

2012-13

Annual Accountability Report

UNIVERSITY OF NORTH FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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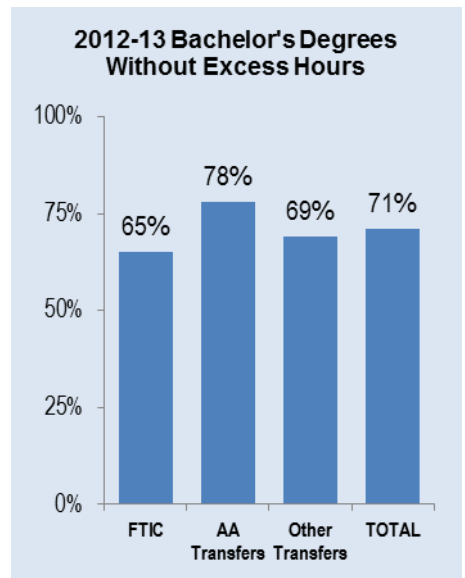
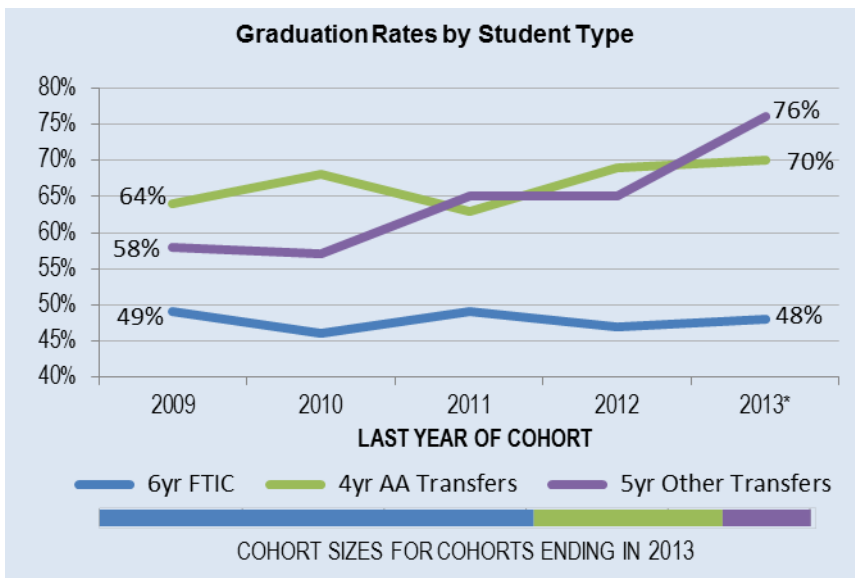
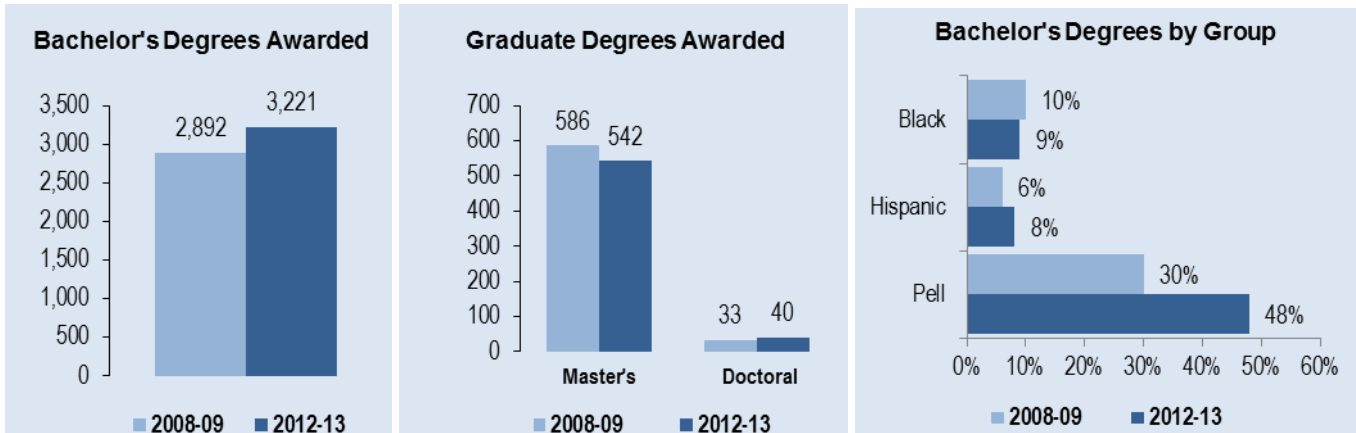
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Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2012)	Full-Time	Part-Time		
TOTAL	16,356	100%	-1%	TOTAL (as of Spring 2013)				
White	11,611	71%	-7%	Baccalaureate	55		Basic:	Master's Colleges and Universities (larger programs)
Hispanic	1,372	8%	28%	Master's	25		Undergraduate Instructional Program:	Balanced arts & sciences, professions, some graduate
Black	1,613	10%	-5%	Research Doctorate	1		Graduate Instructional Program:	Doctoral, professional dominant
Other	1,760	11%	31%	Professional Doctorate	2		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	11,034	67%	0%				Community Engagement:	Curricular Engagement and Outreach and Partnerships
Part-Time	5,322	33%	-3%					
Undergraduate	14,122	86%	-1%	TOTAL	486	24		
Graduate	1,694	10%	2%	Tenure & Ten. Track	364	11		
Unclassified	540	3%	-18%	Non-Tenured Faculty	122	13		

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

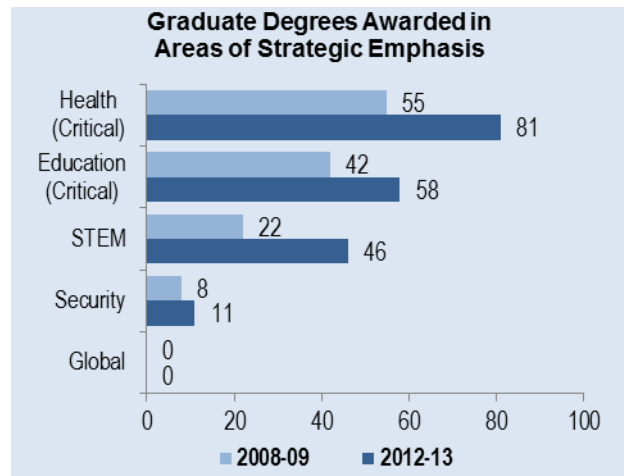
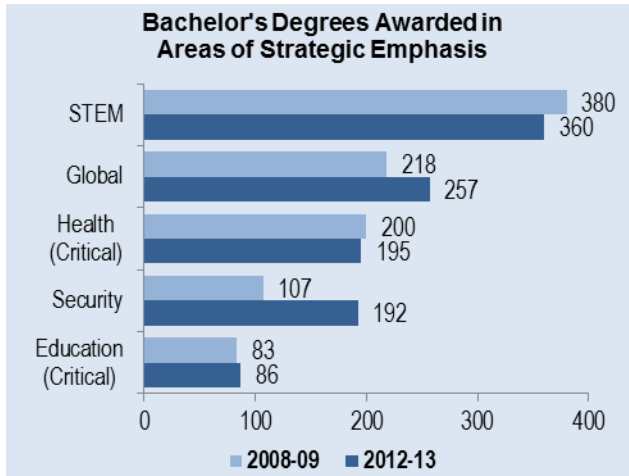


* Based on 2013 preliminary data

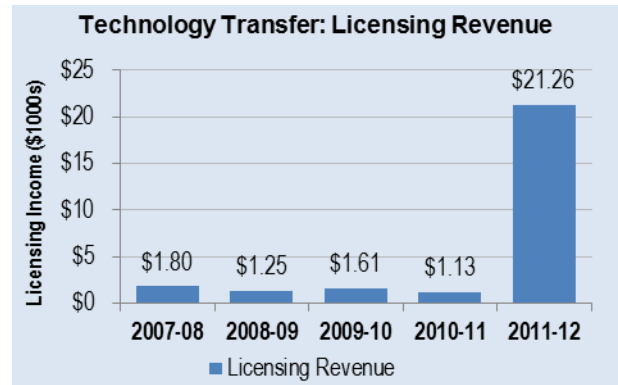
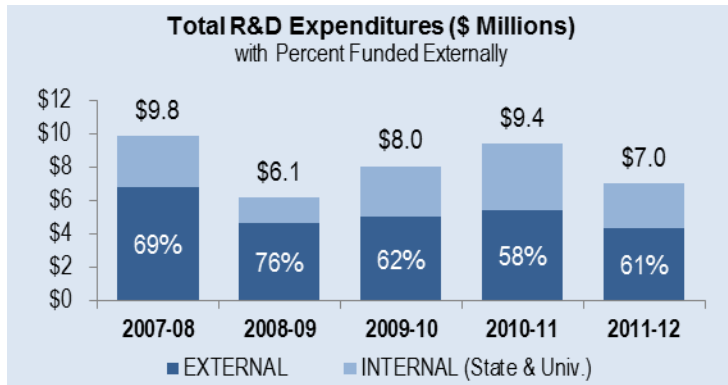


Dashboard

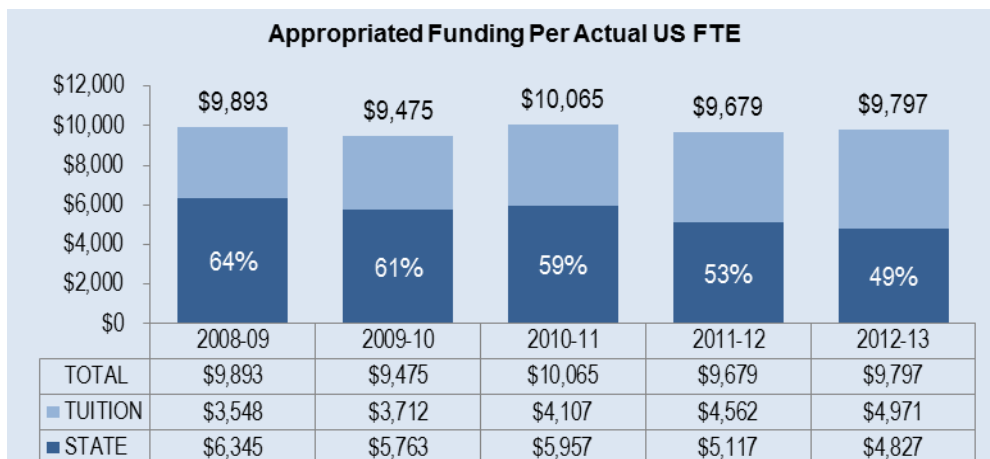
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

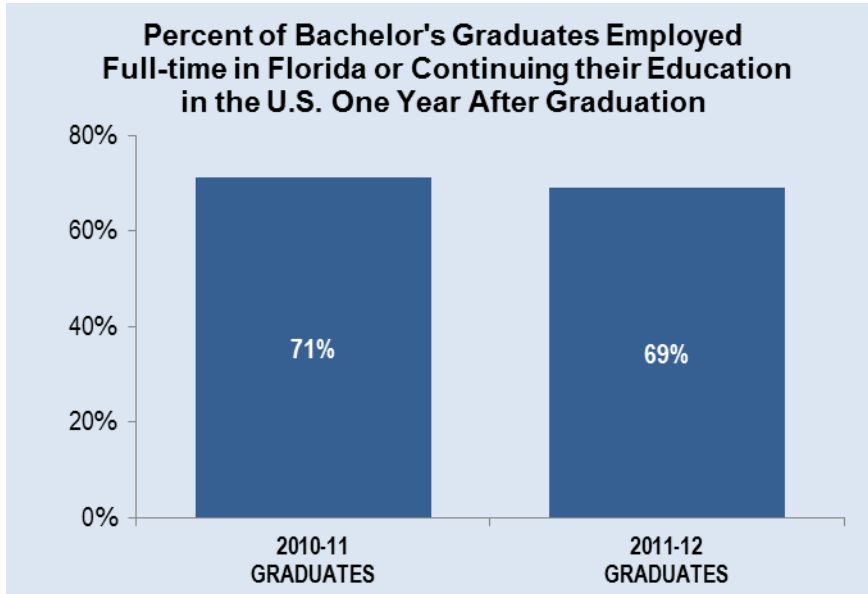


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs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

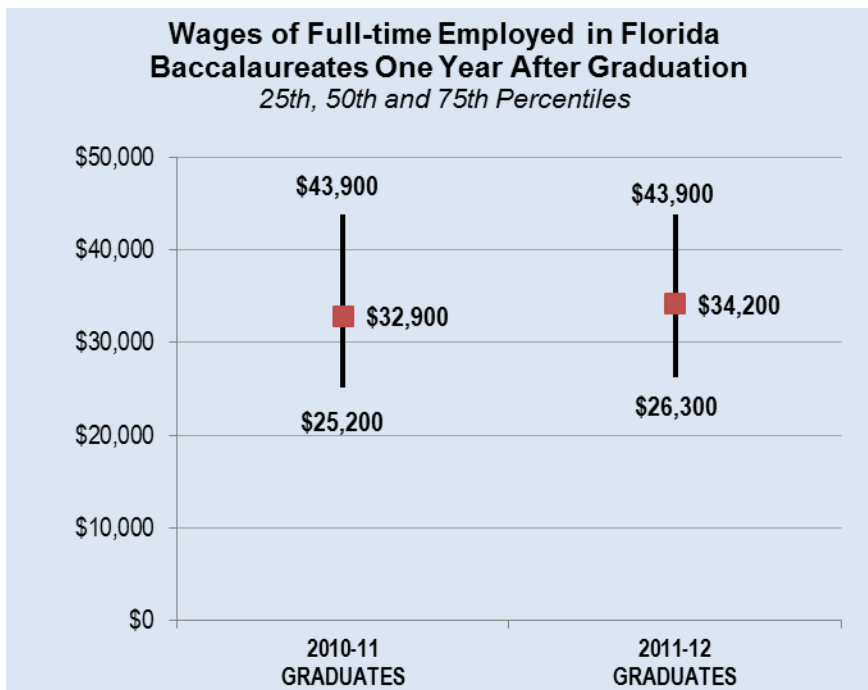


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 92% and 90% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 59% and 56% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



Key Achievements (2012 -2013)

STUDENT AWARDS/ACHIEVEMENTS

1. Jared Wheeler – 1 out of 4 students worldwide to win Student Chapter Scholarship from ACM
2. Lindsey Arnett, Outstanding Dietetic Student Award, Florida Dietetic Association/Academy of Nutrition and Dietetics
3. UNF Seniors outperformed the general population on the ETS Proficiency Profile test in the highest category for Critical Thinking and Math. We also saw a significant increase in proficiency between entering freshmen and seniors on the test.

FACULTY AWARDS/ACHIEVEMENTS

1. D. Resio received 2013 International Coastal Engineering Award
2. T. Leverette was awarded Fulbright Award - English
3. J. Wilder received McNight Fellowship

PROGRAM AWARDS/ACHIEVEMENTS

1. Nurse Practitioner and Nurse Anesthetist licensure pass rates were a perfect 100%, while the NCLEX pass rates were at 98%
2. Coggin College of Business recognized by Princeton Review as Outstanding Business College six years in a row
3. School of Engineering Civil Engineering student team won 4th place nationally in concrete beam design competition

RESEARCH AWARDS/ACHIEVEMENTS

1. Professor N. Hudyma awarded an NSF grant for \$319,000 to acquire major research instrumentation
2. Professor J. Fletcher awarded DOT grants for \$340,000
3. Coggin College of Business received \$2.6 million in awards, which went to a record number of faculty recipients for that college

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. National Community Service President's Honor Roll
2. UNF is named one of America's Best Colleges 2012 by Forbes Magazine
3. UNF recognized by the Association for the Advancement of Sustainability in Higher Education as a STARS Bronze Institution



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Student Profile:

In fall 2012, the average SAT score for entering freshmen was 1212, up from 1208 the year before. ACT scores increased from 25.97 to 26.34.

This past fall, the average entering GPA was 3.89, up from 3.84 in 2011 and 22 percent of UNF's entering freshmen were in the top 10 percent of their high school graduating class.

Program Profile:

School of Nursing licensure exam pass rates increased from 88% in 2011 to 97% in 2012.

Expanded or implemented a variety of different activities such as six different living-learning communities (LLC) in our residence halls. Thirty nine percent of the LLC population earned GPAs of 3.50 or better, compared to 19% of the overall residential population.

International:

Percentage of students participating in study abroad opportunities was three times the average for the State University System.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Distance Learning:

Developed a Distance Learning Strategic Plan that includes enrollment goals, faculty and student support, infrastructure needs, and quality assurance plans.

Established contract with Academic Partners to deliver three online programs in Health and Education.

UNF increased its distance learning course sections by 35% and hybrid course sections by another 32%.

Retention and Graduation Rates:

UNF enjoyed an increase in the number of baccalaureate degrees awarded without excess hours, from 62% in 2011-12 to 71% in 2012-13.

With 6-year graduation rates at 48%, UNF has implemented the Education Advisory Board's data analytics tool "Student Success Collaborative," which should increase retention and graduation rates as well as decrease time-to-degree.

Another tool aimed at decreasing time-to-degree, College Scheduler, will be implemented in the 2013-14 year. This program will provide academic programs with data regarding high demand courses, which will help to prevent scheduling "bottlenecks" in which high-demand courses are overbooked, causing delays in degree completion.



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

At the undergraduate level, 32% of the degrees awarded have been in areas of strategic importance to the local economy, including health sciences and STEM degrees. At the graduate level 34% of the degrees granted were in these strategic areas. In STEM areas alone, the number of graduate degrees increased from 30 in 2011-12 to 46 in 2012-13.

Initiated the “STEM Jumpstart Experience” summer program for new students interested in Engineering.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Enhanced faculty development grant funding to stimulate interdisciplinary and intercollegiate grant proposals, thereby building research teams that will be more competitive for external funding opportunities.

Establishment of a Center for Sustainable Business Practices in the Coggin College of Business. The purpose of the center is to serve as the nucleus of a knowledge network that promotes dialogue among a community of stakeholders (broadly defined) to study, learn, and disseminate concepts and best practices that lead to sustainability of the enterprise, and to develop an awareness of how such activities impact the triple bottom line of economic profitability, environmental consciousness, and social responsibility. The center will serve as a valuable resource for businesses that endeavor to make sustainability a core element of their corporate strategy.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Establishment of an Innovation Program at UNF with responsibility for the following activities:

- Supporting faculty who have Intellectual Property (IP) and wish to explore the establishment of a company based on that IP.
- Assisting select, new start-up companies (whether based on UNF IP or not) that need specific research and/or business support to increase the chances of success.
- Facilitating targeted, company-sponsored research for faculty that involves existing IP or a strong potential for the development of IP that can substantively grow an existing small business or form the bases of a new spin-out company.
- Develop and implement coursework/projects that provide hands-on, real-world experience to students in entrepreneurial activities, business start-up, and intellectual property issues.

The majority of UNF patents were in various stages of negotiation to be licensed to outside interests, including technologies ranging from mobile geographic information systems and chemical sensors to fuel cells and mosquito control.



INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Received nearly 75 different awards made to over 50 faculty members, with proportion of direct federal funding increasing by more than 300% from last fiscal year. National Science Foundation funding increased by nearly 400%.

Established research partnerships with several local industries. Vistakon, for example, a division of Johnson & Johnson, donated a confocal laser-scanning microscope valued at more than \$200,000 to the Department of Biology, and established a relationship with the Department of Chemistry for work on nuclear magnetic resonance equipment.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

In 2012-13, the Florida Institute of Education continued to serve as a research partner for both the Early Learning Coalition of Duval and the United Way of Northeast Florida, helping to assess the impact of programs designed to improve the school readiness of young children. Working in collaboration with the Duval County Public Schools, FIE researchers developed and tested a model to strengthen learning opportunities both *inside and outside* the classroom in four of Jacksonville's most vulnerable neighborhoods.

Brooks College of Health students provided over 200,000 hours of community service annually.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

UNF's Small Business Development Center individually counseled nearly 1,700 small business owners in its 18-county service area. The center also sponsored over 145 events attended by nearly 3,000 individuals. The economic impact generated by SBDC clients was substantial, with clients reporting more than 1,100 jobs created or retained, \$45.2 million in capital formation, and more than \$50 million in increased sales.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

According to the data available through FETPIP, UNF had the greatest percentage (71%) in the SUS of first-time 2010-11 baccalaureates employed in Florida, one year after graduation. UNF graduates are among the three highest wage earners in their first year after graduation.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$74,093,844	\$75,974,017	\$70,307,664	\$73,536,635	\$76,789,406
Non-Recurring State Funds	\$494,020	\$962,392	\$852,182	-\$7,191,189	\$0
Tuition	\$45,590,994	\$48,594,035	\$54,705,652	\$55,953,898	\$56,671,603
Tuition Differential Fee	\$1,319,264	\$3,428,019	\$5,859,669	\$10,553,757	\$9,564,408
Misc. Fees & Fines	\$1,050,158	\$1,020,926	(\$1,712,164)	-\$1,427,275	\$1,020,759
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$5,854,946	\$5,602,324	\$0	\$0	\$0
SUBTOTAL	\$128,403,226	\$135,581,713	\$130,013,003	\$131,425,826	\$144,046,176
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$128,403,226	\$135,581,713	\$130,013,003	\$131,425,826	\$144,046,176

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)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	\$70,416,656	\$73,463,644	\$72,916,938	\$76,412,052	\$79,979,018
Administration and Support	\$14,988,940	\$15,937,634	\$15,623,595	\$16,458,737	\$21,325,705
PO&M	\$14,199,498	\$14,744,924	\$15,061,062	\$16,049,945	\$17,442,409
Student Services	\$15,121,825	\$16,320,761	\$16,561,055	\$18,810,406	\$19,765,820
Library/Audio Visual	\$2,601,753	\$2,637,300	\$2,592,193	\$3,945,552	\$4,240,564
Other	\$1,139,153	\$1,176,878	\$1,218,142	\$1,452,736	\$1,292,660
TOTAL	\$118,467,825	\$124,281,141	\$123,972,985	\$133,129,428	\$144,046,176
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
TOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
TOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$118,467,825	\$124,281,141	\$123,972,985	\$133,129,428	\$144,046,176

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, , or prior year expenditures within table 1B. Note**: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

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. **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	\$5,597	\$4,701	\$4,824	\$4,315	\$4,205
Lottery Funds	\$748	\$643	\$729	\$802	\$622
Tuition & Fees	\$3,548	\$3,712	\$4,107	\$4,562	\$4,971
Other Trust Funds	\$0	\$419	\$404	\$0	\$0
TOTAL	\$9,893	\$9,475	\$10,065	\$9,679	\$9,797
Actual Funding per FTE					
Tuition & Fees	\$3,029	\$3,436	\$3,829	\$4,232	\$4,734
TOTAL	\$9,374	\$9,200	\$9,787	\$9,350	\$9,561

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	\$37,107,640	\$38,494,664	\$40,973,234	\$42,287,257	\$43,431,419
Expenditures	\$30,502,357	\$32,982,211	\$34,158,980	\$36,514,136	\$43,963,537
Contracts & Grants					
Revenues	\$12,336,927	\$13,719,173	\$13,496,662	\$9,624,419	\$11,306,444
Expenditures	\$11,223,731	\$14,075,532	\$12,200,852	\$10,022,335	\$11,565,857
Local Funds					
Revenues	\$52,304,814	\$59,934,814	\$61,767,655	\$60,645,440	\$63,191,631
Expenditures	\$52,120,332	\$58,234,435	\$59,420,203	\$59,603,472	\$62,883,355
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

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$95,209	\$66,385	\$69,228	\$77,413	\$74,889
Gifts Received (\$1000s)	\$12,515	\$12,572	\$8,209	\$10,929	\$10,173
Percentage of Alumni Donors	4%	4%	3%	4%	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.

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$3,428,019	\$5,859,669	\$10,553,757
Students Receiving TDF Funded Award	174	453	1,026
Total Value of TDF Funded Financial Aid Awards	\$3,426	\$3,360	\$2,849

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	4,957	5,571	5,614
Number Receiving a TDF Waiver	27	29	32
Average Value of TDF Waivers	\$247	\$433	\$668

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



Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	185	203	217	217	211
Tenure-track Faculty	160	135	135	151	153
Non-Tenure Track Faculty	136	149	152	138	122
Instructors Without Faculty Status	0	0	0	0	2
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,090	1,138	1,168	1,201	1,199
FULL-TIME SUBTOTAL	1,571	1,625	1,672	1,707	1,687
Part-time Employees					
Tenured Faculty	5	2	12	10	9
Tenure-track Faculty	5	5	4	2	2
Non-Tenure Track Faculty	14	11	16	14	13
Instructors Without Faculty Status	215	216	247	233	250
Graduate Assistants/Associates	113	125	128	142	132
Non-Instructional Employees	27	27	23	24	22
PART-TIME SUBTOTAL	379	386	430	425	428
TOTAL	1,950	2,011	2,102	2,132	2,115

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



Section 3 – Enrollment

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

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	3,530	3,767	3,530	3,615	3,530	3,487
UPPER-DIVISION	5,244	5,427	5,244	5,613	5,365	5,695
MASTER'S (GRAD I)	851	818	851	778	776	732
DOCTORAL (GRAD II)	125	128	125	132	125	128
TOTAL	9,750	10,140	9,750	10,138	9,796	10,042
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	86	.	105	.	88
UPPER-DIVISION	.	106	.	114	.	109
MASTER'S (GRAD I)	.	53	.	67	.	65
DOCTORAL (GRAD II)	.	5	.	6	.	6
TOTAL	250	250	250	292	250	268
TOTAL FTE						
LOWER-DIVISION	.	3,853	.	3,719	.	3,576
UPPER-DIVISION	.	5,533	.	5,727	.	5,804
MASTER'S (GRAD I)	.	871	.	845	.	796
DOCTORAL (GRAD II)	.	133	.	138	.	134
TOTAL	10,000	10,390	10,000	10,429	10,046	10,310
TOTAL US Definition	13,333	13,853	13,333	13,905	13,333	13,746

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). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	3,725	3,536	3,337
UPPER-DIVISION	5,192	5,253	5,129
MASTER'S (GRAD I)	737	699	627
DOCTORAL (GRAD II)	127	126	121
TOTAL	9,783	9,615	9,213
HYBRID			
LOWER-DIVISION	6	16	5
UPPER-DIVISION	50	84	126
MASTER'S (GRAD I)	48	63	58
DOCTORAL (GRAD II)	1	3	7
TOTAL	105	166	196
DISTANCE LEARNING			
LOWER-DIVISION	120	167	234
UPPER-DIVISION	291	390	548
MASTER'S (GRAD I)	87	83	111
DOCTORAL (GRAD II)	5	8	7
TOTAL	503	648	901
TOTAL			
LOWER-DIVISION	3,852	3,719	3,576
UPPER-DIVISION	5,533	5,727	5,804
MASTER'S (GRAD I)	872	845	796
DOCTORAL (GRAD II)	134	138	134
TOTAL	10,390	10,429	10,310

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.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Social Work	44.0701	B	10/16/2012	Fall 2013	
Terminated Programs					
Trade and Industrial Teacher Education	13.1320	B	6/19/2012	Fall 2011	
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, 2012 and May 4, 2013.

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. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	1,694	2,031	1,927	1,731	1,581
% Retained	83%	83%	81%	83%	81%
% Retained with GPA of 2.0 or higher	77%	75%	74%	78%	76%

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

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	1,916	2,198	2,288	2,304	2,048
% Graduated	49%	47%	50%	48%	50%
% Still Enrolled	8%	7%	7%	7%	7%
% Success Rate	57%	54%	57%	55%	57%

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 *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	2,379	2,540	2,307	1,856	2,245
From Same University					
% Graduated	22%	19%	20%	25%	26%
% Still Enrolled	38%	40%	40%	41%	40%
From Other SUS University					
% Graduated	3%	2%	2%	3%	2%
% Still Enrolled	6%	6%	7%	6%	5%
From State University System					
% Graduated	25%	22%	22%	28%	28%
% Still Enrolled	44%	46%	47%	47%	45%
% Success Rate	69%	68%	69%	75%	73%
6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	1,984	2,276	2,379	2,540	2,307
From Same University					
% Graduated	49%	46%	49%	47%	48%
% Still Enrolled	8%	7%	7%	7%	7%
From Other SUS University					
% Graduated	8%	7%	7%	8%	7%
% Still Enrolled	2%	4%	3%	2%	3%
From State University System					
% Graduated	57%	53%	56%	55%	56%
% Still Enrolled	10%	11%	10%	9%	10%
% Success Rate	67%	64%	66%	64%	66%

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	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	627	637	1,010	987	1,241
<i>From Same University</i>					
% Graduated	29%	33%	32%	34%	29%
% Still Enrolled	53%	53%	55%	51%	55%
<i>From Other SUS University</i>					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	2%	2%	2%	1%	1%
<i>From State University System</i>					
% Graduated	30%	33%	32%	34%	29%
% Still Enrolled	55%	54%	57%	53%	56%
% Success Rate	85%	87%	89%	87%	85%
4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	690	677	627	637	1,010
<i>From Same University</i>					
% Graduated	64%	68%	63%	69%	70%
% Still Enrolled	9%	11%	10%	7%	7%
<i>From Other SUS University</i>					
% Graduated	3%	0%	2%	2%	2%
% Still Enrolled	1%	1%	0%	0%	1%
<i>From State University System</i>					
% Graduated	71%	68%	64%	70%	72%
% Still Enrolled	10%	11%	10%	7%	8%
% Success Rate	81%	79%	75%	77%	80%

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	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	810	1,109	1,054	1,066	463
<i>From Same University</i>					
% Graduated	58%	57%	65%	65%	76%
% Still Enrolled	5%	6%	5%	4%	2%
<i>From Other SUS University</i>					
% Graduated	3%	3%	2%	3%	2%
% Still Enrolled	1%	1%	1%	1%	1%
<i>From State University System</i>					
% Graduated	61%	60%	68%	68%	78%
% Still Enrolled	5%	7%	6%	5%	3%
% Success Rate	66%	67%	74%	74%	81%

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	2,892	2,967	2,995	3,113	3,221

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a “degree fraction” of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution’s criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	380	398	413	398	360
Health Professions <i>*only disciplines in critical need</i>	200	180	179	187	195
Security and Emergency Services	107	148	164	153	192
Globalization	218	194	183	255	257
Education <i>*only disciplines in critical need</i>	83	72	84	67	86
SUBTOTAL	988	992	1,023	1,060	1,090
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	33%	32%	33%	32%	33%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	272	309	290	299	298
Percentage of Degrees	10%	11%	10%	10%	9%
Hispanic					
Number of Degrees	164	184	192	208	252
Percentage of Degrees	6%	6%	7%	7%	8%
Pell-Grant Recipients					
Number of Degrees	853	972	1,113	1,315	1,518
Percentage of Degrees	30%	33%	38%	43%	48%

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

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

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2010-11 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	69%	67%	63%	65%	65%
AA Transfers	62%	60%	62%	63%	78%
Other Transfers	54%	54%	43%	53%	69%
TOTAL	63%	61%	59%	62%	71%

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.

Note: 2012-13 data are not comparable to prior year data due to changes made in the data collection process and methodology.*

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	1,332	1,374	1,358	1,404	1,346
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	50%	50%	50%	51%	50%
30 to 49 Students	38%	38%	38%	40%	37%
50 to 99 Students	7%	7%	7%	6%	9%
100 or More Students	4%	5%	5%	4%	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 Instructor Type

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	78%	78%	76%	75%	73%
Adjunct Faculty	20%	21%	23%	24%	25%
Graduate Students	0%	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. Student/Faculty Ratio

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	21.1	22.5	21.0	20.5	20.0

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.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2008	2009	2010	2011	2012
Examinees	126	108	119	128	115
First-time Pass Rate	96%	90%	84%	88%	97%
National Benchmark	88%	90%	89%	89%	92%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2012-13

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						
ASL/English Interpreting	16.1603	M	10/16/2012	Spring 2013		
Terminated Programs						
Science Teacher Education	13.1316	M	6/19/2012	Fall 2011		
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, 2012 and May 4, 2013.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	619	630	595	620	582
Masters and Specialist	586	584	559	577	542
Research Doctoral	13	11	8	8	8
Professional Doctoral	20	35	28	35	32
<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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	22	22	27	30	46
Health Professions <i>*only disciplines in critical need</i>	55	71	81	87	81
Security and Emergency Services	8	10	9	14	11
Globalization	0	0	0	0	0
Education <i>*only disciplines in critical need</i>	42	42	40	40	58
SUBTOTAL	127	145	157	171	196
<i>Percent of All Graduate Degrees</i>	<i>21%</i>	<i>23%</i>	<i>26%</i>	<i>28%</i>	<i>34%</i>

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). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.



Section 5 – Graduate Education *(continued)*

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

Physical Therapy: National Physical Therapy Examinations

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	.	.	48	74	83
First-time Pass Rate	.	.	100%	100%	98%
<i>National Benchmark</i>	.	.	87%	89%	89%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and 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. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$9,847	\$6,141	\$8,041	\$9,379	\$7,031
Federally Funded (\$ 1,000s)	\$5,759	\$3,933	\$4,636	\$5,082	\$3,760
Percent Funded From External Sources	69%	76%	62%	58%	61%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$28,877	\$17,800	\$23,790	\$26,645	\$19,106
Technology Transfer					
Invention Disclosures	3	1	2	2	0
U.S. Patents Issued	1	1	1	2	1
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	3	3	3	5	3
Licenses/ Options Executed	0	0	1	0	0
Licensing Income Received (\$)	\$1,796	\$1,252	\$1,611	\$1,126	\$21,255
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-track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.