

2011-12
Annual Accountability Report

UNIVERSITY OF NORTH FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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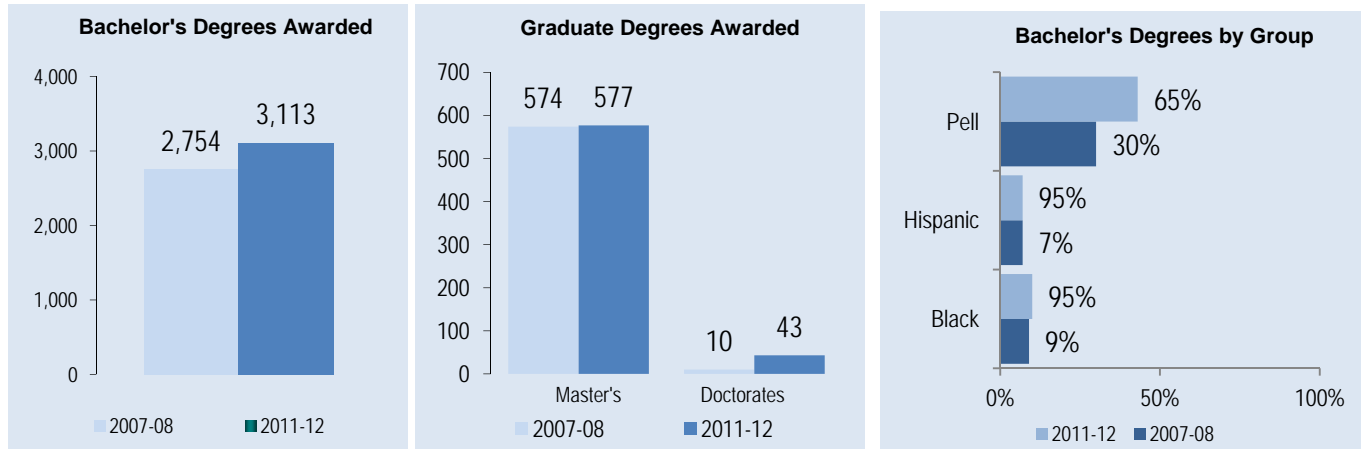
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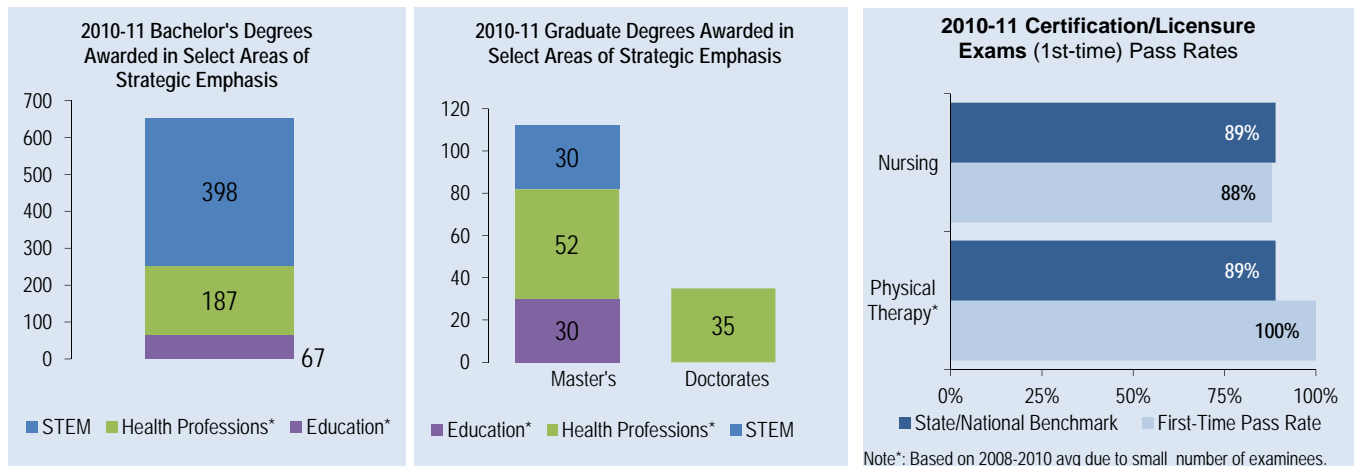
Dashboard

Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2012)			Carnegie Classification	
			TOTAL	83			
TOTAL (Fall 2011)	16,368	100%	TOTAL	83		Undergraduate Instructional Program	Balanced arts & sciences/professions, some graduate coexistence
Black	1,558	10%	Baccalaureate	55		Graduate Instructional Program	Doctoral, professional dominant
Hispanic	1,224	7%	Master's & Specialist's	25		Enrollment Profile	Very high undergraduate
White	11,857	72%	Research Doctorate	1		Undergraduate Profile	Medium full-time four-year, higher transfer-in
Other	1,729	11%	Professional Doctorate	2		Size and Setting	Large four-year, primarily nonresidential
Full-Time	11,229	69%	Faculty (Fall 2011)	Full-Time	Part-Time	Basic	Master's Colleges and Universities (larger programs)
Part-Time	5,139	31%		506	26		
Undergraduate	14,103	86%	TOTAL	506	26	Community Engagement	Curricular Engagement and Outreach and Partnerships
Graduate	1,711	10%	Tenure/T. Track	368	12		
Unclassified	554	3%	Non-Ten. Faculty	138	14		

ACCESS TO AND PRODUCTION OF DEGREES



MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

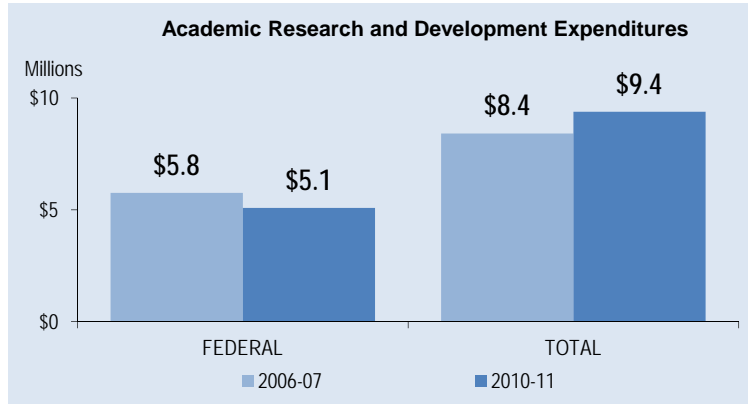


* Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.

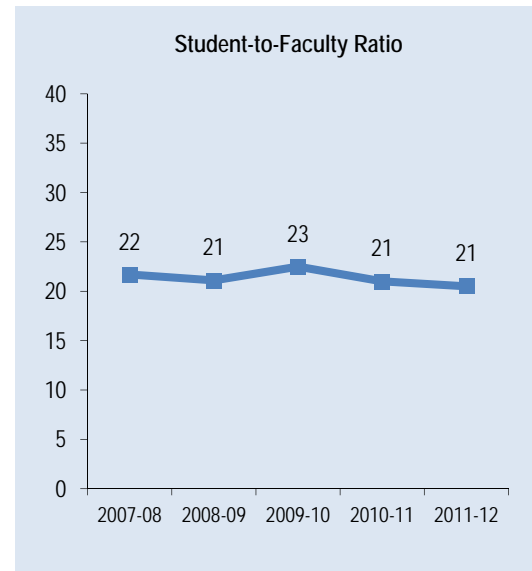
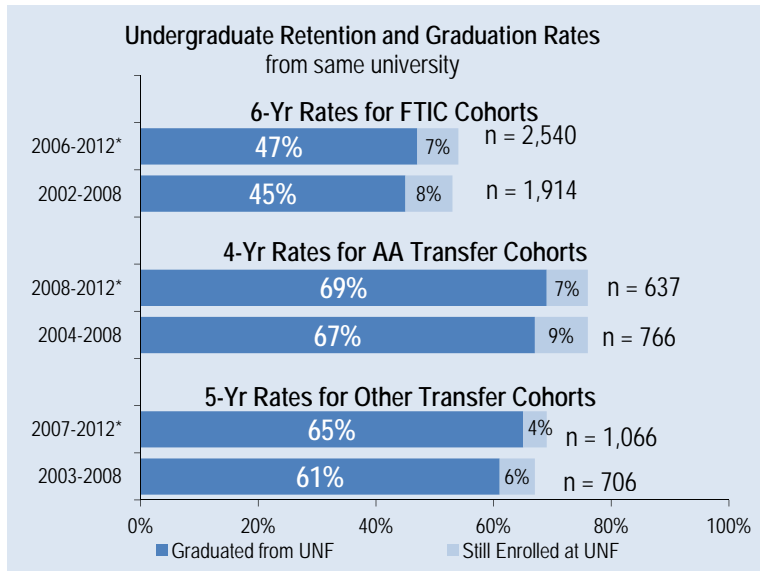


Dashboard

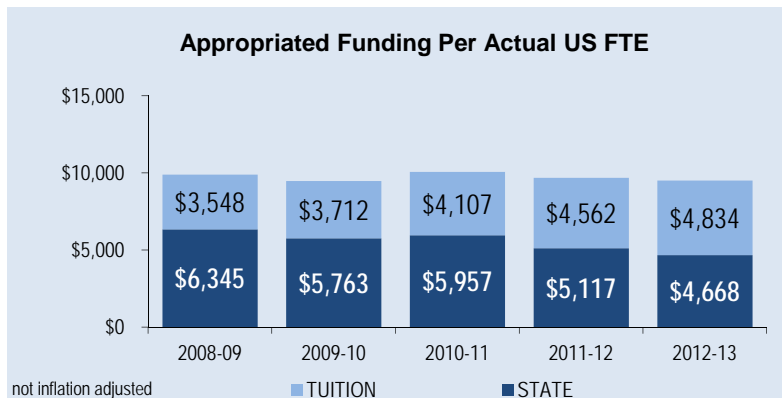
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Based on 2012 preliminary data



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition.



Key Achievements

STUDENT AWARDS/ACHIEVEMENTS

1. Kaitlin Ramirez won a prestigious Fulbright Summer Institute scholarship at Newcastle University and to participate in the U.S.-U.K. Fulbright Commission's five-week academic, cultural, and social program.
2. Micah Bethea, a UNF Jazz Studies major named "Best Jazz Arrangement" of the year by *DownBeat*.
3. Joe Potts (third semester BSN student) was elected as President of the National Student Nurses Association (second UNF students to be president in 5 years).

FACULTY AWARDS/ACHIEVEMENTS

1. Professor **Gregory T. Gundlach** (Marketing & Logistics Department) and coauthors were recognized (second place) for the 2011 Kinnear/Best Article award.
2. **Catherine Christie**, associate dean in the College of Health, was named a fellow by the Preventive Cardiovascular Nursing Association.
3. **Jacque Shank**, Outstanding Dietetics Educator 2012, Academy of Nutrition and Dietetics.

PROGRAM AWARDS/ACHIEVEMENTS

1. The American Society of Transportation & Logistics recognized the UNF T&L Flagship Program as #1 Certification in Transportation & Logistics (CTL) Approved Academic Program in the United States 2008 – 2012.
2. Nurse Anesthetist graduates achieved a 100% pass rate.
3. UNF School Counseling Program also known as Supports of Academic Rigor (SOAR) are recognized as one of the few counselor education programs in the country who "stand out for their excellence."

RESEARCH AWARDS/ACHIEVEMENTS

1. Kerry Clark, a faculty member in Public Health, received the Georgia Lyme Disease Association Honorary Award of Appreciation in recognition of scientific contributions in the study of tick-borne disease pathogens and for dedication to protecting public health. Placeholder
2. 3 UNF MBA students working with faculty have placed in the "top 10" in the first round of a competition funded by the Department of Energy

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. For the fifth time, UNF was named among the nation's "Best Value" public colleges and universities by *The Princeton Review*. *Forbes* and *Kiplinger* also ranked UNF among their top picks. *Princeton Review* also ranks UNF among the best colleges in the Southeast and *Forbes* put us on their list of best colleges in America. Individual programs and colleges also continue to receive national recognition.
2. 2011-12 ETS Proficiency profile reported UNF's Learning Gains from freshmen to senior year are "well above expected" (the highest possible score) for critical thinking, and "above expected" for writing. UNF's Learning Gains in both critical thinking and writing are higher than those of 90% of our Carnegie peers who participated in the test.
3. 2012 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service (notification of award March, 2012 on application filed Dec, 2011)



Narrative

ACCESS TO AND PRODUCTION OF DEGREES

Student Profile:

In fall 2011, the average SAT score for entering freshmen was 1209, up from 1204 the year before.

This past fall, the average entering GPA was 3.84, up from 3.79 in 2010 and 22 percent of UNF's entering freshmen were in the top 10 percent of their high school graduating class.

Retention and Graduation Rates:

Preliminary freshman to sophomore retention rate for 2011-12 was 83%, the same as the previous year; however, this represents a significant increase from 2008-09 (78%). This overall increase is largely a result of continued enhancements to first year experience programming.

48% of UNF's full-time freshmen graduated in 6 years while an additional 7% remained enrolled. This figure is up from 45% of freshmen from the 2000 entering cohort.

More broadly, 55% of full- and part-time freshmen entering in the fall 2006 graduated from UNF or another SUS institution and an additional 9% were still enrolled at UNF or elsewhere in the SUS.

Distance Learning:

UNF saw a 31% increase in the number of distance learning courses offered in 2011-2012. Projections for 2014-2015 anticipate 12 percent of UNF's course sections will be delivered through some form of distance learning.

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

Degree Production in Areas of Strategic Emphasis:

The number of degrees UNF produces each year continues to increase. In 2011-2012, UNF awarded 3,893 undergraduate and graduate degrees (includes dual majors), a 6% increase over the prior year. Thirty-three percent, or 1231, of these degrees were awarded in the STEM and other critical areas.

Academic Affairs continues to provide support to disciplines for course redesign projects with the goal to increase student success in traditional "gatekeeper" courses.

Leaders of UNF's general education program have developed a successful model to teach students enrolled in professional majors more effective writing skills. The business college has already implemented the general education "Workplace Readiness Writing" course and in 2012-13 this course will be offered in the engineering college.

The Medical Laboratory Sciences program accepted its first class in spring 2012. This program was made possible through a partnership with regional hospitals and medical facilities including Mayo, Baptist and Shands. In collaboration with local area hospitals, UNF hired its first MLS director.

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

Research Support:

The Library implemented *UNF Digital Commons*, providing a digital repository for faculty and student



scholarship and a showcase for unique material in the Library's Special Collections and Archives. *Digital Commons* is also used to publish the *Journal of Interpretation* as an e-journal, collaborating with co-editors who are members of UNF faculty.

The Magaya Corporation donated 115 user licenses of the Magaya Supply Chain Solution software for core warehouse and transportation transaction processing. The Magaya suite of software is used by third-party logistics providers to manage all aspects, including purchasing, transportation, shipment and delivery, and full accounting. The Magaya software is valued at \$373,850. In addition to the user licenses from Manhattan Associates and Barloworld valued at approximately \$1 million, UNF's Logistics Information Technology Solutions Laboratory (LITSLAB) is arguably among the best equipped in the nation.

The Department of Biology moved into a new 'state of the art' building with enhanced teaching and research facilities to provide the infrastructure to the Coastal Biology Flagship and biomedical programs. On a recent external review of UNF's Office of Research and Sponsored Programs, it was recommended that UNF seek AAALAC accreditation for its new Bio animal care facility. The report noted that this facility could serve as a "collaborative hub for local researchers and hospitals" and create research opportunities for UNF while also offsetting the cost of operation.

UNF's Office of Research and Sponsored Programs reported the following activity for the 2011-12 year:

- Processed two invention disclosures, one from the College of Computing, Engineering and Construction and the other in the College of arts and Sciences.
- Processed one provision patent application.
- Successfully negotiated a sponsored project agreement between UNF and a local company to support sensors technologies.
- Successfully negotiated a licensing agreement between UNF and Mayo Clinic.

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Under an agreement finalized in spring 2012, Mayo graduate students will be able to teach for UNF to gain critical teaching experiences; Mayo classes can be made available to UNF graduate students; Mayo faculty can serve on UNF graduate student committees or potentially even fund assistantships for students enrolled in our Masters' programs; and undergraduates can have formal internships of one semester to one year doing research at Mayo.

In the fiscal year 2011-2012, UNF's Small Business Development Center provided individual counseling for more than 1,700 small business owners in its 18-county service area. The center also sponsored 136 events attended by nearly 2,800 participants. The economic impact generated by SBDC clients was substantial. Clients reported more than 1,265 jobs created or retained, \$11.8 million in capital formation and more than \$81 million in increased sales.

UNF strengthened its identity as a Carnegie "community engaged" institution through further implementation of its Quality Enhancement Plan, "community-based transformational learning".

UNF's Florida Institute for Education (FIE) has a statewide mandate to work with Pre-K through 12 grade students, with particular focus on high-needs children and adolescents. In one of this year's projects, FIE researchers developed and disseminated more than 3,000 *Summer Learning Backpacks* to Pre-K children living in low-income neighborhoods.



PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS *(as outlined in University Work Plan)*

Improve Retention and Graduation rates:

As stated earlier, UNF has seen an overall increase in both retention and graduation rates from 2008-09. This increase is expected to continue as a result of new and enhanced programming aimed at both the lower and upper student levels:

- ***Transformational Learning Opportunities (TLO) Program***
Undergraduate Studies awarded 29 undergraduate and 7 graduate TLOs during the 2011-2012; over 400 students participated in ventures supported by these awards. International TLO's placed UNF students in Asia, Africa, Europe, the Middle East, and Latin America. Over one-third of TLO projects were defined as community-based transformational learning experiences. More than 20 students received special request TLO funds to support research experiences, travel to academic and professional conferences, prestigious music camps, and other transformational opportunities.
- ***Advising***
Advising for undergraduate students was improved by designating specific advisors as specialists for particular departments.
- Efforts are underway to establish a more comprehensive infrastructure for internships in partnership with Student Affairs.
- ***The Freshman Year Experience (FYE)***
A university-wide committee developed a number of new programs that will be launched in 2012-2013 as part of a new Freshman Year Experience. These include new courses designed to meet the transitional needs of first-year students, residential academic experiences, and campus events and programs.
- ***My Osprey Map Program***
The Academic Roadmap system, now called My Osprey Maps, has experienced rapid increase in usage. In the one month of May 2012, the number of student visits to the system approached the total number of hits in all of 2011.

Advance New Florida:

The number of UNF Physics and Biology majors has increased in the past decade by over 75% and external funding increased from \$93k to \$1.04 million in Physics while external funding for biology grew from \$339k to \$1.2 million.

The academic leadership, in consultation with the President, held year-long strategic planning discussions in 2011-12 which resulted in the development of "constellations of excellence and relevance," new foci for the university aligned to the BOG strategic plan. This plan is dependent on the ability of UNF to increase its faculty ranks in strategic areas of study, largely in STEM and critical fields.

Increase Distance Learning:

Student and faculty demand resulted in a 35% increase in distance learning courses supported largely through a new distance learning fee. This fee funded appropriate faculty training to support the most



effective online teaching practices. The strategic plan developed by UNF's Distance Learning Committee includes faculty certification to teach distance learning courses, as well as the development of full online-degree programs.

Increase Student Diversity:

Student diversity has increased significantly as a result of strategic recruitment and scholarship funding. In fall 2002, UNF's minority students made up 20.7% of undergraduates compared to 26.44% by the fall of 2012. Need-based aid increased from 49.8% to 50.52% in fall 2011-12.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS

In 2011-2012, UNF continued to cut energy use, reducing its use of natural gas by 3 percent, resulting in a 10 percent reduction in cost. The university also reduced water usage by 15 million gallons, with a 25 percent reduction in the associated costs. These and other measures led to a 6 percent increase in UNF's Energy Performance Index.

Through outsourcing, UNF was able to save \$100,000 in postal services and \$105,000 in printing costs. And through centralized sourcing, UNF saved \$840,000 in contracts and purchases throughout the past two years. UNF also shifted a number of paper-and-pencil administrative functions to online formats, cutting down on the time and costs required in dealing with personnel matters, inventory, processing travel and other functions.

The above mentioned efficiencies and changes in budget distribution allowed for a reallocation to add 8 new faculty lines. The number of full-time faculty still falls below UNF's high of 572 full-time faculty members. It also includes more visiting faculty than ideal, but visitors contribute to the overall course offerings needed for student demand. Forty-eight of these faculty positions were funded using tuition differential dollars.

One other significant staffing change was the reassignment of an associate vice presidents to a newly created position of compliance officer for the university.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$83,694,166	\$74,093,844	\$75,974,017	\$70,307,664	\$66,191,929
Non-Recurring State Funds	\$787,695	\$494,020	\$962,392	\$852,182	\$0
Tuition	\$39,467,880	\$45,590,994	\$48,594,035	\$54,705,652	\$54,680,339
Tuition Differential Fee	\$0	\$1,319,264	\$3,428,019	\$5,859,669	\$9,424,371
Misc. Fees & Fines	\$866,560	\$1,050,158	\$1,020,926	-\$1,712,164	\$1,020,759
Phosphate Research Trust Fund	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$5,854,946	\$5,602,324	\$0	\$0
SUBTOTAL	\$124,816,301	\$128,403,226	\$135,581,713	\$130,013,003	\$131,317,398
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$124,816,301	\$128,403,226	\$135,581,713	\$130,013,003	\$131,317,398

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



Section 1 – Financial Resources *(continued)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Instruction/Research	\$69,616,466	\$70,416,656	\$73,463,644	\$72,916,938	\$72,843,906
Administration and Support	\$15,667,055	\$14,988,940	\$15,937,634	\$15,623,595	\$17,575,346
PO&M	\$13,174,620	\$14,199,498	\$14,744,924	\$15,061,062	\$17,407,486
Student Services	\$15,391,410	\$15,121,825	\$16,320,761	\$16,561,055	\$19,217,606
Institutes & Research Centers	\$1,087,895	\$994,572	\$1,032,297	\$1,073,561	\$1,053,809
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$3,905,140	\$2,601,753	\$2,637,300	\$2,592,193	\$2,849,962
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$144,581	\$144,581	\$144,581	\$144,581	\$144,581
Academic Infrastructure Support Org.	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$118,987,167	\$118,467,825	\$124,281,141	\$123,972,985	\$131,092,696
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$118,987,167	\$118,467,825	\$124,281,141	\$123,972,985	\$131,092,696

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. **Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **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. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$5,597	\$4,701	\$4,824	\$4,315	\$4,063
Lottery Funds per FTE	\$748	\$643	\$729	\$802	\$605
Tuition & Fees per FTE	\$3,548	\$3,712	\$4,107	\$4,562	\$4,834
Other Trust Funds per FTE	\$0	\$419	\$404	\$0	\$0
Total per FTE	\$9,893	\$9,475	\$10,066	\$9,679	\$9,502
Actual Funding per FTE					
Tuition & Fees per FTE	\$3,029	\$3,436	\$3,829	\$4,232	\$4,608
Total per FTE	\$9,374	\$9,200	\$9,787	\$9,349	\$9,275

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

TABLE 1D. University Other Budget Entities

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Auxiliary Enterprises					
Revenues	\$34,235,652	\$37,107,640	\$38,494,664	\$40,973,234	\$41,499,551
Expenditures	\$26,519,552	\$30,502,357	\$32,982,211	\$34,158,980	\$41,308,982
Contracts & Grants					
Revenues	\$10,814,036	\$12,336,927	\$13,719,173	\$13,496,662	\$11,863,237
Expenditures	\$10,523,185	\$11,223,731	\$14,075,532	\$12,200,852	\$12,452,415
Local Funds					
Revenues	\$43,565,910	\$52,304,814	\$59,934,814	\$61,767,655	\$62,582,594
Expenditures	\$43,674,277	\$52,120,332	\$58,234,435	\$59,420,203	\$62,589,688
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value (\$1000s)	\$88,785	\$95,209	\$66,385	\$69,228	\$77,413
Gifts Received (\$1000s)	\$13,209	\$12,515	\$12,572	\$8,209	\$10,929
Percentage of Alumni Donors	4%	4%	4%	3%	4%

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.



Section 2 – Personnel

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

	2007	2008	2009	2010	2011
Full-time					
Tenured Faculty	193	185	203	217	217
Tenure-track Faculty	148	160	135	135	151
Non-Tenure Track Faculty	171	136	149	152	138
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	235	237	242	261	272
Other Professional	407	385	381	368	390
Non-Professional	457	468	515	539	539
FULL-TIME SUBTOTAL	1,611	1,571	1,625	1,672	1,707
Part-time					
Tenured Faculty	3	5	2	12	10
Tenure-track Faculty	6	5	5	4	2
Non-Tenure Track Faculty	12	14	11	16	14
Instructors Without Faculty Status	232	215	216	247	233
Graduate Assistants/Associates	104	113	125	128	142
Executive/Administrative	5	6	4	1	3
Other Professional	11	12	13	12	12
Non-Professional	8	9	10	10	9
PART-TIME SUBTOTAL	381	379	386	430	425
TOTAL	1,992	1,950	2,011	2,102	2,132

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 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. **Executive/Administrative** refers to all executive, administrative and managerial positions regardless of faculty status. **Other Professional** refers to support and service positions regardless of faculty status.



Section 3 – Enrollment

TABLE 3A. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	3,530	3,767	3,530	3,615	3,530	3,434
Upper	5,244	5,427	5,244	5,613	5,244	5,935
Grad I	851	818	851	778	851	806
Grad II	125	128	125	132	125	129
Total	9,750	10,140	9,750	10,138	9,750	10,304
NON-FLORIDA RESIDENTS						
Lower	.	86	.	105	.	99
Upper	.	106	.	114	.	121
Grad I	.	53	.	67	.	70
Grad II	.	5	.	6	.	6
Total	250	250	250	292	250	296
TOTAL FTE						
Lower	.	3,853	.	3,719	.	3,533
Upper	.	5,533	.	5,727	.	6,056
Grad I	.	871	.	845	.	876
Grad II	.	133	.	138	.	135
Total FTE	10,000	10,390	10,000	10,429	10,000	10,600
Total FTE (US Definition)	13,333	13,853	13,333	13,905	13,333	14,133

Headcount for Medical Doctorates

Residents	0	0	0	0	0	0
Non-Residents	0	0	0	0	0	0
Total	0	0	0	0	0	0

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. 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). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). **Estimated** enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. 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 3A, 3B, and 3C. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.



Section 3 – Enrollment *(continued)*

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

	2010-11 Actual	2011-12 Actual	2012-13 Estimated
MAIN CAMPUS			
Lower	3,712	3,538	3,338
Upper	5,161	5,251	5,483
Master's (Grad I)	736	721	749
Doctoral (Grad II)	108	107	103
TOTAL	9,717	9,617	9,673
OTHER PHYSICAL LOCATIONS			
Lower	20	181	195
Upper	82	476	573
Master's (Grad I)	49	124	127
Doctoral (Grad II)	20	30	32
TOTAL	171	812	927
TOTAL			
Lower	3,853	3,719	3,533
Upper	5,533	5,727	6,056
Master's (Grad I)	871	845	876
Doctoral (Grad II)	133	138	135
TOTAL	10,390	10,429	10,600

Notes: "Site" refers to each distinct physical location that has or is planned to have more than 150 State-fundable FTE enrollments. See table 3C for more details on Distance Learning. 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 3A, 3B, and 3C.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12
TRADITIONAL		
LOWER-DIVISION	3,725	3,536
UPPER-DIVISION	5,192	5,253
MASTER'S (GRAD I)	737	699
DOCTORAL (GRAD II)	127	126
TOTAL	9,783	9,615
HYBRID		
LOWER-DIVISION	6	16
UPPER-DIVISION	50	84
MASTER'S (GRAD I)	48	63
DOCTORAL (GRAD II)	1	3
TOTAL	105	166
DISTANCE LEARNING		
LOWER-DIVISION	120	167
UPPER-DIVISION	291	390
MASTER'S (GRAD I)	87	83
DOCTORAL (GRAD II)	5	8
TOTAL	503	648
TOTAL		
LOWER-DIVISION	3,852	3,719
UPPER-DIVISION	5,533	5,727
MASTER'S (GRAD I)	872	845
DOCTORAL (GRAD II)	134	138
TOTAL	10,390	10,429

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. 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 3A, 3B, and 3C.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Art History	50.0703	Bachelor	Mar. 2012	Spring 2012	
Terminated Programs					
Music	50.0901	Bachelor	Apr. 2012	Spring 2010	
Inactive Programs					
Music	50.0901	Bachelor		Spring 2010	
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, 2011 and May 4, 2012. **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. **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. 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. **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. Retention Rates

Full-time FTIC Retained in the Second Fall Term at Same University

	2007-08	2008-09	2009-10	20010-11	2011-12 Preliminary
Cohort Size	2,048	1,694	2,031	1,927	1,731
% Retained	77%	83%	83%	81%	83%
% Retained <i>with GPA of 2.0 or higher</i>	70%	77%	75%	74%	78%

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

TABLE 4C. FTIC Graduation Rates

for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	1,841	1,923	2,198	2,288	2,304
% Graduated	46%	49%	47%	50%	48%
% <i>Still Enrolled</i>	8%	8%	7%	7%	7%
% <i>Success Rate</i>	54%	57%	54%	57%	55%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Full- & Part-time Cohort	2,276	2,379	2,540	2,307	1,856
<i>From Same University</i>					
% Graduated	20%	22%	19%	20%	25%
% Still Enrolled	37%	38%	40%	40%	41%
<i>From Other SUS University</i>					
% Graduated	2%	3%	2%	2%	3%
% Still Enrolled	7%	6%	6%	7%	6%
<i>From State University System</i>					
% Graduated	22%	25%	22%	22%	28%
% Still Enrolled	44%	44%	46%	47%	47%
% Success Rate	67%	69%	68%	69%	75%
6 – Year Rates	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Full- & Part-time Cohort	1,914	1,984	2,276	2,379	2,540
<i>From Same University</i>					
% Graduated	45%	49%	46%	49%	47%
% Still Enrolled	8%	8%	7%	7%	7%
<i>From Other SUS University</i>					
% Graduated	8%	8%	7%	7%	8%
% Still Enrolled	3%	2%	4%	3%	2%
<i>From State University System</i>					
% Graduated	54%	57%	53%	56%	55%
% Still Enrolled	11%	10%	11%	10%	9%
% Success Rate	65%	67%	64%	66%	64%

Notes: 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 since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (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. AA Transfer Progression and Graduation Rates

2 – Year Rates	2006-08	2007-09	2008-10	2009-11	2010-12 Preliminary
Cohort	677	627	637	1,010	987
From Same University					
% Graduated	34%	29%	33%	32%	34%
% Still Enrolled	52%	53%	53%	55%	51%
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	0%	2%	2%	2%	1%
From State University System					
% Graduated	34%	30%	33%	32%	34%
% Still Enrolled	53%	55%	54%	57%	53%
% Success Rate	86%	85%	87%	89%	87%
4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Cohort	766	690	677	627	637
From Same University					
% Graduated	67%	64%	68%	63%	69%
% Still Enrolled	9%	9%	11%	10%	7%
From Other SUS University					
% Graduated	1%	3%	0%	2%	2%
% Still Enrolled	1%	1%	1%	0%	0%
From State University System					
% Graduated	68%	67%	68%	64%	70%
% Still Enrolled	10%	10%	11%	10%	7%
% Success Rate	78%	78%	79%	75%	77%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2003-08	2004-09	2005-10	2006-11	2007- 12 Preliminary
Cohort Size	706	810	1,109	1,054	1,066
<i>From Same University</i>					
% Graduated	61%	58%	57%	65%	65%
% Still Enrolled	6%	5%	6%	5%	4%
<i>From Other SUS University</i>					
% Graduated	2%	3%	3%	2%	3%
% Still Enrolled	1%	1%	1%	1%	1%
<i>From State University System</i>					
% Graduated	63%	61%	60%	68%	68%
% Still Enrolled	7%	5%	7%	6%	5%
% Success Rate	70%	66%	67%	74%	74%

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 4G. Baccalaureate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	2,757	2,892	2,967	2,995	3,113

Notes: This is a count of baccalaureate degrees awarded (first majors only).

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	324	380	398	413	398
Health Professions <i>*only disciplines in critical need</i>	212	200	180	179	187
Security and Emergency Services	126	107	148	164	153
Globalization	165	218	194	183	255
Education <i>*only disciplines in critical need</i>	90	83	72	84	67
SUBTOTAL	917	988	992	1,023	1,060
<i>Percent of ALL Baccalaureate Degrees</i>	32%	33%	32%	33%	32%

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Hispanic Black					
Number of Degrees	246	272	309	290	299
Percentage of Degrees	9%	10%	11%	10%	10%
Hispanic					
Number of Degrees	190	164	184	192	208
Percentage of Degrees	7%	6%	6%	7%	7%
Pell-Grant Recipients					
Number of Degrees	812	853	972	1,113	1,315
Percentage of Degrees	30%	30%	33%	38%	43%

Note: This data is based on baccalaureate degrees awarded (first majors only). **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. 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. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	67%	69%	67%	63%	65%
AA Transfers	51%	62%	60%	62%	63%
Other Transfers	46%	54%	54%	43%	53%
TOTAL	56%	63%	61%	59%	62%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	1,455	1,332	1,374	1,358	1,404

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	53%	50%	50%	50%	51%
30 to 49 Students	36%	38%	38%	38%	40%
50 to 99 Students	7%	7%	7%	7%	6%
100 or More Students	5%	4%	5%	5%	4%

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	77%	78%	78%	76%	75%
Adjunct Faculty	21%	20%	21%	23%	24%
Graduate Students	1%	0%	0%	0%	0%
Other Instructors	1%	1%	1%	1%	1%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Undergraduate Instructional Faculty Compensation

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$92,187	\$92,646	\$85,359	\$97,018	\$91,069

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. 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 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	21.7	21.1	22.5	21.0	20.5

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). In 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. Do not count undergraduate or graduate student teaching assistants as faculty.



Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Professional Licensure/Certification Exams

Nursing: *National Council Licensure Examination for Registered Nurses*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	121	126	108	119	128
Pass Rate	91%	96%	90%	84%	88%
National Benchmark	86%	88%	90%	89%	89%

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.

TABLE 4P. Tuition Differential Fee (TDF)

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	\$3,428,019	\$5,859,669	\$9,424,371
Students Receiving TDF Funded Award	174	453	n/a
Value of TDF Funded Award	\$3,426	\$3,360	n/a

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13 Projected
Number of Eligible Students	4,957	5,571	n/a
Number Receiving a TDF Waiver	27	29	n/a
Value of TDF Waivers	\$6,679	\$12,568	n/a

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



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2011-12

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						
Human Resources Management	52.1001	Master	Mar. 2012	Fall 2011		
Vocational Rehab Counseling	51.2301	Master	Oct. 2011	Fall 2011		
Sociology	45.1101	Master	Jan. 2012	Spring 2012		
Inactive Programs						
None						
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, 2011 and May 4, 2012. **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. **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. 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. **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

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	584	619	630	595	620
Masters and Specialist	574	586	584	559	577
Research Doctoral	10	13	11	8	8
Professional Doctoral	0	20	35	28	35
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	0	0	0	0	0
<i>c) 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.

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	33	22	22	27	30
Health Professions <i>*only disciplines in critical need</i>	11	55	71	81	87
Security and Emergency Services	6	8	10	9	14
Globalization	39	42	42	40	40
Education <i>*only disciplines in critical need</i>	33	22	22	27	30
SUBTOTAL	89	127	145	157	171
Percent of All Graduate Degrees	15%	21%	23%	26%	28%

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).

TABLE 5D. Professional Licensure Exams for Graduate Programs

Physical Therapy: National Physical Therapy Examinations

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	.	.	.	48	74
Pass Rate	.	.	.	100%	100%
<i>National Benchmark</i>	.	.	.	87%	89%

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

	2006-07	2007-08	2008-09	2009-10	2010-11
R&D Expenditures					
Total (\$ 1,000s)	\$8,412	\$9,847	\$6,141	\$8,041	\$9,379
Federally Funded (\$ 1,000s)	\$5,758	\$5,759	\$3,933	\$4,636	\$5,082
Percent Funded From External Sources	75%	69%	76%	62%	58%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$24,596	\$28,877	\$15,276	\$23,790	\$36,334
Technology Transfer					
Invention Disclosures	3	3	1	2	2
U.S. Patents Issued	0	1	1	1	2
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	0	3	3	3	5
Licenses/ Options Executed	0	0	0	1	0
Licensing Income Received (\$)	\$404	\$1,796	\$1,252	\$1,611	\$1,126
Number of Start-Up Companies	0	0	0	0	0

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/tracked faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.



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

TABLE 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	\$40,000
Phase II Grants			
N/A			
Phase III Grants			
N/A			
Total for all SURCAG Grants		\$40,000	\$40,000

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.

This grant was completed and the requisite deliverables met. Since the grant, a UNF faculty/MBA student team was formed to develop a business plan and enter business plan competitions in the search of startup funds. The team entered a Department of Energy BP competition, formed a corporation in which UNF has an equity stake (Omni Sense LLC) and ended up 2/26 in the competition with a \$10,000 award. As part of this process, a UNF patent application has been made (Street Light Monitoring System) and the programming code has been copyrighted. The team also entered the Global Entrepreneurship Week 2012 Top Ten Technology Startups in Jacksonville. Omni Sense was selected as one of the Top Ten in Jacksonville. The Omni Sense team continues to look for equity financing, including exploration of SBIR funding.