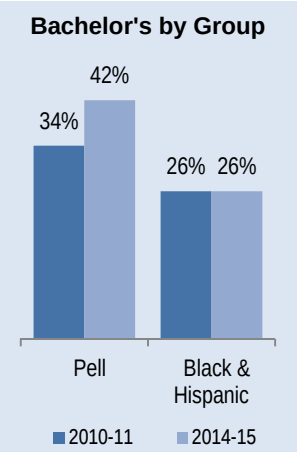
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Highest Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical/veterinary
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	No

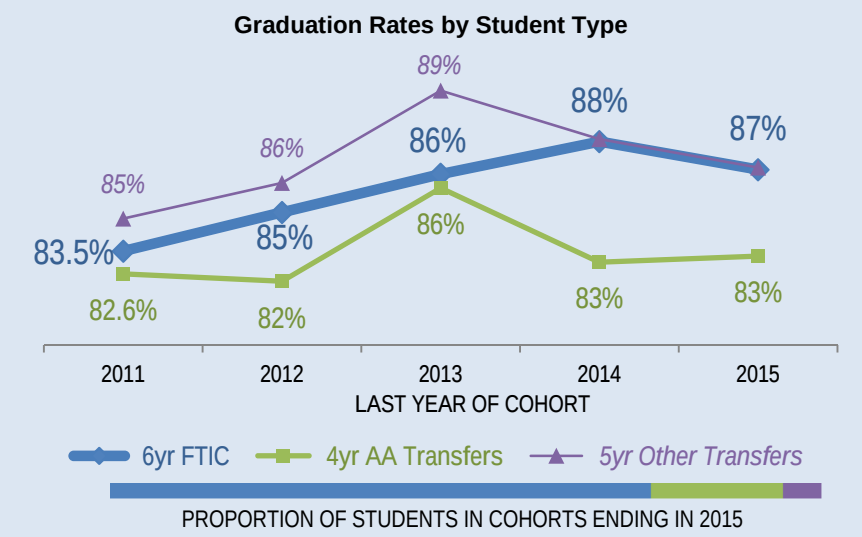
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

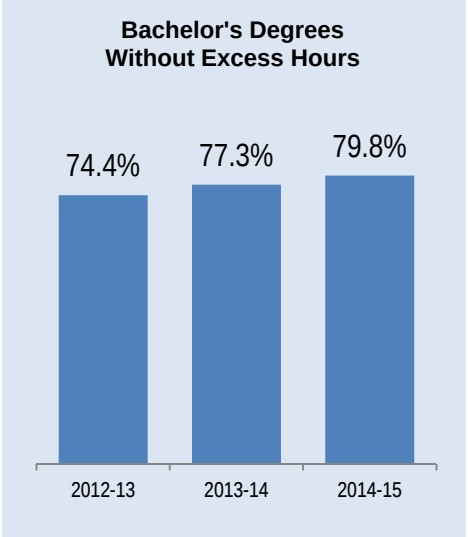






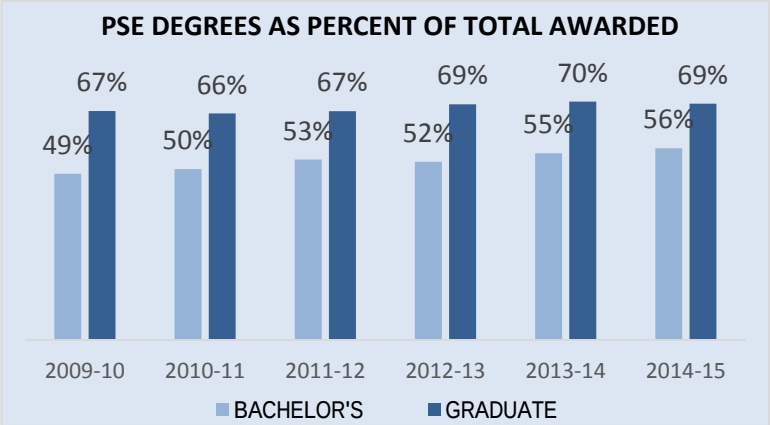


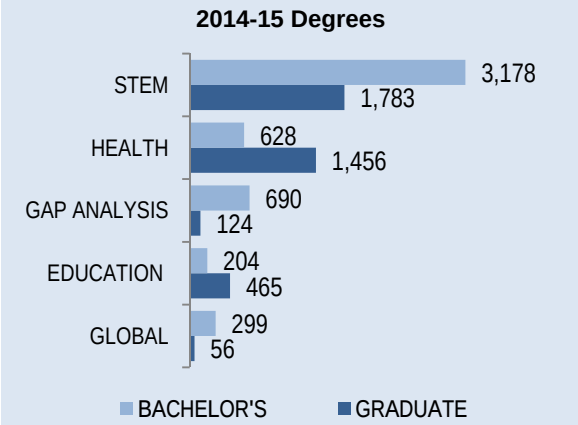




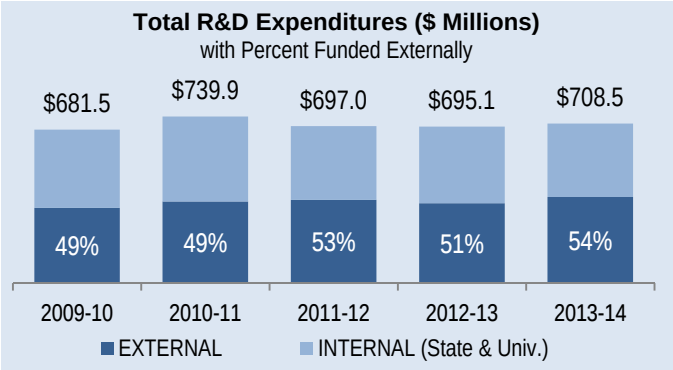
Dashboard

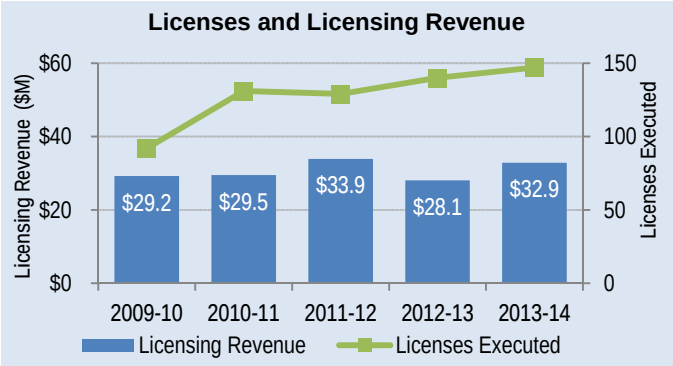
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



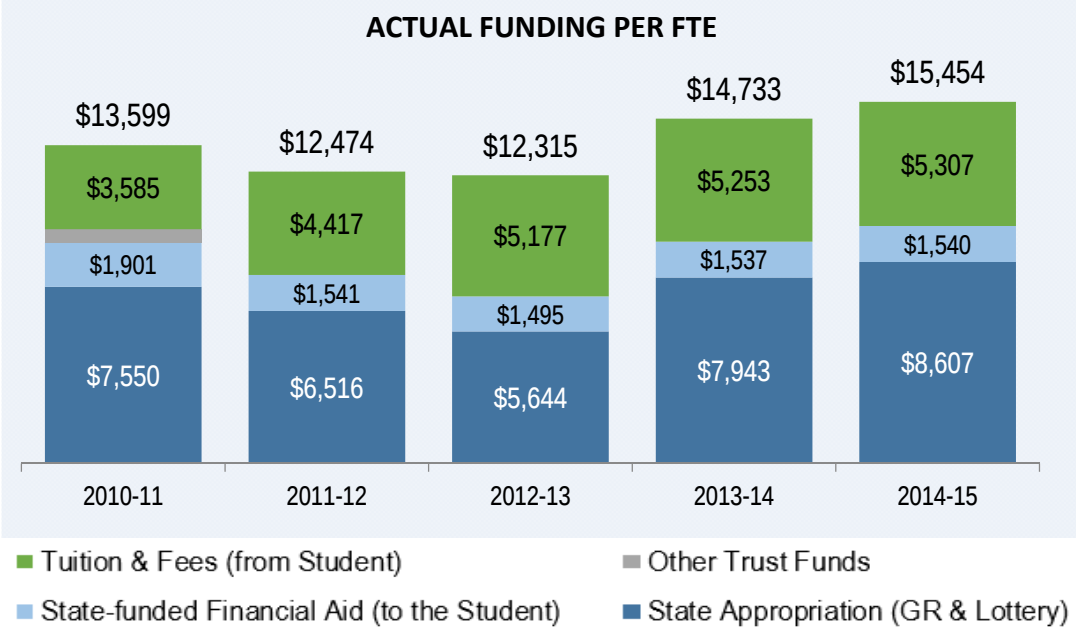


RESEARCH AND COMMERCIALIZATION ACTIVITY





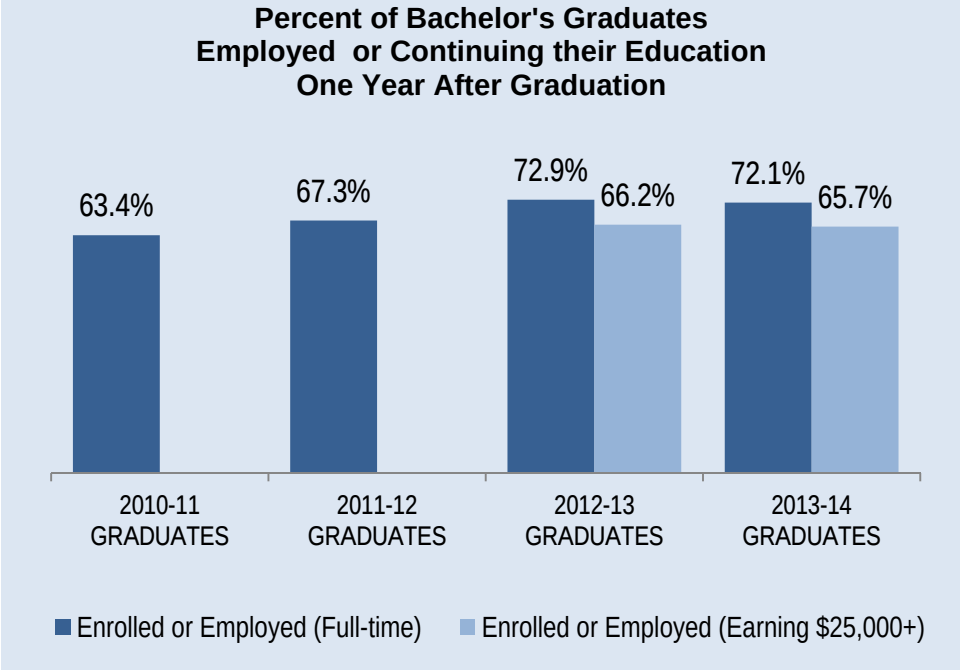
RESOURCES



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.

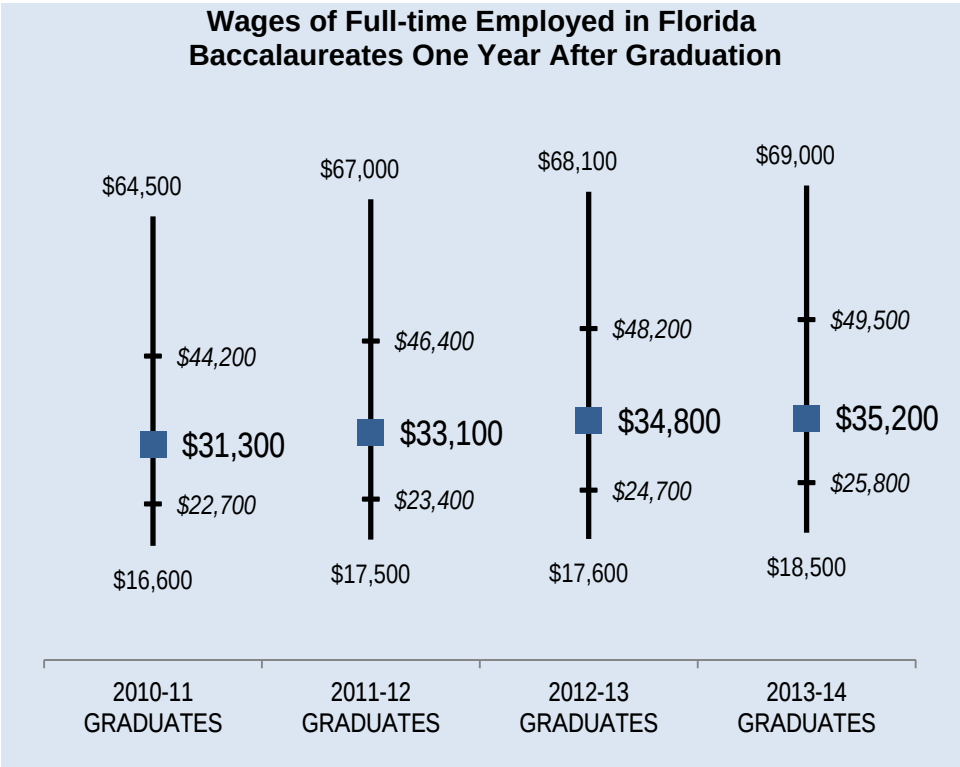
Dashboard

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 United States. 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 89% 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 35% 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	72.87%	72.10%	-0.8%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	$34,800	$35,200	1.1%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	$25,450	$26,450	3.9%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	87.54%	86.50%	-1.0%pts
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	95.21%	94.62%	-0.6%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	54.66%	56.13%	1.5%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	32.39%	31.56%	-0.8%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	69.78%	69.20%	-0.6%pts
		2012	2013	CHANGE
9	*Board of Governors Choice Metric:* Number of Faculty Awards	20	15	-5
		2012-13	2013-14	CHANGE
10	*Board of Trustees Choice Metric:* Total Research Expenditures *($Millions)*	$695.06	$708.53	1.9%

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Colin R. Defant and Lauren A. McCarthy won 2015 Barry Goldwater Scholarship Awards
2. Narayan Kulharni named the first-place winner of the Tokyo-based Goi Peace Foundation's 2015 International Essay Contest for Young People, co-organized by UNESCO
3. Juan Serrano was awarded a Gates Cambridge Scholarship for study at Univ. Cambridge, one of the most prestigious awards available for graduate study

FACULTY AWARDS/ACHIEVEMENTS

1. Tommy Angelini invents a method for 3-d printing of soft matter into shapes more fragile than anything found in nature http://news.ufl.edu/articles/2015/09/3-d-printing-soft-matter-uf-discovery-leads-to-new-engineering-discipline.php
2. UF researchers reveal first Tree of Life for all 2.3 million named species http://news.ufl.edu/articles/2015/09/uf-researchers-reveal-first-tree-of-life-for-all-23-million-named-species.php
3. Nine UF scholars were awarded Fulbright grants for 2014-15, outpacing all other U.S. research institutions except UC Berkeley and Harvard University

PROGRAM AWARDS/ACHIEVEMENTS

1. Samuel Proctor Oral History Program earns two major awards: (1) annual Diversity Award from Society of American Archivists, and (2) Elizabeth B. Mason Small Project Award from The Oral History Association
2. UF will receive $8M in EDA funding for construction of Phase II of the Florida Innovation Hub
3. $300M UF College of Engineering transformation begins with $50M naming gift from Dr. Herbert Wertheim and the Dr. Herbert and Nicole Wertheim Family Foundation

RESEARCH AWARDS/ACHIEVEMENTS

1. UF ranked #5 in Licenses/Options Executed; #9 in U.S. Patents Issued; #7 in Startups Formed (per AUTM FY 2014). *Note: rankings do not count UC system or UT system.*
2. Received record $706.8M in external contracts and grants in 2015
3. Breaking news recently released by AUTM: 16 startups put UF 8th in the U.S. among leaders in technology transfer (including UC system and UT system) UF also ranked 7th for licenses and options executed. Ranked among the most productive biomedical research universities by the journal *Nature Biotech*

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. New supercomputer HiPerGator2.0 #1 (in speed) among universities in South; #2 among U.S. public universities; #3 among U.S. public and private universities; #15 among global universities; #113 on the top 500 list of supercomputers from all industries
2. UF 5th Best College for Veterans on 2016 College Factual list (USA Today) http://veterans.collegefactual.com/blog/2016-best-colleges-for-veterans
3. UF ranked #6 in "Top Colleges Doing the Most for Low-Income Students" in the NY Times College Access Index http://www.nytimes.com/interactive/2015/09/17/upshot/top-colleges-doing-the-most-for-low-income-students.html?_r=0

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

1. With the assistance of a UF Task Force, President Kent Fuchs has developed a set of strategic goals for UF http://president.ufl.edu/initiatives/goal-setting-task-force/ Many of these goals will strengthen the teaching and learning environment. These include: (Goal 1) Exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds. (Goal 2) An outstanding and accessible education that prepares students for work, citizenship and life. (Goal 3) Faculty recognized as preeminent by their students and peers. (Goal 7) A physical infrastructure and efficient administration and support structure that enable preeminence.

2. UF is in the midst of a program of investment in new faculty designed to strengthen the quality and reputation of many departments and research initiatives. Many of the benefits of this preeminence initiative will accrue to the institution's graduate, professional and research programs, but they will also strengthen undergraduate teaching by helping to stabilize the student-faculty ratio and by bringing undergraduates in contact with some of the world's leading scholars.

3. UF has continued to develop its suite of undergraduate online degree offerings through UF Online, which it launched in January 2014 with ten majors. By Fall 2016, seventeen majors will be offered covering a variety of business, computer science, health and science fields. UF Online is currently meeting targets for enrollment and revenue, although it has enrolled more resident and fewer nonresident students than predicted. UF is a member of the Unizin consortium. Unizin's mission is to acquire and/or develop a repository for learning objects and to acquire and/or develop learning analytics to be used on a common learning management system (Canvas). Through UF's membership in Unizin, the entire SUS was able to join Unizin as an affiliate member for $100K and enjoys the benefits of Unizin, including discounted pricing for Canvas.

4. One of UF's preeminence initiatives was the recruitment of a group of four faculty dedicated to research into academic technology and online learning. Space for their research, including a learning laboratory, is currently being renovated.

5. UF is in the midst of constructing the Chemical Biology building that will house modern undergraduate teaching laboratories and research laboratories for faculty and graduate students.

6. UF opened Infinity Hall, its first student residential housing devoted to entrepreneurship, innovation, and creativity. Right across the street from the Innovation Hub, its first floor is

devoted to Maker Spaces, and it is designed to be a living-learning environment for student entrepreneurs.

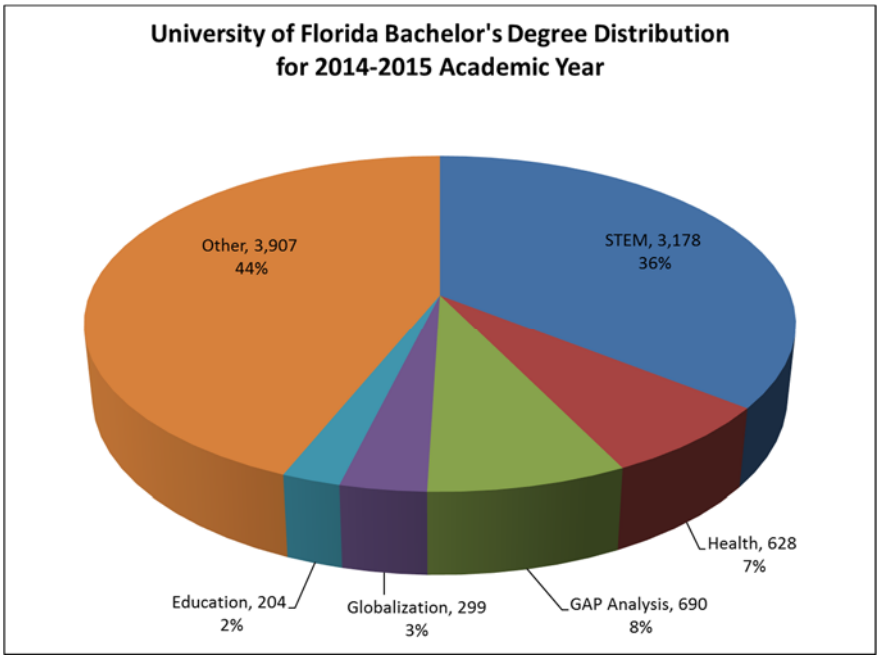
INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

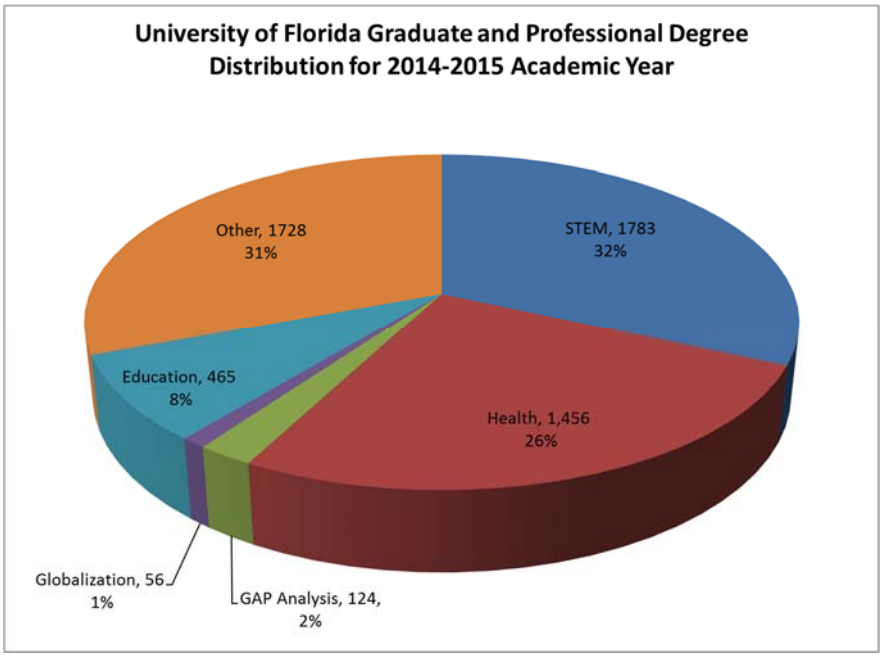
1. Goal 7 in UF's new set of strategic goals emphasizes efficiency: "A physical infrastructure and efficient administration and support structure that enable preeminence." The objectives of that goal include: (i) a campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure, (ii) an efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation, and (iii) an attractive, sustainable and safe campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play.
2. UF introduced a new admissions program in February 2015 that substantially increases access to UF. Students who enter through the PaCE program must take 15 credit hours through UF Online and complete 45 additional credits through any means (accelerated credits from high school, dual enrollment, state college or university residential courses or additional UF Online courses). Once they do, they may remain in UF Online to complete their degrees or they may transfer to the residential degree program on the Gainesville campus. After admitting the normal freshman class in February 2015, UF offered an additional 3000 students admission through the PaCE program. 257 students accepted the offer and enrolled in Fall 2015, even though there was little publicity or advance notice about PaCE. UF is continuing this admission program this year and expects an even better reception for it since we have advertised the program and have fine-tuned its parameters.
3. UF's 6-year graduation rate for Full and Part-time FTICs is 86.5%, and its 4-year graduation rate is 67%. These rates are the highest in the SUS and among the highest in the AAU (Association of American Universities).
4. Last December, UF opened a student learning commons on the ground floor of the Marston Science Library. It seats over 700 students, and it is full to capacity most of the time. Plans are complete for the renovation of Newell Hall into an additional student learning commons, and construction will begin in the near future.
5. UF is undertaking a study of its graduate programs, with emphasis on its doctoral programs. The goal is to increase the quality of the experience for graduate students and to improve productivity of the programs. A draft set of graduate policies is being circulated for comment, and it is likely it will be adopted in the spring. In addition, we are reviewing the stipend levels and compensation of graduate assistants and fellows to improve UF's ability to recruit students of the highest caliber.
6. UF continues to participate in the CAVP-guided review of degree programs at all levels to ensure that they are efficient and productive.

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

The pie charts below show the distribution of Bachelor's degree and Graduate and Professional degrees for the 2014-15 academic year.

In addition, and consistent with national practice, UF is creating a Bachelor's degree in Public Health that likely will attract many majors. The College of Engineering has also shown steady growth in the number of undergraduate majors enrolled.





Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. UF continues its program of hiring additional faculty in selected research areas by means of the preeminence funds appropriated by the Legislature. To date, over 90 faculty have been hired through this program with remarkable results. Just to look at it from one angle: with $15.7M in salary dollars and benefits committed to new hires, UF has been the beneficiary of $24M in grants transferred into the institution by the new faculty, and they have won an additional $17M in new grants to date. In his 2015 Workplan presentation to the BOG, President Fuchs announced several programs that had moved into a top ten ranking by virtue of preeminence hires (per Academic Analytics methodology). We expect to have a comprehensive review of the effects of the new hires on program rankings for the 2016 Workplan presentation.
2. To better focus its research efforts, UF has also created several institutes. Last year, we reported the creation of the Informatics Institute. This year, we have created a center for cybersecurity research and are about to announce the creation of a biodiversity institute. UF has recently authorized the hire in the Chemistry Department of four faculty members in a new research thrust: Chemical Innovations in Cancer Research.
3. Several years ago, UF christened its first supercomputer HiPerGator. It was a remarkable addition to the technological infrastructure and enabled faculty to do things they had never been able to do before. It led directly to the award of several grants and currently supports over $400M of research. It only took a couple of years for it to reach capacity, and last year, UF sought to create HiPerGator 2.0. That supercomputer was installed in September and October and tested for speed. It is #1 (in speed) among universities in South, #2 among U.S. public universities, #3 among U.S. public and private universities, #15 among global universities, and #113 on the top 500 list of supercomputers from all industries. Of course, this arms race never slows and it will no doubt be eclipsed in a year or so. But this provides the faculty with an important new tool with spare capacity that will power the UF research and tech transfer engine for years to come.
4. UF and the College of Engineering committed to a $300M “Wertheim Transformation” over the next decade. Powered by a $50M naming gift from Dr. Herbert Wertheim and the Dr. Herbert and Nicole Wertheim Family Foundation, augmented by additional support from UF and the UF Foundation, the transformation of the college is planned to modernize its facilities and pedagogy, enlarge the faculty and the number of majors and increase its impact in research, internal collaborations and external outreach and partnership with industry.
5. UF completed and opened the Harrell Medical Education Building in Fall 2015. Not only does this building provide modern facilities for medical education, but it afforded the College of Medicine the opportunity to revise its curriculum to better meet the demands of rapidly advancing technologies and the changing health care landscape. The new facilities accommodate small group and collaborative team-based learning, expanded standardized and clinical simulation activities for both education and assessment and state-of-the-art information technology.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub. UF will receive $8M in EDA funding for construction of Phase II of the Florida Innovation Hub, which, when constructed, will take pressure off the current building. It will be a 50,000 square foot building adjoining the original business super-incubator at Innovation Square. The university is investing $9M toward the project in the expectation that it will continue the impressive record of commercialization seen at the original Innovation Hub. The Innovation Hub is complemented by Infinity Hall, the new dormitory across the street that is devoted to entrepreneurship and innovation. The entire first floor of Infinity Hall is devoted to "maker space," and we anticipate considerable student interest in, and interaction with, the Innovation Hub.

2. UF's tech transfer initiatives continue to be remarkably successful. The Association of University Technology Managers (AUTM) reported that for FY 2014, UF ranked #5 in Licenses and Options Executed, #9 in U.S. Patents Issued, and #7 in Startups Formed. (These rankings do not include the University of California system or the University of Texas system because those systems do not disaggregate their results by university.)

3. In a November 2015 draft AUTM and *Nature Biotech* news release, AUTM announced that 16 startups put UF 8th in the nation among leaders in technology transfer, ranked among such institution as the UC and UT systems. This ranking is based on the 16 startups originating with UF research discoveries and launched by the UF Office of Technology Licensing in fiscal year 2014. UF also ranked 7th for licenses and options executed with 147. That statistic includes agreements completed by UF's Office of Technology Licensing and the UF Institute of Food and Agricultural Sciences. UF also ranked among the most productive biomedical research universities in an analysis of the same data by the journal *Nature Biotech*. In the life sciences alone, UF ranked 10th in licenses and options executed with 31, just ahead of Caltech and New York University, which topped the list by licensing revenue received. In the past 14 years, UF OTL has launched more than 175 biomedical and technology startups.

4. In addition to the 16 startups launched in 2013-14, UF helped launch 15 more startups in the fiscal year that ended June 2015.

5. Florida Biologix, a contract development and manufacturing organization focused on complex biological products, has been spun off from UF to GB2 Services, Inc., a newly formed entity that will continue to operate as Florida Biologix. FB2 is backed by an investment from Ampersand Capital Partners, a Massachusetts-based private equity firm with extensive experience in the contract manufacturing of complex biologics. FB2/Florida Biologix will continue to manufacture complex biopharmaceutical products in the existing UF Progress Park facility and leade UF facilities on Innovation Drive in Alachua.

6. Global biotech company Biogen and Alachua-based UF startup AGTC announced a collaboration to develop gene-based therapies for multiple ophthalmic diseases. Biogen will make an upfront payment of $124M to AGTC, which will be eligible to receive further upfront and milestone payments exceeding $1B. This is the first billion-dollar deal for a startup company based on research developed at UF.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. UF received a record $706.8M in external grants and contracts in the 2014-15 fiscal year, representing a significant increase over the $702M in external grants and contracts received in the 2013-14 fiscal year.
2. UF has reengineered the university's proposal development and submission system to create a fully integrated, streamlined electronic platform that captures all pre-award sponsored program functions.
3. Goal 4 in UF's new set of strategic goals emphasizes "Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens." It includes Objective 1: documented advances in productivity and recognition of UF research programs, and Objective 3: increased extramural and intramural funding that enhance both basic and translational research.
4. UF has invested most of the funds made available through the legislative preeminence initiative in cross-department and cross-college teams of faculty that are well-positioned to secure substantial external support for research activity.
5. The Office of Technology Licensing is using the leverage of the Florida Growth Fund, part of the state workers' pension fund, to attract more venture capitalists to the state. The effort has produced two so far: HealthQuest Capital and MPM Capital.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

1. Goal 5 in UF's new set of strategic goals seeks "A strengthened public engagement of the university's programs with local, national and international communities" with the following objectives:
    a. Objective 1: Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community
    b. Objective 2: Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society
    c. Objective 3: Increased technology translation and entrepreneurial activities
2. The UF Office of Community Relations is responsible for developing and maintaining relationships with individuals, governments and the business communities within the North Central Florida region. The office:

- Serves as an information resource and a point of contact for the community.
- Interfaces with public officials and community leadership for the identification and resolution of issues of concern to both the university and all sectors of the community.
- Promotes the university as a resource to the region - as part of the UF land grant mission.
- Creates opportunities for interface between the university and the community.
- Oversees the annual $1M campaign for local charities.
- Serves as a community link for UF expertise.
- Maintains the Community Outreach database – showcasing the many outreach efforts on campus including medical care, outreach to schools, technical assistance, and pro bono legal work. http://www.urel.ufl.edu/community-relations/community-outreach/.
- Coordinates the Community Outreach Group – a monthly meeting of those at UF who interface with our community. The purpose is the sharing of information and the coordination of communication.
- Organizes the Eye Opener Discovery Breakfasts – monthly breakfasts for campus and community featuring a variety of speakers from UF and from the community.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

1. The Office of the Chief Operating Officer has engaged a specialist in real estate to better understand the real-estate environment in which UF operates and to help plan UF's development over the next 20-30 years.
2. UF sponsored the second annual Veterans Entrepreneurship Program in May. Sponsored by the Warrington College of Business Administration's Center for Entrepreneurship & Innovation, it assists veterans in starting a business or who already own one. The program is free to eligible veterans.
3. The mission of the Center of Excellence for Regenerative Health Biotechnology is to stimulate promising research and facilitate commercialization of technologies that will provide treatments and cures for human diseases. Located in Alachua's Progress Corporate Park, the centers activities include education, translational research, and biopharmaceutical manufacturing.
4. The University of Florida's most innovative and emerging companies were celebrated in March 2015 at the inaugural Gator100 Awards at UF's Reitz Union Grand Ballroom. Sponsored by UF, the Warrington College of Business Administration and the Center for Entrepreneurship & Innovation, the Gator100 recognizes the 100 fastest-growing businesses owned or led by UF alumni. To qualify for the Gator100, companies must have been in business for five years or more as of September 2014, and have had verifiable annual revenues of $100,000 or more in 2011. Additionally, a UF alumnus or alumni must have met one of the following three leadership criteria: (a) Owned 50 percent or more of the company from Jan. 1, 2011, through Dec. 31, 2013; or (b) Served as company's chief executive from Jan. 1, 2011, through Dec. 31, 2013; or (c) Founded the company and been active as a member of the most senior management team from Jan. 1, 2011, through Dec. 31, 2013.
5. UF is engaged in formulating a Strategic Development Plan, with the following goals and interests:
    a. Support of UF's preeminence goals
    b. Identifying university town benchmarks
    c. Transportation, housing, and retail
    d. Real estate and Gainesville's built environment
    e. Infrastructure challenges and problem areas
    f. Current and planned uses of campus buildings
    g. UF's geographic location within Florida
    h. Trends related to growth, density, and livability
    i. The Gainesville/Alachua County economic climate
    j. UF's relationship to Gainesville/Alachua County
    k. University and community brand
    l. 40-50 year planning horizon

    Following the posting of an RFQ, a firm was selected to assist in this project: Elkus Manfredi. The next steps involve identifying and engaging with stakeholder groups and developing a 12-month scope of work to begin January 2016. Services to be provided include:
    - Strategic planning/branding
    - Urban planning/design
    - Campus planning integration

- Transportation planning
- Real estate
- Economic analysis

INCREASE COMMUNITY AND BUSINESS WORKFORCE

1. Santa Fe College and the University of Florida will receive an award of up to $1.4M over five years from the National Institutes of Health for a new program aimed at increasing the number of underrepresented students who transfer from Santa Fe College to UF and graduate with bachelor's degrees in biomedical and behavioral science-related disciplines. The new SF2UF Bridge to Baccalaureate Program targets students who are underrepresented in majors related to the life sciences at Santa Fe College. It is one of more than 40 other Bridges to the Baccalaureate programs funded by NIH's National Institute of General Medical Sciences to increase the diversity of community college students who go on to research careers in the biomedical sciences
2. The University of Florida works in partnership with our city and county governments and our Chamber of Commerce in economic development efforts. These efforts are bringing jobs to Gainesville. We do this through:
   · Support of area economic development efforts – including Innovation Square and underserved East Gainesville.
   · Regular interface with Gainesville and Alachua County officials. In addition to a monthly meeting with the Assistant City Manager, we recently held a very productive day-long meeting with the Gainesville City Commission and UF leadership to share current UF activities and initiatives.
   · Interface with surrounding counties/cities, many of which are dependent upon Gainesville businesses, the University of Florida and UF Health for employment, legal assistance, health care, retail and entertainment.
   · Involvement with the Gainesville Area Chamber of Commerce (GACC) and the Council for Economic Outreach (CEO).

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Section 1 – Financial Resources

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	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	$282,072,644	$278,338,117	$325,992,708	$365,480,734	$356,667,088
Non-Recurring State Funds	$3,733,260	-$32,710,787	$17,618,253	$5,768,361	$38,548,527
Tuition	$237,366,286	$254,750,464	$260,713,331	$262,730,535	$267,943,475
Tuition Differential Fee	$19,924,508	$27,899,543	$28,883,422	$28,829,444	$29,312,100
Misc. Fees & Fines	$4,037,039	$7,694,619	$4,126,872	$3,752,218	$4,249,000
SUBTOTAL	$547,133,737	$535,971,956	$637,334,586	$666,561,292	$696,720,190
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$101,645,085	$94,360,878	$107,750,528	$109,302,486	$110,315,306
Non-Recurring State Funds	$0	$0	$1,468,994	$1,250,000	$1,000,000
Tuition	$35,433,164	$37,469,368	$38,410,501	$38,171,261	$38,171,500
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
Other Operating TF	$18,780,736	$23,304,902	$23,958,755	$27,453,651	$30,320,421
SUBTOTAL	$155,858,985	$155,135,148	$171,588,778	$176,177,398	$179,807,227
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	$132,950,565	$136,741,897	$144,581,365	$147,053,333	$157,021,054
Non-Recurring State Funds	$0	$1,117,000	$310,726	$5,985,878	$1,000,000
Tuition	$0	$0	$0	$0	$0
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
Other Operating TF	$17,366,892	$16,526,296	$16,906,873	$22,567,202	$19,264,189
SUBTOTAL	$150,317,457	$154,385,193	$161,798,964	$175,606,413	$177,285,243
TOTAL	$853,310,179	$845,492,297	$970,722,328	$1,018,345,103	$1,053,812,660

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the 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.* For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package*. Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. *Source: SUS Final Amendment Package.* 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	$399,617,022	$369,229,940	$396,457,031	$429,082,455	$458,586,384
Administration and Support	$37,183,216	$34,106,924	$36,055,368	$45,920,170	$47,833,471
PO&M	$47,425,494	$43,591,990	$36,757,488	$41,605,570	$43,782,658
Student Services	$23,998,630	$29,850,078	$30,896,111	$33,467,109	$35,776,918
Library/Audio Visual	$25,545,830	$24,695,285	$25,960,911	$26,937,947	$28,602,075
Other	$24,406,165	$23,121,289	$16,508,484	$15,512,894	$16,575,789
TOTAL	$558,176,357	$524,595,506	$542,635,393	$592,526,145	$631,157,295
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$97,731,524	$85,560,576	$82,495,438	$101,578,811	$105,130,318
Administration and Support	$8,398,086	$9,477,654	$13,443,683	$15,630,894	$15,366,859
PO&M	$31,195,289	$28,484,747	$34,523,759	$30,658,775	$32,479,037
Library/Audio Visual	$3,266,682	$3,362,235	$3,344,081	$3,557,678	$3,781,354
Teaching Hospital & Clinics	$16,431,794	$18,811,107	$18,222,133	$18,300,431	$20,213,152
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$157,023,375	$145,696,319	$152,029,094	$169,726,589	$176,970,720
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	$0	$0	$0	$0	$0
Administration and Support	$6,766,270	$7,185,500	$10,856,182	$14,928,593	$13,725,318
PO&M	$14,894,635	$14,289,202	$15,905,754	$17,769,832	$18,635,302
Student Services	$0	$0	$0	$0	$0
Agricultural Extension	$42,284,783	$41,409,931	$41,783,184	$46,018,498	$49,221,975
Institutes & Centers, Other	$74,318,320	$73,235,066	$74,878,235	$78,554,232	$83,989,383
TOTAL	$138,264,008	$136,119,699	$143,423,355	$157,271,155	$165,571,978
TOTAL	$853,463,740	$806,411,524	$838,087,842	$919,523,889	$973,699,993

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)*	$7,550	$6,516	$5,644	$7,943	$8,607
Tuition & Fees *(State-funded Aid)*	$1,901	$1,541	$1,495	$1,537	$1,540
Tuition & Fees *(from Student)*	$3,585	$4,417	$5,177	$5,253	$5,307
Other Trust Funds	$563	$0	$0	$0	$0
TOTAL	$13,599	$12,474	$12,315	$14,733	$15,454

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 financial aid* includes grants and scholarships awarded during the academic year as reported by universities to 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	$25,710	$25,030	$24,940	$25,450	$26,450

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	$319,312,388	$318,156,810	$338,263,665	$350,669,434	$363,467,969
Expenditures	$322,039,187	$333,401,920	$332,646,864	$351,509,888	$357,375,543
Contracts & Grants					
Revenues	$1,045,444,092	$1,111,573,155	$1,146,883,041	$1,226,545,535	$1,414,173,370
Expenditures	$1,021,605,276	$1,075,100,893	$1,092,573,367	$1,128,761,594	$1,199,621,679
Local Funds					
Revenues	$559,745,623	$566,476,137	$562,640,244	$557,195,480	$578,827,647
Expenditures	$557,819,207	$552,152,515	$561,772,973	$558,286,365	$600,663,314
Faculty Practice Plans					
Revenues	$609,860,444	$631,069,417	$686,956,090	$756,319,605	$876,665,897
Expenditures	$592,026,926	$639,051,475	$690,656,156	$737,374,786	$845,726,348

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)	$1,295,313	$1,263,277	$1,359,643	$1,519,522	$1,555,703
Gifts Received ($1000s)	$201,029	$173,385	$210,951	$215,183	$215,579
Percentage of Alumni Donors	14.3%	13.2%	12.9%	12.3%	11.8%

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	1,847	1,850	1,838	1,827	1,789
Tenure-track Faculty	713	669	592	546	529
Non-Tenure Track Faculty	1,655	1,766	1,813	1,863	1,916
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	8,308	8,397	8,493	8,730	8,930
FULL-TIME SUBTOTAL	12,523	12,682	12,736	12,966	13,164
Part-time Employees					
Tenured Faculty	119	110	47	57	63
Tenure-track Faculty	22	18	16	9	12
Non-Tenure Track Faculty	684	727	778	814	864
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,480	4,354	4,095	3,893	3,828
Non-Instructional Employees	177	179	168	185	199
PART-TIME SUBTOTAL	5,482	5,388	5,104	4,958	4,966
TOTAL	18,005	18,070	17,840	17,924	18,130

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	50,116	49,785	50,086	50,095	50,536
UNDERGRADUATE					
FTIC (Regular Admit)	25,137	25,308	25,235	25,591	25,705
FTIC (Profile Admit)	748	632	641	632	631
AA Transfers	5,166	5,138	5,168	5,137	5,424
Other Transfers	1,013	930	994	1,015	1,021
Subtotal	32,064	32,008	32,038	32,375	32,781
GRADUATE					
Master's	7,276	7,228	7,461	7,204	7,114
Research Doctoral	4,694	4,594	4,476	4,348	4,229
Professional Doctoral	4,559	4,450	4,395	4,377	4,411
Dentistry	*330*	*331*	*327*	*341*	*348*
Law	*1,044*	*979*	*959*	*936*	*945*
Medicine	*535*	*546*	*545*	*542*	*553*
Nursing Practice	*173*	*174*	*173*	*203*	*251*
Pharmacy	*1,735*	*1,674*	*1,572*	*1,537*	*1,456*
Physical Therapist	*164*	*166*	*165*	*178*	*192*
Veterinary Medicine	*360*	*371*	*402*	*426*	*439*
Other	*218*	*209*	*252*	*214*	*227*
Subtotal	16,529	16,272	16,332	15,929	15,754
UNCLASSIFIED					
HS Dual Enrolled	47	52	57	71	149
Other	1,476	1,453	1,659	1,720	1,852
Subtotal	1,523	1,505	1,716	1,791	2,001

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	10,182	9,715	.	9,664	.	9,470
Upper-Division	13,431	13,070	.	13,233	.	13,270
Master's (GRAD I)	2,423	2,138	.	1,912	.	1,852
Doctoral (GRAD II)	3,686	3,711	.	3,642	.	3,562
Subtotal	29,722	28,634	.	28,450	.	28,154
NON-FLORIDA RESIDENTS						
Lower-Division	.	379	.	451	.	562
Upper-Division	.	412	.	480	.	583
Master's (GRAD I)	.	1,394	.	1,267	.	1,244
Doctoral (GRAD II)	.	1,822	.	1,796	.	1,808
Subtotal	4,049	4,007		3,994		4,196
TOTAL FTE						
Lower-Division	.	10,094	10,796	10,115	10,504	10,031
Upper-Division	.	13,482	14,610	13,713	14,493	13,853
Master's (GRAD I)	.	3,532	3,236	3,178	3,316	3,096
Doctoral (GRAD II)	.	5,533	5,192	5,437	5,313	5,370
Total (FL Definition)	33,771	32,641	33,834	32,444	33,626	32,350
Total (US Definition)	45,028	43,522	45,112	43,258	44,835	43,133

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	8,709	8,619	7,806	7,504	7,287
Upper-Division	11,449	11,103	10,558	10,100	9,930
Master's (GRAD 1)	3,143	3,132	2,744	2,561	2,429
Doctoral (GRAD 2)	5,184	5,098	4,422	4,334	4,219
TOTAL	28,484	27,953	25,530	24,499	23,865
HYBRID					
Lower-Division	347	142	247	217	224
Upper-Division	169	331	119	11	13
Master's (GRAD 1)	85	65	26	6	3
Doctoral (GRAD 2)	199	258	199	21	21
TOTAL	800	796	590	255	261
DISTANCE LEARNING					
Lower-Division	1,094	1,391	2,042	2,394	2,521
Upper-Division	2,079	2,110	2,805	3,603	3,910
Master's (GRAD 1)	442	367	762	611	664
Doctoral (GRAD 2)	372	279	912	1,083	1,130
TOTAL	3,987	4,148	6,521	7,690	8,225
TOTAL					
Lower-Division	10,149	10,152	10,095	10,115	10,032
Upper-Division	13,697	13,545	13,482	13,713	13,853
Master's (GRAD 1)	3,670	3,564	3,532	3,178	3,096
Doctoral (GRAD 2)	5,755	5,635	5,533	5,437	5,370
TOTAL	33,271	32,896	32,641	32,444	32,351

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	30	35	40	39	37
Undergraduate	240	246	234	208	222
Master's (GRAD 1)	283	268	262	255	234
Doctoral (GRAD 2)	46	53	60	57	44
Subtotal	599	602	596	559	537
DEPENDENTS					
Unclassified	2	3	5	6	11
Undergraduate	218	233	277	301	302
Master's (GRAD 1)	44	61	60	69	78
Doctoral (GRAD 2)	19	21	23	20	17
Subtotal	283	318	365	396	408
NON-MILITARY					
Unclassified	1,491	1,467	1,671	1,746	1,953
Undergraduate	31,606	31,529	31,527	31,866	32,257
Master's (GRAD 1)	11,720	11,513	10,825	10,582	10,512
Doctoral (GRAD 2)	4,417	4,356	5,102	4,946	4,869
Subtotal	49,234	48,865	49,125	49,140	49,591
TOTAL	50,116	49,785	50,086	50,095	50,536

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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	9,822	10,527	10,425	10,377	10,220
Percent with Pell Grant	30.92%	33.18%	32.84%	32.39%	31.56%

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					
Terminated Programs					
Landscape and Nursery Horticulture	01.0603	Bachelors	6/6/2014	Summer 2014	
Programs Suspended for New Enrollments					
Agricultural and Food Products Processing	01.0401	Bachelors		Fall 2011	
Real Estate	52.1501	Bachelors	2011	Summer 2011	
New Programs Considered By University But Not Approved					

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	*6,376*	*6,419*	*6,261*	*6,352*	*6,491*
% Retained *with Any GPA*	95%	96%	96%	96%	96%
% Retained *with GPA 2.0 or higher*	94.31%	94.05%	95.67%	95.21%	94.62%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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	*7,216*	*6,673*	*6,439*	*6,382*	*6,253*
% Graduated	84%	85%	87%	88%	87%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*1%*
% Success Rate	*86%*	*87%*	*88%*	*89%*	*88%*

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	*6,491*	*6,444*	*6,314*	*6,393*	*6,448*
Same University	65%	67%	66%	67%	67%
Other University in SUS	1%	1%	1%	1%	1%
Total from System	66%	67%	67%	68%	68%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*7,271*	*6,737*	*6,491*	*6,391**	*6,266**
Same University	83.48%	84.92%	86.33%	87.54%	86.50%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	86%	87%	88%	90%	89%

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. Note*: FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree (e.g., PharmD) are removed from the cohorts.

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

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

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

Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
Cohort Size	*1,495*	*1,453*	*1,538*	*1,460*	*1,427*
Same University	49%	42%	41%	40%	40%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*1,808*	*1,338*	*1,495*	*1,453*	1,538
Same University	83%	82%	86%	83%	83%

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	*666*	*629*	*511*	*461*	*447*
Same University	85%	86%	89%	88%	87%

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	8,685	8,601	8,245	8,515	8,604
Second Majors	215	232	255	264	303
TOTAL	8,900	8,833	8,500	8,779	8,907

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)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	2,672	2,917	2,904	3,117	3,178
HEALTH	654	658	520	552	628
GLOBALIZATION	225	209	234	257	299
EDUCATION	227	231	194	205	204
GAP ANALYSIS	677	655	585	668	690
SUBTOTAL	4,455	4,670	4,437	4,799	4,999
PSE PERCENT OF TOTAL	50.06%	52.87%	52.20%	54.66%	56.13%

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	859	753	665	657	627
Percentage of Degrees	10%	9%	8%	8%	7%
Hispanic					
Number of Degrees	1,368	1,439	1,450	1,555	1,628
Percentage of Degrees	16%	18%	18%	19%	19%
Pell-Grant Recipients					
Number of Degrees	2,909	3,283	3,294	3,548	3,579
Percentage of Degrees	34%	39%	40%	42%	42%

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	70%	71%	71%	74%	78%
AA Transfers	79%	77%	83%	85%	86%
Other Transfers	63%	76%	79%	86%	86%
TOTAL	72%	72%	74.4%	77.3%	79.8%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	4,028	3,413	3,243	3,095	3,070
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	66%	65%	67%	68%	69%
30 to 49 Students	19%	17%	15%	16%	15%
50 to 99 Students	9%	10%	10%	9%	9%
100 or More Students	7%	8%	7%	7%	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	65%	63%	64%	64%	66%
Adjunct Faculty	8%	10%	10%	11%	12%
Graduate Students	23%	23%	22%	21%	18%
Other Instructors	5%	4%	4%	4%	4%

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	21	21	21	21	21

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	182	128	186	239	188
First-time Pass Rate	97%	91%	96%	92%	90%
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)	63.4%	67.3%	72.87%	72.10%
Enrolled or Employed (Earned $25,000+)	.	.	66.21%	65.69%
Number of States included in Search	*1*	*36*	*38*	*38*
Percent Found		*86%*	*89%*	*89%*

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	$16,600	$17,500	$17,600	$18,500
25th PERCENTILE WAGE	$22,700	$23,400	$24,700	$25,800
MEDIAN WAGE	$31,300	$33,100	$34,800	$35,200
75th PERCENTILE WAGE	$44,200	$46,400	$48,200	$49,500
95th PERCENTILE WAGE	$64,500	$67,000	$68,100	$69,000
Percent Found	*31%*	*31%*	*34%*	*35%*

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

Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
Biochemistry & Molecular Biology	26.0210	Research Doctorate	3/27/2014	Summer 2014	11/6/2014	
Chemical Engineering	14.0701	Engineer	6/6/2014	Summer 2014		
Marriage & Family Liv/Counsel	51.1505	Research Doctorate	12/5/2014	Fall 2013	3/19/2015	
Mental Health Counseling	51.1508	Research Doctorate	12/5/2014	Fall 2013	3/19/2015	
Programs Suspended for New Enrollments						
Fire Science/Fire-fighting	43.0203	Masters		Summer 2008		
German Language and Literature	16.0501	Research Doctorate		Fall 2012		reinstatement for 2016
Philosophy	38.0101	Research Doctorate		Summer 2008		
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	6,075	5,949	5,981	6,241	5,612
Second majors	44	26	0	0	1
TOTAL	6,119	5,975	5,981	6,241	5,613
Masters and Specialist (first majors)	3,948	3,995	4,017	4,247	3,697
Research Doctoral (first majors)	774	713	742	796	766
Professional Doctoral (first majors)	1,353	1,241	1,222	1,198	1,149
Dentistry	83	82	79	83	78
Law	410	334	361	304	308
Medicine	127	134	131	129	132
Nursing Practice	25	35	26	28	35
Pharmacy	484	461	427	430	386
Physical Therapist	54	55	54	55	50
Veterinary Medicine	87	84	86	98	101
Other Professional Doctorate	83	56	58	71	59

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,742	1,847	1,910	2,101	1,783
HEALTH	1,549	1,508	1,562	1,528	1,456
GLOBALIZATION	65	64	72	52	56
EDUCATION	550	422	428	532	465
GAP ANALYSIS	151	162	152	142	124
SUBTOTAL	4,057	4,003	4,124	4,355	3,884
PSE PERCENT OF TOTAL	66.30%	67.00%	68.95%	69.78%	69.20%

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	354	306	343	283	285
First-time Pass Rate	89%	90%	87%	89%	87%
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	134	138	137	137	132
First-time Pass Rate	99%	99%	98%	96%	95%
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	111	129	133	136	191
First-time Pass Rate	99%	98%	100%	98%	98%
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	139	124	132	138	141
First-time Pass Rate	100%	100%	99%	97%	98%
National Benchmark	*98%*	*97%*	*98%*	*96%*	*96%*

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	87	82	87	94	101
First-time Pass Rate	100%	98%	100%	97%	95%
National Benchmark	*98%*	*96%*	*96%*	*90%*	*90%*

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

Section 5 – Graduate Education *(continued)*

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

Pharmacy: *North American Pharmacist Licensure Exam*

	2010	2011	2012	2013	2014
Examinees	297	286	286	274	277
First-time Pass Rate	97%	97%	97%	95%	96%
National Benchmark	*94%*	*96%*	*97%*	*95%*	*95%*

Dentistry: *National Dental Board Exam - Part 1*

	2010	2011	2012	2013	2014
Examinees	85	80	80	81	80
First-time Pass Rate	100%	100%	100%	100%	100%
National Benchmark	*94%*	*96%*	*93%*	*94%*	*96%*

Dentistry: *National Dental Board Exam - Part 2*

	2010	2011	2012	2013	2014
Examinees	81	84	79	81	80
First-time Pass Rate	99%	99%	99%	100%	96%
National Benchmark	*94%*	*95%*	*94%*	*94%*	*92%*

Physical Therapy: *National Physical Therapy Examinations*

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	141	153	161	163	163
First-time Pass Rate	91%	94%	92%	94%	94%
National Benchmark	*88%*	*89%*	*89%*	*89%*	*90%*

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

	2010	2011	2012	2013	2014
Examinees				46	43
'New Graduate' Pass Rate	.	.	.	100%	100%
System Average	*.*	*.*	*.*	*96%*	*97%*

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

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$681,548	$739,931	$696,985	$695,063	$708,526
Federally Funded ($ 1,000s)	$279,649	$306,349	$305,067	$296,199	$289,327
Percent Funded From External Sources	49%	49%	53%	51%	54%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$266,022	$289,036	$276,691	$286,034	$298,578
Technology Transfer	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Invention Disclosures	295	322	345	335	352
Licenses & Options Executed	92	131	129	140	147
Licensing Income Received ($)	$29,235,006	$29,493,522	$33,922,249	$28,067,988	$32,865,349
Number of Start-Up Companies	9	12	15	16	16
	2010	**2011**	**2012**	**2013**	**2014**
U.S. Patents Issued [Utility | Plant]	51 | 24	60 | 5	75 | 4	97 | 14	91 | 12

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:	Regenerative Health Biotechnology	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2003		
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		241	25
Value of Competitive Grants Applied For *($)*		$109,056,439	$22,194,895
Number of Competitive Grants Received		159	19
Value of Competitive Grants Received *($)*		$56,881,671	$13,754,219
Total Research Expenditures *($)*		$59,221,695	$14,335,694
Number of Publications in Refereed Journals From Center Research		194	8
Number of Invention Disclosures		3	0
Number of Licenses/Options Executed		6	0
Licensing Income Received *($)*		$442,478	$95,448
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		218	5
Collaborations with Private Industry		287	7
Collaborations with K-12 Education Systems/Schools		378	11
Undergraduate and Graduate Students Supported with Center Funds		315	0
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		4	1
Jobs Created By Start-Up Companies Associated with the Center		325	13
Specialized Industry Training and Education		582	110
Private-sector Resources Used to Support the Center's Operations		83	5
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Regenerative Health Biotechnology

Narrative Comments [Most Recent Year]:

Established in 2003 with launch of operations in 2006, the University of Florida's Center of Excellence for Regenerative Health Biotechnology (CERHB, http://cerhb.ufl.edu/) is a biomedical translational research support center with the mission to stimulate promising research and facilitate first-in-man studies leading to commercialization of technologies that will provide treatments for human diseases, as well as create new companies and high-wage jobs. Expertise, training programs, and drug manufacturing services are provided to the biotechnology industry and to biomedical research institutions. Our 23,500ft^2 GMP Manufacturing facility was designed, built-out, outfitted, commissioned, and validated (called Florida Biologix®) utilizing state and federal funding (funded by US Dept. of Commerce EDA). Drug products made in this facility are suitable for pre-clinical, and Phase I and II human clinical trials. Client sponsors currently include Florida companies, multi-national and foreign companies, domestic private and public companies. The CERHB Education Center (http://cerhb.ufl.edu/education_index.html) was established as a state resource. Hands-on curricula were developed in Industrial Biotechnology at the College and High School levels including student and teacher training (funded by NSF). In anticipation of these new course offerings, the CERHB submitted a 3-year curriculum in industrial biotechnology to the Florida DOE, this curriculum was approved for CTE and Science credit in December 2006 and offered for the first time in the Fall of 2007 and over 1000 students in 13 schools (13 school districts) have taken the courses. Teacher and student credentialing exams were created and are administered by UF CERHB, with more than 300 students taking the "Biotechnician Assistant Credentialing Exam (BACE). In addition to the secondary Industrial Biotechnology program, UF CERHB also works directly with Project Lead the Way's secondary Biomedical program, which has 35 schools in Florida. These students are also prepared to sit for the Biotechnician Assistant Credentialing Exam. Curricula for direct industry workforce training were developed (funded in-part by WorkForce Florida), and additional courses continue to be developed, for entry-level and incumbent workers throughout the state. An Advisory Council has been assembled comprised of leaders from industry, workforce boards, and economic development agencies from across the state. Industry focus groups, a needs assessment, and surveys have been conducted to determine the current and future needs of companies from around the state. Courses were offered for the first time in 2007, and now over 1000 students have graduated. Combined classroom and wet lab training leads to industry-recognized certificates. The CERHB has established an extensive support and participation network of over 85 partners including companies, Research Institutes, Professional Societies, Industry Organizations, Chambers of Commerce, materials and equipment suppliers, Business Development Boards, Community Colleges, school districts, and Regional Workforce Boards. These partners are motivated to work with CERHB to implement the programs and services statewide, nationally, and internationally. In 2014- 2015, CERHB expanded its capabilities for drug development services. New and continuing research grants were awarded from domestic and international sources. CERHB also expanded the reach of the education programs, with higher visibility, increased enrollments, more school districts offering the curriculum, education at all levels (high-school, college, university, and professional), and international collaboration.

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

TABLE 6B. Centers of Excellence

Name of Center:	FISE Energy Technology Incubator	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		773	47
Value of Competitive Grants Applied For *($)*		$778,480,000	$37,823,433
Number of Competitive Grants Received		628	35
Value of Competitive Grants Received *($)*		$148,500,000	$6,799,632
Total Research Expenditures *($)*		$62,200,000	$7,600,000
Number of Publications in Refereed Journals From Center Research		1129	86
Number of Invention Disclosures		204	2
Number of Licenses/Options Executed		32	0
Licensing Income Received *($)*		$187,000	$127,010
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		227	19
Collaborations with Private Industry		180	18
Collaborations with K-12 Education Systems/Schools			
Undergraduate and Graduate Students Supported with Center Funds		689	89
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		9	0
Jobs Created By Start-Up Companies Associated with the Center		107	0
Specialized Industry Training and Education		129	97
Private-sector Resources Used to Support the Center's Operations		9	0
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	FISE Energy Technology Incubator

Narrative Comments [Most Recent Year]:

The Florida Institute for Sustainable Energy (FISE) is based at the University of Florida with a mission to create a clean and sustainable energy future. The institute aims to foster fundamental research on topics related to energy, and to educate the public regarding energy and environmental technologies. The institute also informs policy makers on urgent, global issues of sustainable energy.

The objective is to improve energy security in the United States by developing indigenous and environmentally sustainable energy resources, while promoting economical and environmentally safe energy policies. More locally, the institute seeks methods to make a positive impact on Florida's unique environment.

The FISE Energy Technology Incubator Center of Excellence at its inception included two coordinated operations, namely the Prototype Development & Demonstration Laboratory and the Biofuel Pilot Plant. The operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. MAIC is a Service Center with pre-existing infrastructure to manage user facilities. The Biofuel Pilot Plant that was located at UF Agricultural and Biological Department was relocated to the Stan Mayfield Biorefinery in Perry FL to consolidate the biofuel research efforts. The facility is managed by the Florida Center for Renewable Chemicals and Fuels (FCRC) under the leadership of Dr. Lonnie Ingram.

Dr. Sean Meyn (ECE) became director of FISE effective July 1, 2013. Due to changes in the administration of centers and institutes within the College of Engineering at UF, and with the recruitment of Dr. Meyn as the director of FISE, the past year saw goals of FISE being redefined.

The FISE does not support the preparation or submission of grants. In addition, grants will not be administered through FISE. FISE will now function as an Institute that will provide an environment to nucleate collaborations between faculty engaged in energy-related research at UF. These activities can include brown-bag sessions, seminar series, among other activities all focused on creating a collaborative environment. In addition, FISE will also assume a role in energy-related education by developing courses, and offering certificates in energy-related fields. The director of FISE will also serve as UF's liaison to FESC – the Florida Energy Systems Consortium.

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

TABLE 6B. Centers of Excellence

Name of Center:	Center for Nano-Bio Sensors (CNBS)	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		118	7
Value of Competitive Grants Applied For *($)*		$112,946,144	$822,114
Number of Competitive Grants Received		61	6
Value of Competitive Grants Received *($)*		$24,136,495	$672,143
Total Research Expenditures *($)*		$3,978,051.01	$64,344.17
Number of Publications in Refereed Journals From Center Research		167	10
Number of Invention Disclosures		76	1
Number of Licenses/Options Executed		8	0
Licensing Income Received *($)*		$0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		12	0
Collaborations with Private Industry		9	1
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		55	1
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		3	0
Jobs Created By Start-Up Companies Associated with the Center		67	1
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		$51,800,000	$14,400,000
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center for Nano-Bio Sensors (CNBS)

Narrative Comments [Most Recent Year]:

The Center for Nano-Bio Sensors (CNBS) at the University of Florida was formed in 2007 to invest strategic resources in overcoming technological barriers to the development and commercialization of a number of promising nano-bio technologies that focus on applications in medical diagnostics, healthcare, and homeland security. The operation and success of CNBS is based on a comprehensive model that includes several foci:

- Leverage: Seed funding from CNBS is markedly enhancing the ability of researchers to seek leveraging funding from a number of state, federal and private sources. CNBS sponsorship has facilitated funding of over $672,143 for CNBS researchers during FY 14-15.

- Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy. The CNBS structure promotes for faculty and researchers to team up to develop novel technological solutions.

- Research Effectiveness: CNBS supported technologies are based on strong intellectual property platforms that would facilitate commercialization. Previously, a small company collaborator (NanoHygienix) developed antimicrobial coatings for reduction of infections in healthcare and assisted living facilities. Those efforts were suspended due to fiscal and other reasons. Identifying a new company collaborator is in progress. In the past, collaborative efforts led to a supplemental award from an NSF-AIR (Accelerating Innovation Research) program to evaluate the efficacy of the antimicrobial coatings with real pathogens. A local UF spin off company (BCS Inc.) was engaged to carry out the NSF-AIR suggested testing with real pathogens.

- Economic Development Effectiveness. CNBS continues to promote, facilitate, and enhance the growth of 3 startup companies in Florida (Banyan Biomarkers, Xhale Inc., and Xhale Innovations Inc.). CNBS has also aided in the creation and maintenance of over 60 positions in the State of Florida during the life of the Center, and CNBS support has facilitated the acquisition of approximately $51.8M in venture capital and other investments for companies associated with CNBS.