

UNF 2010-11



2010-2011

Annual Accountability Report

University of North Florida

Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

TABLE OF CONTENTS

Dashboard.....page 1
Key Achievements.....page 4
Narrative Report..... page 5
Data Tables..... page 12

Section 1 – Financial Resources

[Not every university will have HSC & IFAS tables.]

TABLE 1A. University Education and General Revenues
1B. University Education and General Expenditures
1C. State Funding per Full-Time Equivalent (FTE) Student
1D. University Other Budget Entities
1E. University Total Revenues and Expenditures
1F. Voluntary Support of Higher Education
1G. University Federal Stimulus Dollars (ARRA)
1H. HSC - Education and General Revenues
1I. HSC - Education and General Expenditures
1J. HSC – Faculty Practice Plans
1K. IFAS - Education and General Revenues
1L. IFAS - Education and General Expenditures

Section 2 – Personnel

TABLE 2A. Personnel Headcount

Section 3 – Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)
3B. Enrollment by Location

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2009-2010
4B. First-Year Persistence Rates
4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time, First-Time-in-College (FTIC) Students

Section 4 – Undergraduate Education (continued)

TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for Full- & Part-Time, First-Time-in-College (FTIC) Students
4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students
4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students
4G. Baccalaureate Degrees Awarded
4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
4I. Baccalaureate Degrees Awarded to Underrepresented Groups
4J. Baccalaureate Completion Without Excess Credit Hours
4K. Undergraduate Course Offerings
4L. Faculty Teaching Undergraduates
4M. Undergraduate Instructional Faculty Compensation
4N. Student/Faculty Ratio
4O. Professional Licensure Exams - Undergraduate Programs
4P. Tuition Differential Fee

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2009-2010
5B. Graduate Degrees Awarded
5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
5D. Professional Licensure Exams - Graduate Programs

Section 6 – Research and Economic Development

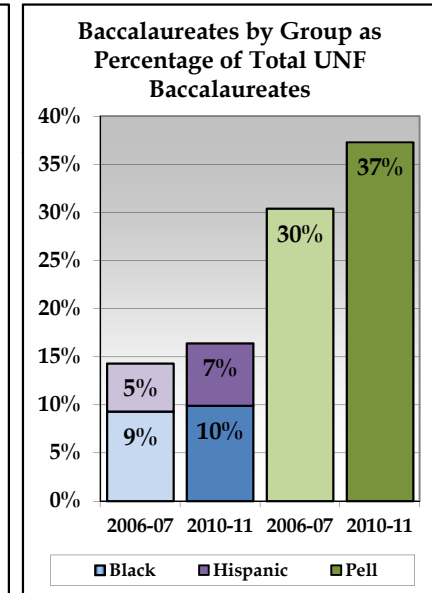
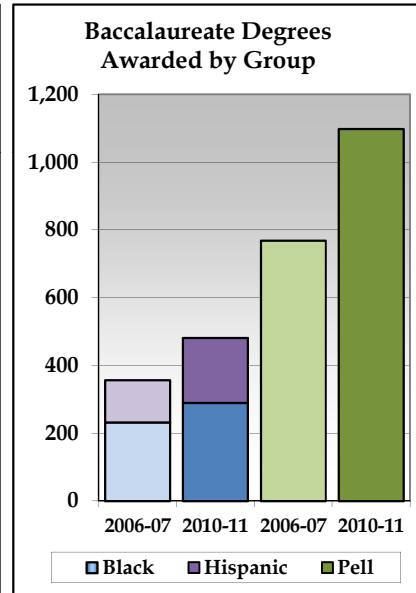
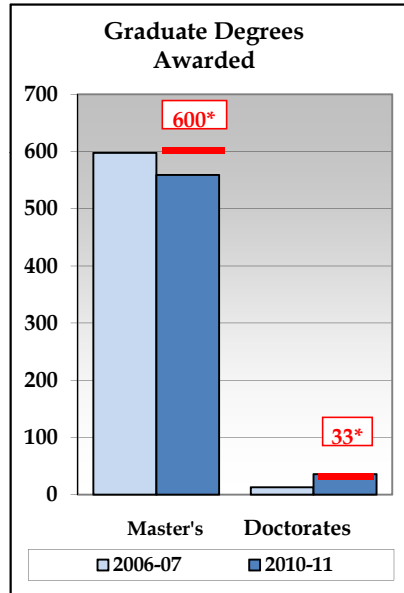
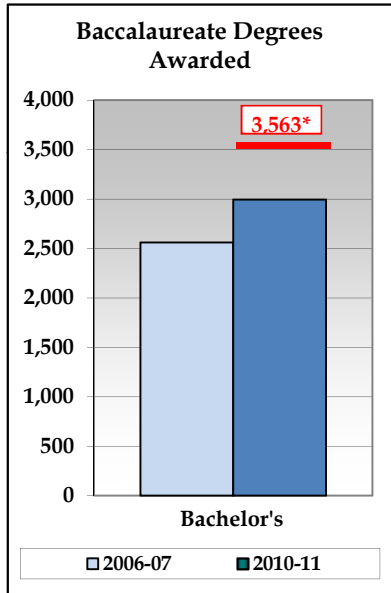
TABLE 6A. Research and Development
6B. Centers of Excellence
6C. State University Research Commercialization Assistance Grants
6D. 21st Century World Class Scholars Program

University of North Florida 2011 Dashboard

Sites and Campuses			Main Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2011)		Carnegie Classification		
TOTAL (Fall 2010)	16,320	100%	TOTAL	81	Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate coexistence	
Black	1,570	10%	Baccalaureate	52	Graduate Instructional Program:	Doctoral, professional dominant	
Hispanic	1,127	7%	Master's & Specialist's	26	Enrollment Profile:	Very high undergraduate	
White	12,019	74%	Research Doctorate	1	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in	
Other	1,604	10%	Professional Doctorate	2	Size and Setting:	Large four-year, primarily nonresidential	
Full-Time	11,194	69%	Faculty (Fall 2010)	Full-Time	Part-Time	Basic:	Master's Colleges and Universities (larger programs)
Part-Time	5,126	31%		TOTAL		504	32
Undergraduate	14,049	86%	Tenure/T. Track	352	16	Community Engagement:	Curricular Engagement and Outreach and Partnerships
Graduate	1,783	11%	Other Faculty/Instr.	152	16		
Unclassified	488	3%					

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



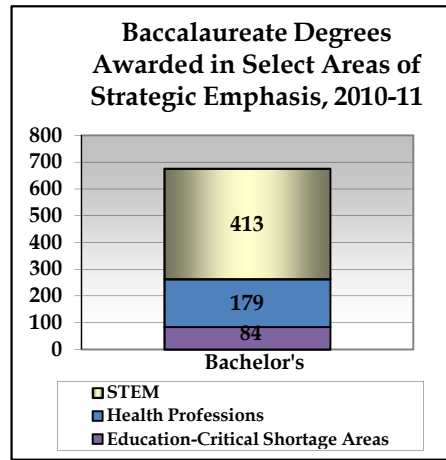
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.]

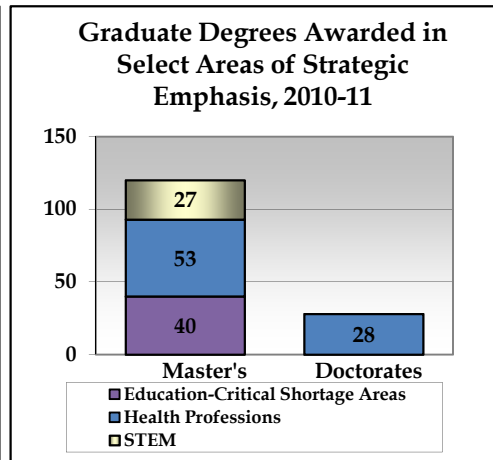
University of North Florida 2011 Dashboard

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

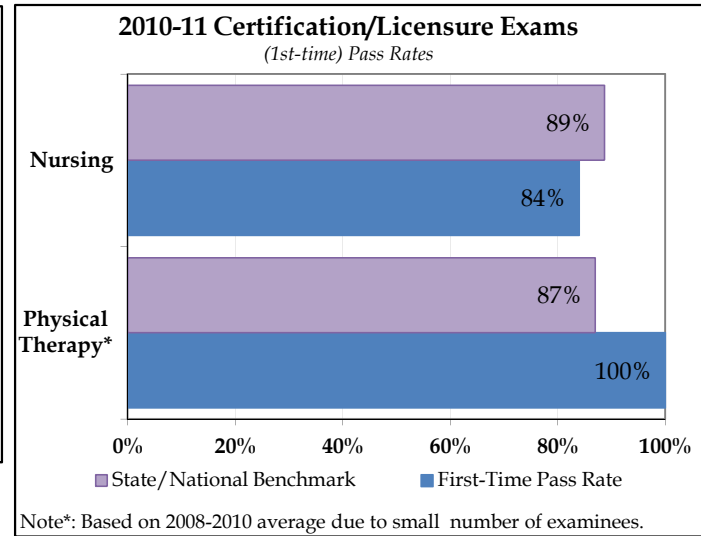
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



2012-13 Target: Increase
(2008-09 Baseline: 663 Total)

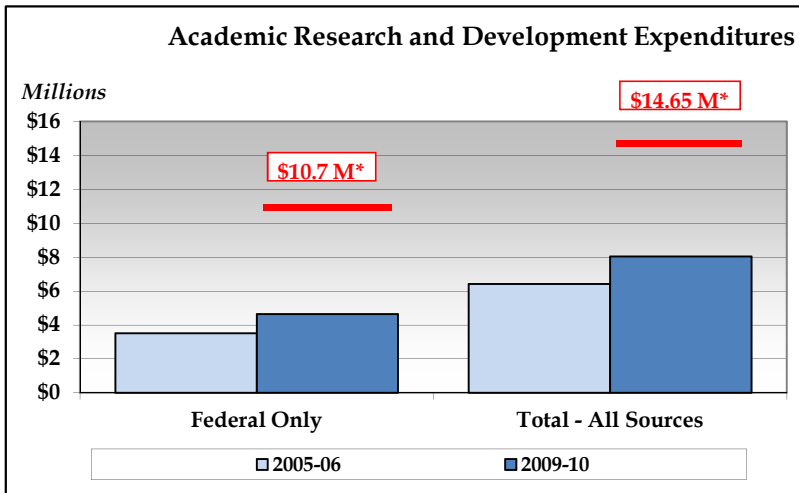


2012-13 Target: Increase
(2008-09 Baseline: 119 Total)



BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

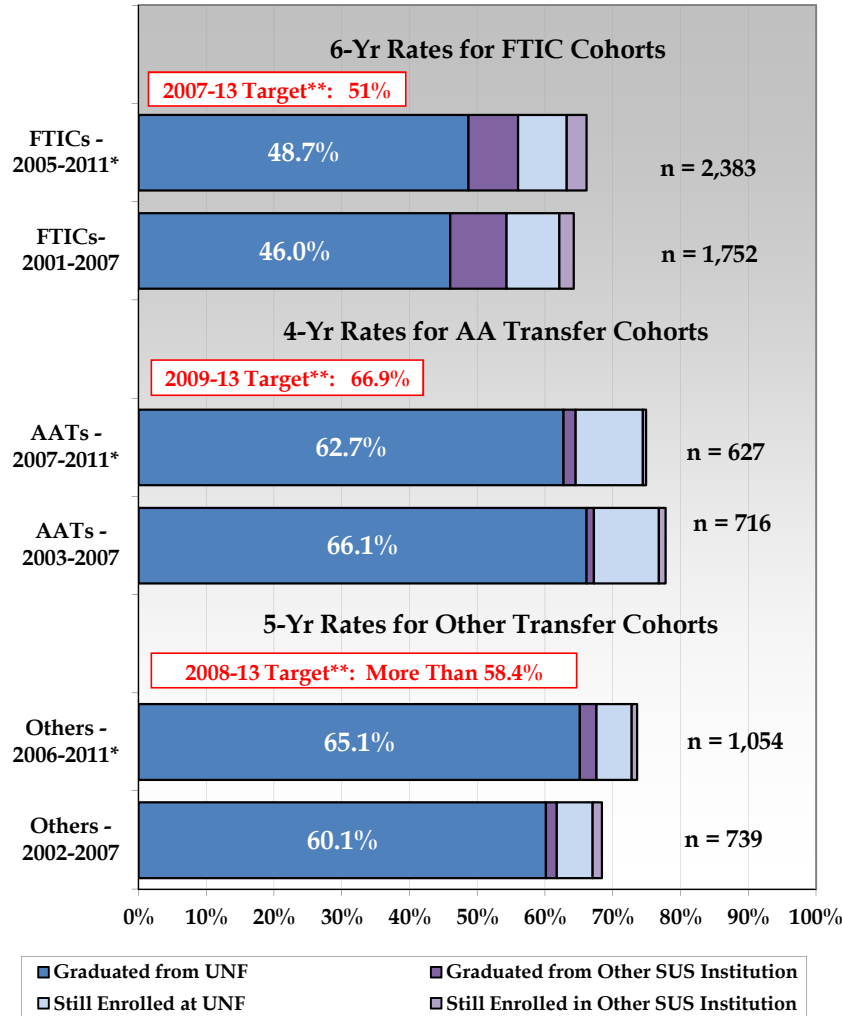


*2011-12 Targets for Research & Development Expenditures.

University of North Florida 2011 Dashboard

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

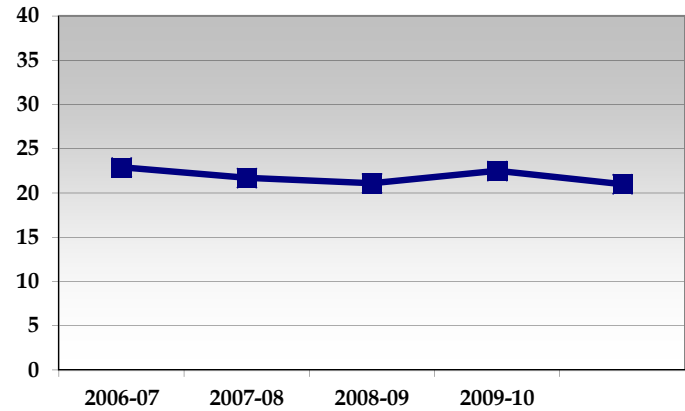
Undergraduate Retention and Graduation Rates



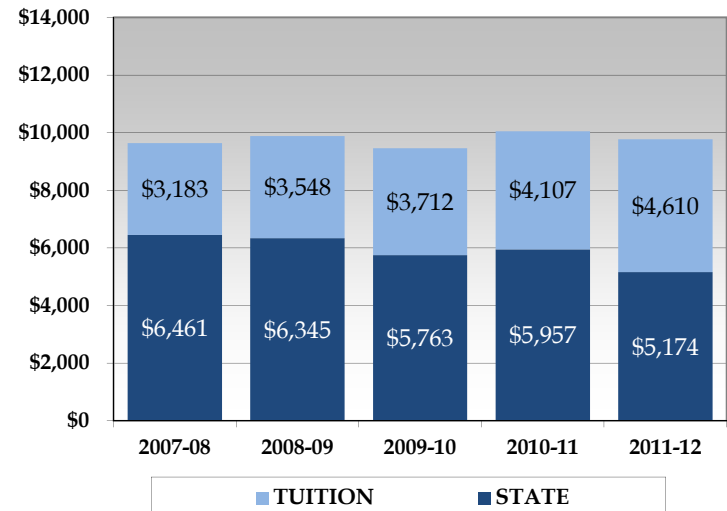
* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of "late degrees".

**Targets Based on Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual US FTE



TUITION is the appropriated budget authority, not the amount actually collected.

Does not include non-instructional local fees.

STATE includes General Revenues, Lottery and Other Trust funds (ie. Federal Stimulus for 2009-10 and 2010-11 only).

UNIVERSITY OF NORTH FLORIDA Key University Achievements in 2010-11

► Student awards/achievements

1. Undergraduate Electrical Engineering students worked with a Philadelphia-based heart specialist to develop a prototype wrist watch that can detect heart rate variability signaling potential sudden death.
2. Undergraduate Psychology major was selected from over 700 applicants nationally to present her independent research findings to members of Congress, congressional staff, federal government officials and academics as part of the 15th annual Posters on the Hill.

► Faculty awards/achievements

1. Professor Constanza Lopez has won the 2011 Victoria Urbano Award for literary criticism
2. Three faculty served as national officers of the American Dietetic Association including President, At-Large Delegate, and Chair of the Dietetic Educators Practice group. (Drs. Rodriguez, Christie, and Wright.)
3. Dr. Cathy Christie received the American Dietetic Association Award for Excellence in Dietetic Education.

► Program awards/achievements

1. School of Nursing received the Stellar School Award from the National Student Nurses' Association. To date, we are one of only 10 universities in the nation to receive this recognition.
2. Transportation & Logistics flagship program was ranked as the 14th most productive program among colleges and universities for its research output with publications in seven internationally recognized logistics journals.

3. Coggin College of Business has been named an outstanding school by the Princeton Review.

► Research awards/achievements

1. Dr. James Fletcher received a \$2.7 million research contract from the U.S. Department of the Army for the continued development of a "Military DMFC (Direct Methanol Fuel Cell) Laptop Power Supply".
2. Dr. James Gelsleichter received \$549,795 for research contracts and grants from the National Oceanic and Atmospheric Administration and the Gulf Research Institute to study the impacts of oil exposure to deep sea ecosystems of the Gulf of Mexico and the reproductive biology and population structure of the blacknose shark *Carcharhinus acronotus* in US waters.
3. Dr. John Hatle received \$339,757 research grant from the National Institutes of Health for "Testing Direct Effects of Reproduction on Stress and Mortality via Ovariectomy."

► Institutional awards/achievements

1. UNF awarded Carnegie Community Engaged University designation
2. Princeton Review's annual report on the nation's colleges has listed the University of North Florida among the top 50 public colleges for value.
3. The Division of Continuing Education has been awarded two \$500,000 contracts (the first institution to launch two centers simultaneously) to establish two Employ Florida Benner Centers and is eligible to receive another \$1 million for both Banner Centers over the next three years.

UNIVERSITY OF NORTH FLORIDA 2010-11 NARRATIVE REPORT

INTRODUCTION

Mission Statement

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

Vision Statement

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

BOARD OF GOVERNORS - STATE UNIVERSITY **SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF** **DEGREES**

- **Student Profile**

In fall, 2010 the average SAT score for an entering freshman was 1204. In fall, 2003 the average SAT score for entering freshmen was 1151. This increase is indicative of the fact that UNF is becoming an institution of choice among talented Florida high school students.

Similarly, the average SAT score for freshmen entering in summer, 2010 was 1083 compared to 984 in summer, 2003. Since summer traditionally has provided access to UNF for academically at-risk students, it is clear again that UNF is attracting a stronger student body.

- **Retention and Graduation Rates**

UNF maintained its 84% freshman to sophomore retention rate while increasing its overall 6-year graduation rate from 45.6% to 48.8%. Strategies to advance both retention and graduation rates included lowering student-faculty ratios in strategic courses at the lower division, particularly in English composition and also the identification (as noted further down in the annual report) of a series of gatekeeper courses which traditionally impact student progress to degree. One outcome of the Task Force on Institutional Redesign was the creation of a process for departmental faculty to apply for funding to support course or curriculum redesign using the National Center for Academic Transformation models. Learning outcomes will be measured by the percentage of D, W, and F grades in those gatekeeper courses.

In 2009-2010, we awarded 3,585 degrees. In 2010-2011, this number grew to 3,893 degrees, a 9 percent increase from the year before, which is a growth rate considerably higher than

the 4 percent annual increase we had been experiencing over the past five years.

- **Distance Learning**

In 2005-2006, UNF offered 69 course sections in a distance-learning format. In 2010-11, UNF offered 288 course sections. At the master's degree level, UNF now offers two fully online master's degree programs. The first is a master's degree in educational technology. In 2010-2011, UNF added a second online master's degree in American Sign Language/English Interpreting, one of only two such programs in the nation. The increased availability of on-line courses and degree programs facilitates efficient progress toward degree completion in addition to providing rich learning opportunities for students at both the undergraduate and graduate levels.

BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 2: MEETING STATEWIDE
PROFESSIONAL AND WORKFORCE NEEDS

- **Critical Degree Production**

Last year UNF graduated 1,223 baccalaureate students in the areas of science, technology, engineering, mathematics and health, or 31 percent of UNF's total 2010-2011 graduates. Of these, 109 were in engineering. Math majors have increased from 65 in 2004 to 111 in 2010. Physics majors have increased from 25 to 54 in that same period and Biology majors have increased from 272 to 467. There is thus clear evidence that UNF is growing the number and percent of students who are graduating in science, technology, engineering, mathematics, and medically related (STEMM) majors.

- **Innovative Pedagogy in STEM Disciplines**

Several initiatives that were implemented last year should propel further growth in these areas. The College of Computing, Engineering, and Construction and the College of Arts and Sciences collaborated on the creation of a "math boot camp" providing students with intensive math learning opportunities in order to increase the number of entering Freshmen who can start the Engineering and Computing Curriculum from the current 26% to over 50%.

Also, in conjunction with a campus-wide initiative on the redesign of "gatekeeper" courses, the Department of Mathematics and Statistics developed a "math emporium," implemented this past summer, which should facilitate the progress of students into and through STEMM disciplines.

All disciplines began advising students in their sophomore year, thus establishing critical contact between major professors and students early in their college careers, resulting both in positive bonds and greater clarity about sequential programs of study.

- **New STEM Degree Programs**

Clinical Lab Science
Professional Science Masters

BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 3: BUILDING WORLD-CLASS
ACADEMIC PROGRAMS AND RESEARCH CAPACITY

- **Funded Research**

In 2009-2010, UNF expended \$8.3 million of federal funds in research. In 2010-2011, this number grew to \$10 million, a 20 percent increase. These funds came from several different federal agencies, including the U.S. Department of the Army, the U.S. Department of Education, and the National Institute of Health. UNF faculty used these and other external funds to continue research on fuel cell technology to power computers in field settings, to study the long-term ecological impacts of the Deep Water Horizon Oil Spill, to better predict school readiness, and to track the outcomes of ovariectomies. They also used external funding to continue our work on robotics and on remote-sensing technologies.

As specific examples of the growth of research activity at UNF, it is gratifying to note that external funding in the Department of Physics has increased from \$558,086 in 2004 to almost \$6.3M in 2010. The department of Biology has increased from 9 tenure-track faculty to 18 in the past 10 years and increased its research funding from \$339,000 in 2001-02 to \$1.2M in 2010-11. The College of Computing, Engineering, and Construction experienced an equally dramatic increase in its funding, from under \$1 million dollars in 2005 to almost \$10 million dollars in 2010-11.

- **New Florida**

Last year UNF successfully competed for funding in all three categories of the New Florida initiative. The Scholar's Boost

award was critical to UNF's ability to recruit Dr. Donald Resio, Professor of Coastal Engineering, a national expert in his field. In the short time since he joined UNF and assumed the directorship of the Taylor Engineering Research Institute, Dr. Resio already has achieved a significant list of accomplishments:

- *Training on new license guidelines in prep (\$40k)
- *Taylor Engineering, U. of MD, UNF combined effort under development
- *Master Contract with FEMA/STARR
- *\$25k Work Order Already Executed
- *Office of Naval Research has recommended a 3-year \$100k/year proposal for UNF
- *SECOORA (10k)
- *NOAA

BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES

In January 2011 UNF was awarded the Community-Engaged University designation by the Carnegie Foundation. This designation recognizes UNF's long-standing commitment to the local community as well as success in the implementation of its Community Based Learning effort which provides the basis for UNF's SACS Quality Enhancement Plan.

Additional community programs include UNF's successful Small Business Development Center (SBDC), the Osher Lifelong Learning Institute (OLLI) and the Florida Institute of Education (FIE).

In 2010-11, UNF's Small Business Development Center served 1,809 clients. Additionally, more than 3,500 people participated in 168 different SBDC training events. SBDC partnerships helped generate \$11.2 million in capital formation, \$16.9 million in sales growth, and 104 business start-ups.

Over the past year, the Florida's Institute of Education provided improved educational opportunities for the region's population of young children. Through a collaboration of The Early Learning Coalition and the United Way, FIE staff assessed 1,300 young children for school readiness and provided follow-up guidance and training for pre-k teachers. In partnership with the Duval County Public Schools, FIE provided training and support to 120 early-elementary teachers working with 2,346 students. FIE also established UNF's College Reach-Out Program activities at two inner-city middle schools, supporting more than 300 students in academically focused after-school programs.

UNF's OLLI program has provided educational programs for mature adults throughout Northeast Florida. More than 4,000 seats were filled in 235 courses offered through this lifelong learning program, making it one of the most successful such initiatives in the country and earning it more than \$2 million in funding from the Osher Foundation.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

1. Retention and Graduation Rates

In 2010-11, UNF invested heavily in advising, lowering its student-to-adviser ratio from 443:1 in fall 2009 (upper division) to 327:1 in fall 2010. At the lower division, the student-adviser ratio decreased from 457:1 in fall 2009 to 306:1 in fall 2010. As noted in UNF's response to BOG Goal 1, we have maintained our first-year retention rate and increased our 6-year graduation rates through newly implemented strategies such as course redesign projects targeted at traditional "gatekeeper" courses as well as strategic growth in our online course offerings.

2. Research

In the academic year 2010-11, UNF hired approximately 60 new faculty with almost a quarter coming from STEM disciplines. We provide these new faculty with large research start-up packages in anticipation that they will be competitive for external funding from NIH, NSF, and other agencies. As indicated earlier, UNF saw an increase of about 20% in federal funding.

3. Distance Learning

Increases in DL state-fundable FTE enrollments occurred mainly at the upper and Grad 1 levels and are reported below:

2009-10	2010-11
122	120
207	291
78	87
5	5
412	503

Approval of a Distance Learning fee (\$35/credit hour) will provide the necessary resources to engage more faculty in course redesign for online course delivery through appropriate training and certification. Year 1 of the DL fee will include the initial development phase of enhanced support services for DL, establishment of a DL strategic plan, and support of faculty and departments as part of a pilot for transition from face-to-face to DL format. Goals for year 1 include:

- Establish new DL instructional design and development positions and services
- Enhance existing DL courses by providing professional instructional design support and expanded training for faculty
- Pilot transition from face-to-face to DL for one program using full-development model
- Develop and deliver an expanded Teaching Online seminar for selected faculty

4. Student Diversity

In fall 2010, there was a one percent increase in our ethnic/racial minority student enrollment, with 24 percent of our students coming from minority populations. At the same time, we experienced a one-year, one percent dip in minority enrollment among new freshmen which we believe is a result of the national change in report categories.

The increase in the overall rate of minority enrollments has been due, in part, to the successful recruitment into the Jacksonville Commitment Program (JCP). JCP student enrollments jumped from 114 in 2009 to 218 in 2010. Students in this program receive specific support in areas of need including financial aid counseling and specially designed freshmen seminars. Freshmen retention rates for the JCP remains strong at 84.3%

In 2010-11, our retention rate for underrepresented populations was 87.6 percent among African Americans and 81.6 percent among Hispanics. UNF's first year retention rate among white freshmen was 83.3 percent and the Asian/Pacific Island rate was 94.6. Among our graduating seniors in 2011, ethnic/racial minorities accounted for 21 percent.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Listed below are some of the significant campus projects UNF has undertaken in the past few years to address the goals of cost-savings, increased efficiency of resources, and reduction in consumable energy.

- Total E&G utility expenses for the 2011 fiscal year were \$5.095M, only \$109k higher than last year in light of the 10% rate increase on electric, water and sewer charges.

With a heat recovery system now fully operational, we reduced gas consumption between FY'10 and FY'11 by 3%, a 10% reduction in natural gas expenditures.

- Replacing campus dumpsters with compactors has yielded a 9% reduction in actual cost (labor included).
- Postal Services were outsourced to a third-party vendor creating savings of over \$115,000 annually.
- The Duplicating Services operation was closed and digital printing was outsourced, the pricing to departments was reduced by approximately \$30,000 annually and the annual operating loss of approximately \$105,000 was eliminated.
- Contract renegotiations resulted in an overall cost reduction in the Convenience Copier program of approximately \$70,000 annually. Additional reductions which will impact students total approximately \$35,000 annually.

- Centralized strategic sourcing of our contracts and purchases have saved of over \$240,000 for FY 2011.
- Automation of numerous processes save staff time.
 - Two examples are routing all university contracts electronically and tagging university property which does not require a staff member to be physically present to scan decals.
- Information Technology utilizes server virtualization resulting in significant savings in power, cooling, networking and space requirements.

Academic Efficiencies

Termination of program

Through the CAVP Academic Coordination Project, UNF undertook to review, justify, suspend, or terminate particular programs that were identified as under-enrolled or no longer relevant to its core mission. Programs terminated or slated for termination include a Masters in Counseling Psychology, Applied Sociology, Rehab Counseling, and Human Resource Management, as well as Bachelors in Science and Math Education, General Music, and Trade and Industrial Teacher Education. As a consequence of low enrollments and faculty retirements, UNF moved remaining faculty and students from Educational Psychology to Counseling Psychology in the Brooks College of Health.

NCAT redesign efforts

A Provost's Task Force on Academic Redesign identified critical courses or "gatekeeper" courses which prevent students from either successfully progressing through or completing a program and provided funding support for faculty and departments to engage in course redesigns following models developed by the National Center for Academic Transformation. To date, Mathematics, Physics, Biology, Psychology, and Criminal Justice have initiated redesign efforts in the College of Arts and Sciences.

ADDITIONAL RESOURCES

- UNF Strategic Plan
http://www.unf.edu/president/Strategic_Plan_2009-2014.aspx
- UNF Workplan
http://www.unf.edu/uploadedFiles/aa/acadaffairs/annual_report/UNF_UWP_2011_06_07.pdf
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/UNF/>
- Common Data Set
http://www.unf.edu/oira/inst-research/Common_Data_Set.aspx
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=university+of+north+florida&s=FL&zc=32224&zcd=0&of=3&id=136172>
- University Institutional Research Unit
<http://www.unf.edu/oira/>

UNF Peer-Aspirant Institutions:

University of Maryland-Baltimore County
Towson University
Montclair State University
James Madison University
Portland State University
Appalachian State University
The College of New Jersey
Miami University (Ohio)
University of North Carolina – Wilmington
University of North Carolina – Charlotte

Section 1 - Financial Resources

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds <i>(GR & Lottery)</i>	\$87,890,739	\$83,694,166	\$74,093,844	\$75,974,017	\$70,358,202
Non-Recurring State Funds <i>(GR & Lottery)</i>	\$2,980,077	\$787,695	\$494,020	\$962,392	\$852,182
Tuition <i>(Resident & Non-Resident)</i>	\$38,835,740	\$39,467,880	\$45,590,994	\$48,594,035	\$50,973,183
Tuition Differential Fee	\$0	\$0	\$1,319,264	\$3,428,019	\$4,566,340
Other Revenues <i>(Includes Misc. Fees & Fines)</i>	\$830,425	\$866,560	\$1,050,158	\$1,020,926	\$1,124,399
Federal Stimulus Funds	\$0	\$0	\$5,854,946	\$5,602,324	\$0
TOTAL	\$130,536,981	\$124,816,301	\$128,403,226	\$135,581,713	\$127,874,306

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$73,875,557	\$69,616,466	\$70,416,656	\$73,463,644	\$72,961,510
Institutes and Research Centers	\$999,124	\$1,087,895	\$994,572	\$1,032,297	\$1,055,262
PO&M	\$11,785,922	\$13,174,620	\$14,199,498	\$14,744,924	\$16,285,373
Administration and Support Services	\$17,089,652	\$15,667,055	\$14,988,940	\$15,937,634	\$17,314,703
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$4,109,444	\$3,905,140	\$2,601,753	\$2,637,300	\$2,648,220
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Student Services	\$15,207,557	\$15,391,410	\$15,121,825	\$16,320,761	\$17,464,657
Intercollegiate Athletics	\$144,581	\$144,581	\$144,581	\$144,581	\$144,581
TOTAL	\$123,211,837	\$118,987,167	\$118,467,825	\$124,281,141	\$127,874,306

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

Section 1 - Financial Resources (continued)

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$5,899	\$5,597	\$4,701	\$4,824	\$4,364
Lottery Funds per FTE	\$562	\$748	\$643	\$729	\$810
Tuition & Fees per FTE	\$3,183	\$3,548	\$3,712	\$4,107	\$4,610
Other Trust Funds per FTE	\$0	\$0	\$419	\$404	\$0
Total per FTE	\$9,643	\$9,893	\$9,475	\$10,066	\$9,785
Actual Funding per FTE					
Tuition & Fees per FTE	\$2,821	\$3,029	\$3,436	\$3,829	\$4,118
Total per FTE	\$9,282	\$9,374	\$9,200	\$9,787	\$9,293
Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.					

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	\$32,707,018	\$34,235,652	\$37,107,640	\$38,494,664	\$39,842,235
Expenditures	\$26,151,260	\$26,519,552	\$30,502,357	\$32,982,211	\$37,912,658
Contracts & Grants					
Revenues	\$13,028,240	\$10,814,036	\$12,336,927	\$13,719,173	\$11,901,619
Expenditures	\$10,882,966	\$10,523,185	\$11,223,731	\$14,075,532	\$11,649,400
Local Funds					
Revenues	\$42,377,196	\$43,565,910	\$52,304,814	\$59,934,814	\$61,090,653
Expenditures	\$38,203,601	\$43,674,277	\$52,120,332	\$58,234,435	\$62,280,905
Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.					

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Total Revenues	\$218,649,435	\$213,431,899	\$230,152,607	\$247,730,364	\$240,708,813
Total Expenditures	\$198,449,664	\$199,704,181	\$212,314,245	\$229,573,319	\$239,717,269

Section 1 - Financial Resources (continued)

	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (Thousand \$)	\$0	\$88,785	\$95,209	\$66,385	\$69,228
Annual Gifts Received (\$)	\$16,224,759	\$13,209,312	\$12,514,992	\$12,572,372	\$8,208,971
Percentage of Graduates Who are Alumni Donors	3.6%	4.3%	3.8%	3.9%	3.4%

	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	\$5,854,946	\$5,602,324
Scholarships	\$0	\$0
Library Resources	\$0	\$0
Building Repairs/Alterations	\$0	\$0
Motor Vehicles	\$0	\$0
Printing	\$0	\$0
Furniture & Equipment	\$0	\$0
Information Technology Equipment	\$0	\$0
Financial Aid to Medical Students	\$0	\$0
Other	\$0	\$0
TOTAL	\$5,854,946	\$5,602,324

Section 2 - Personnel

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/Tenure-track Faculty	342	5	341	9	345	10	338	7	352	16
Total Non-Tenure Track Faculty	140	13	171	12	136	14	149	11	152	16
Instructors Without Faculty Status	0	224	0	232	0	215	0	216	0	247
Total Graduate Assistants/Associates	0	103	0	104	0	113	0	125	0	128
Total Executive/Administrative/Managerial	225	3	235	5	237	6	242	4	261	1
Total Other Professional	410	9	407	11	385	12	381	13	368	12
Total Non-Professional	428	8	457	8	468	9	515	10	539	10
TOTAL	1,910		1,992		1,950		2,011		2,102	

Section 3 - Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)						
	2009-10		2010-11		2011-12	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	3,230	3,852	3,530	3,767	3,530	3,624
Upper	5,244	5,398	5,244	5,427	5,244	5,488
Grad I	966	836	851	818	851	833
Grad II	125	130	125	128	125	128
Total	9,565	10,216	9,750	10,140	9,750	10,072
NON-FLORIDA RESIDENTS						
Lower		92		86		82
Upper		107		106		107
Grad I		50		53		54
Grad II		3		5		5
Total	250	252	250	250	250	249
TOTAL FTE						
Lower		3,944		3,852		3,706
Upper		5,505		5,533		5,595
Grad I		886		871		887
Grad II		133		133		133
Total FTE (FL Definition)	9,815	10,468	10,000	10,390	10,000	10,321
Total FTE (US Definition)	13,087	13,957	13,087	13,853	13,333	13,761

Notes: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 - Enrollment (continued)

TABLE 3B. Enrollment by Location			
	2009-10	2010-11	2011-12
	Actual	Actual	Estimated
MAIN CAMPUS			
Lower	3,802	3,712	3,598
Upper	5,217	5,161	5,126
Grad I	760	736	731
Grad II	107	108	107
TOTAL	9,886	9,717	9,563
REMAINING PHYSICAL LOCATIONS			
Lower	20	20	20
Upper	81	82	81
Grad I	48	49	48
Grad II	21	20	20
TOTAL	170	171	169
VIRTUAL/DISTANCE LEARNING			
<i>For the sum of current or planned State-fundable FTE enrollments not served at a physical location.</i>			
Lower	122	120	126
Upper	207	291	360
Grad I	78	87	96
Grad II	5	5	6
TOTAL	412	503	589

Section 4 - Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2010-11

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Religion/Religious Studies	38.0201	Bachelor's	Mar. 2011	Spr 2012	
Dietetics/Dietitian	51.3101	Bachelor's	Feb. 2011	Fall 2011	
Terminated Programs					
None					
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
Art History (50.0703)					
Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. 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. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.					

Section 4 - Undergraduate Education (continued)

TABLE 4B. First-Year Persistence Rates

Term of Entry	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009 Preliminary
Cohort Size <i>Full-time FTIC</i>	2,293	2,308	2,048	1,694	2,031
From Same University					
% Still Enrolled	79.7%	78.8%	78.6%	84.5%	84.5%

TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students

Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full-time FTIC</i>	1,676	1,841	1,923	2,198	2,293
6 - Year Rates					
From Same University					
% Graduated	46.4%	45.8%	49.2%	47.0%	49.4%
% Still Enrolled	7.8%	8.0%	7.8%	6.9%	7.1%
% Success Rate	54.2%	53.8%	57.0%	53.9%	56.5%

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

Section 4 - Undergraduate Education (continued)

TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full- & Part-time</i>	1,752	1,921	1,991	2,276	2,383
4 - Year Rates					
<i>From Same University</i>					
% Graduated	22.9%	20.8%	22.4%	19.9%	22.1%
% Still Enrolled	33.2%	37.4%	38.4%	37.4%	38.0%
<i>From Other SUS University</i>					
% Graduated	3.1%	3.4%	3.5%	2.2%	2.7%
% Still Enrolled	7.1%	6.4%	6.0%	7.1%	6.0%
<i>From State University System</i>					
% Graduated	26.0%	24.2%	25.9%	22.1%	24.8%
% Still Enrolled	40.4%	43.7%	44.5%	44.5%	44.0%
% Success Rate	66.4%	67.9%	70.3%	66.6%	68.8%
6 - Year Rates					
<i>From Same University</i>					
% Graduated	46.0%	45.2%	48.4%	46.0%	48.7%
% Still Enrolled	7.8%	8.0%	8.1%	7.2%	7.2%
<i>From Other SUS University</i>					
% Graduated	8.3%	8.4%	8.3%	7.5%	7.3%
% Still Enrolled	2.1%	2.7%	2.2%	3.8%	2.9%
<i>From State University System</i>					
% Graduated	54.3%	53.6%	56.7%	53.5%	56.0%
% Still Enrolled	9.8%	10.7%	10.3%	11.0%	10.2%
% Success Rate	64.2%	64.3%	67.0%	64.5%	66.1%

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

Section 4 - Undergraduate Education (continued)

TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students					
Term of Entry	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007 Preliminary
Cohort Size <i>Full- & Part-time</i>	716	766	690	677	627
2 - Year Rates					
<i>From Same University</i>					
% Graduated	34.9%	32.2%	30.4%	33.5%	29.3%
% Still Enrolled	49.4%	50.4%	53.8%	52.4%	53.0%
<i>From Other SUS University</i>					
% Graduated	0.0%	0.3%	0.4%	0.1%	0.3%
% Still Enrolled	1.7%	1.7%	2.2%	0.1%	2.1%
<i>From State University System</i>					
% Graduated	34.9%	32.5%	30.9%	33.7%	29.7%
% Still Enrolled	51.1%	52.1%	55.9%	52.6%	55.0%
% Success Rate	86.0%	84.6%	86.8%	86.3%	84.7%
4 - Year Rates					
<i>From Same University</i>					
% Graduated	66.1%	66.6%	64.3%	67.8%	62.7%
% Still Enrolled	9.6%	9.0%	9.3%	10.6%	9.9%
<i>From Other SUS University</i>					
% Graduated	1.1%	1.2%	2.8%	0.3%	1.8%
% Still Enrolled	1.0%	0.9%	1.3%	0.7%	0.5%
<i>From State University System</i>					
% Graduated	81.7%	81.7%	82.7%	83.1%	64.4%
% Still Enrolled	10.6%	9.9%	10.6%	11.4%	10.4%
% Success Rate	77.8%	77.7%	77.7%	79.5%	74.8%

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

Section 4 - Undergraduate Education (continued)

TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students

Term of Entry	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006 Preliminary
Cohort Size <i>Full- & Part-time</i>	739	706	810	1,109	1,054
5 - Year Rates					
From Same University					
% Graduated	60.1%	60.9%	58.4%	57.2%	65.1%
% Still Enrolled	5.3%	5.8%	4.7%	6.0%	5.2%
From Other SUS University					
% Graduated	1.6%	2.0%	2.6%	2.3%	2.5%
% Still Enrolled	1.4%	1.1%	0.6%	1.4%	0.8%
From State University System					
% Graduated	61.7%	62.9%	61.0%	59.5%	67.6%
% Still Enrolled	6.6%	6.9%	5.3%	7.4%	6.0%
% Success Rate	68.3%	69.8%	66.3%	66.9%	73.5%

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

TABLE 4G. Baccalaureate Degrees Awarded

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	2,561	2,757	2,892	2,967	2,995

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis

	2006-07	2007-08	2008-09	2009-10	2010-11
Education	71	90	83	72	84
Health Professions	173	212	200	180	179
Science, Technology, Engineering, and Math	311	324	380	398	413
Security and Emergency Services	135	126	107	148	164
Globalization	157	165	218	194	183
SUBTOTAL	847	917	988	992	1,023

Section 4 - Undergraduate Education (continued)

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2006-07	2007-08	2008-09 BASELINE YEAR	2009-10	2010-11
Non-Hispanic Black					
Number of Baccalaureate Degrees	232	247	272 Increase*	309	290
Percentage of All Baccalaureate Degrees	9%	9%	10% Increase*	11%	10%
Hispanic					
Number of Baccalaureate Degrees	125	190	164 Increase*	184	192
Percentage of All Baccalaureate Degrees	5%	7%	6% Increase*	6%	7%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	769	813	853 Increase*	972	1098
Percentage of All Baccalaureate Degrees	30%	30%	30% Increase*	33%	37%

Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.

Note*: Directional goals for the 2012-13 year were established in the 2010 University Work Plan.

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours

	2006-07	2007-08	2008-09	2009-10	2010-11
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	44%	40%	41%	41%	43%

TABLE 4K. Undergraduate Course Offerings

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of Course Sections	1,209	1,455	1,332	1,374	1,358
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	53%	53%	50%	50%	50%
30 to 49 Students	36%	36%	38%	38%	38%
50 to 99 Students	7%	7%	7%	7%	7%
100 or More Students	5%	5%	4%	5%	5%

Section 4 - Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates					
	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage of Credit Hours Taught by:					
Faculty	75%	77%	78%	78%	76%
Adjunct Faculty	23%	21%	20%	21%	23%
Graduate Students	1%	1%	0%	0%	0%
Other Instructors	1%	1%	1%	1%	1%
Note: 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. Undergraduate Instructional Faculty Compensation					
	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$87,926	\$92,187	\$92,646	\$85,359	\$97,018
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.					

TABLE 4N. Student/Faculty Ratio					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	22.9	21.7	21.1	22.5	21.0
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).					

TABLE 4O. Professional Licensure/Certification Exams for Undergraduate Programs					
	2006-07	2007-08	2008-09	2009-10	2010-11
Nursing: National Council Licensure Examination for Registered Nurses					
Examinees	122	121	126	108	119
Pass Rate	94%	91%	96%	90%	84%
National Benchmark	88%	86%	88%	90%	89%

Section 4 - Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2009-10	2010-11	2011-12 Projected
Total Revenues Generated By the Tuition Differential	\$1,319,264	\$3,428,019	\$5,614,480
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	119	174	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	\$3,033	\$3,426	
Number of Students Eligible for a Florida Student Assistance Grant (FSAG)	3,995	4,957	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	26	27	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$2,740	\$6,679	

Section 5 - Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2010-11

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						
Dietetics/Dietitian	51.3101	Master's	Jun. 2010	Fall 2010	-	
Terminated Programs						
Counseling Psychology	42.2803	Master's	Jul. 2010	Sum 2011	-	
Inactive Programs						
None						
New Programs Considered By University But Not Approved						
P.S.M. Environmental Management (03.0103)						
M.S. ASL/English Interpreting (16.1603)						
B.S.W. Social Work (44.0701)						
M.S.W. Social Work (44.0701)						
M.A. International Affairs (45.0901)						
M.M. Music Performance (50.0903)						
Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. 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. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.						

TABLE 5B. Graduate Degrees Awarded

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	611	584	619	630	595
Masters and Specialist	598	574	586	584	559
Research Doctoral	13	10	13	11	8
Professional Doctoral	0	0	20	35	28
a) <i>Medicine</i>	0	0	0	0	0
b) <i>Law</i>	0	0	0	0	0
c) <i>Pharmacy</i>	0	0	0	0	0
Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.					

Section 5 - Graduate Education (continued)

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

	2006-07	2007-08	2008-09	2009-10	2010-11
Education	40	39	42	42	40
Health Professions	39	11	55	71	81
Science, Technology, Engineering, and Math	24	33	22	22	27
Security and Emergency Services	13	6	8	10	9
Globalization	0	0	0	0	0
SUBTOTAL	116	89	127	145	157

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

Physical Therapy: National Physical Therapy Examinations					
	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	-	-	-	-	48
Pass Rate	-	-	-	-	100%
National Benchmark	-	-	-	-	87%
Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.					

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures (Thousand \$)	\$3,517	\$5,758	\$5,759	\$3,933	\$4,636
Total Expenditures (Thousand \$)	\$6,413	\$8,412	\$9,847	\$6,141	\$8,041
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$20,294	\$24,596	\$28,877	\$15,276	\$23,790
Technology Transfer					
Invention Disclosures	3	3	3	1	2
Total U.S. Patents Issued	1	0	1	1	1
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	3	0	3	3	3
Total Number of Licenses/Options Executed	0	0	0	0	1
Total Licensing Income Received (\$)	\$1,273	\$404	\$1,796	\$1,252	\$1,611
Total Number of Start-Up Companies	0	0	0	0	0

Note: Awards and 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). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants

Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase I Grants			
Omni Sense - Proposed High Tech Company	2010	\$40,000	\$34,722
Phase II Grants			
N/A			
Phase III Grants			
N/A			
Total for all SURCAG Grants		\$40,000	\$34,722
Narrative Comments: For each project, provide a brief update on (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.			
Phase I Grants			
(1) There were 4 milestones in this project: creating a working prototype, filing patent application, electronic packaging for marketing module, and market feasibility studies. Critical components of each of the milestones have been completed and discussions are underway with a Florida entrepreneur for technology licensing. (2) There has not yet been any return on investment at this stage of the project.			