

2013-14

Annual Accountability Report

UNIVERSITY OF NORTH FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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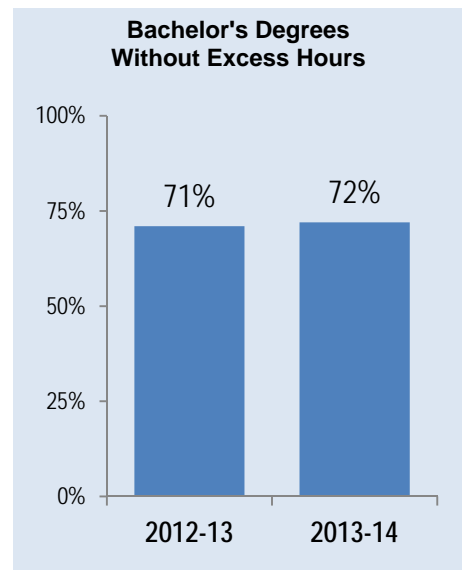
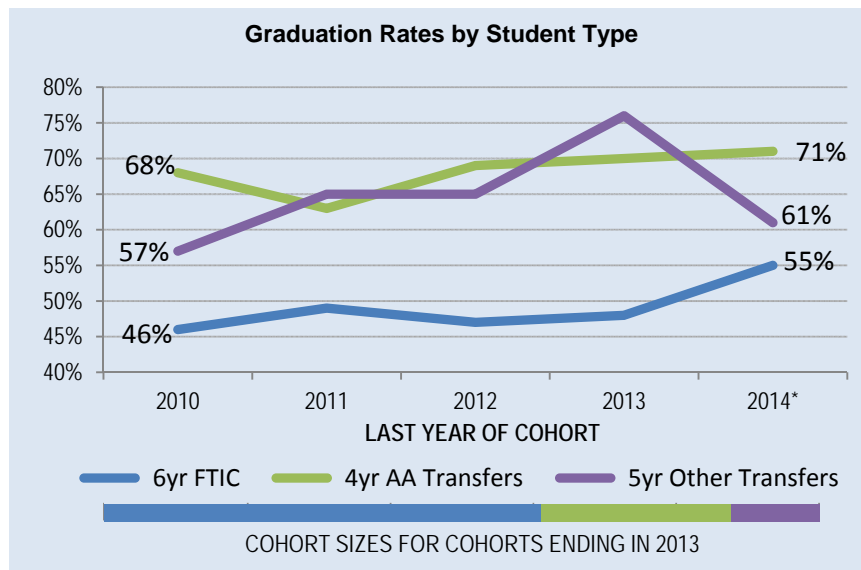
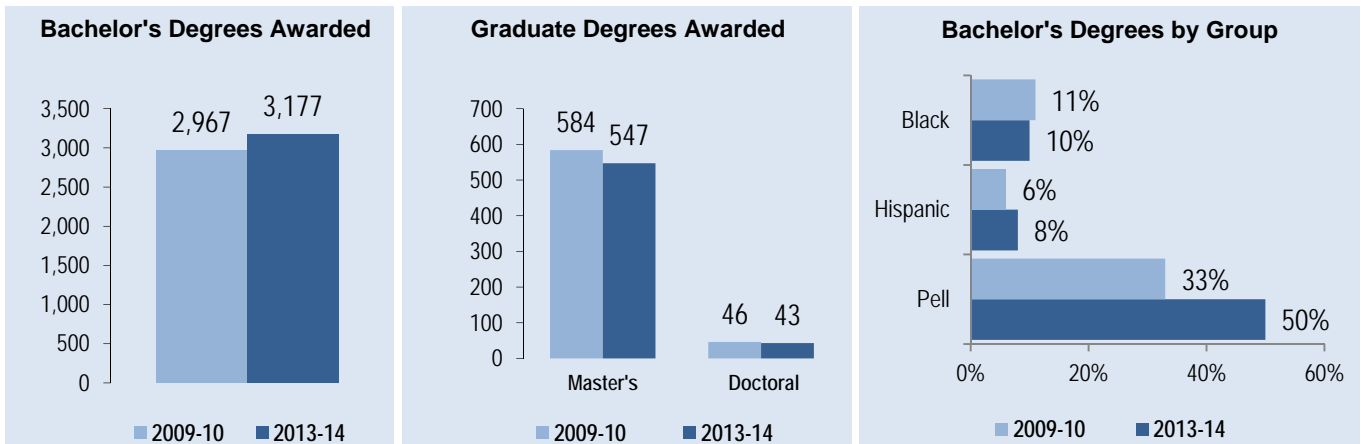
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Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2013)	Full-Time	Part-Time		
TOTAL	16,258	100%	-1%	TOTAL (as of Spring 2014)			85	Basic: Master's Colleges and Universities (larger programs)
White	11,366	70%	-2%	Baccalaureate			56	
Hispanic	1,446	9%	5%	Master's			26	Undergraduate Instructional Program: Balanced arts & sciences, professions, some graduate
Black	1,606	10%	0%	Research Doctorate			1	
Other	1,840	11%	5%	Professional Doctorate			2	Graduate Instructional Program: Doctoral, professional dominant
Full-Time	10,815	67%	-2%					
Part-Time	5,443	33%	2%					Size and Setting: Large four-year, primarily nonresidential
Undergraduate	14,008	86%	-1%	TOTAL	480	30		
Graduate	1,686	10%	0%	Tenure & Ten. Track	352	17	Community Engagement: Curricular Engagement and Outreach and Partnerships	
Unclassified	564	3%	4%	Non-Tenured Faculty	128	13		

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

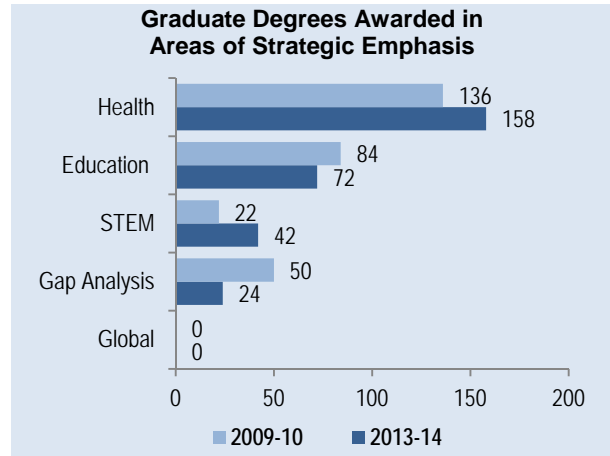
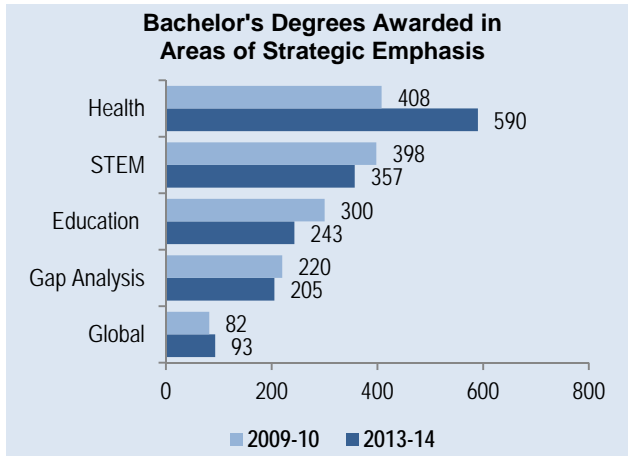


* Based on 2014 preliminary data



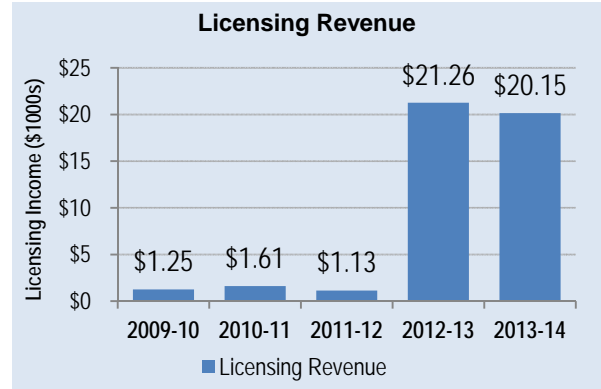
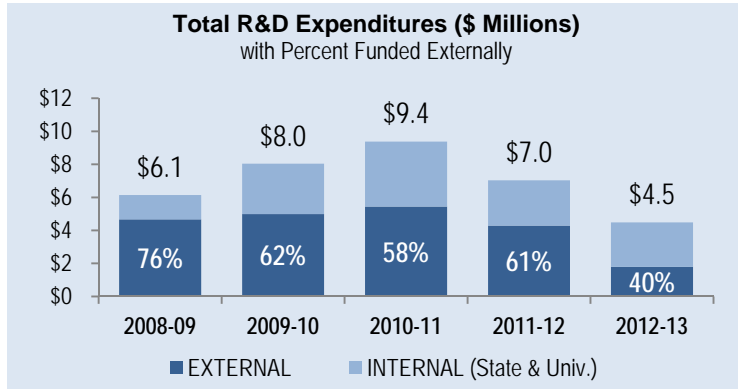
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

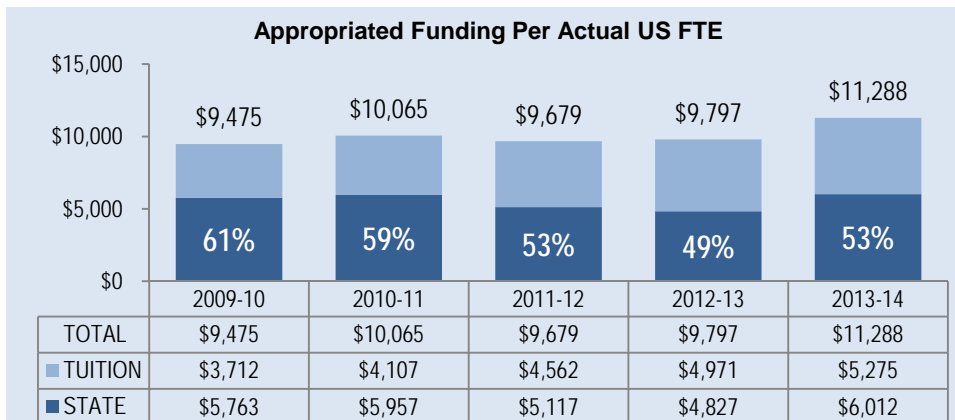


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

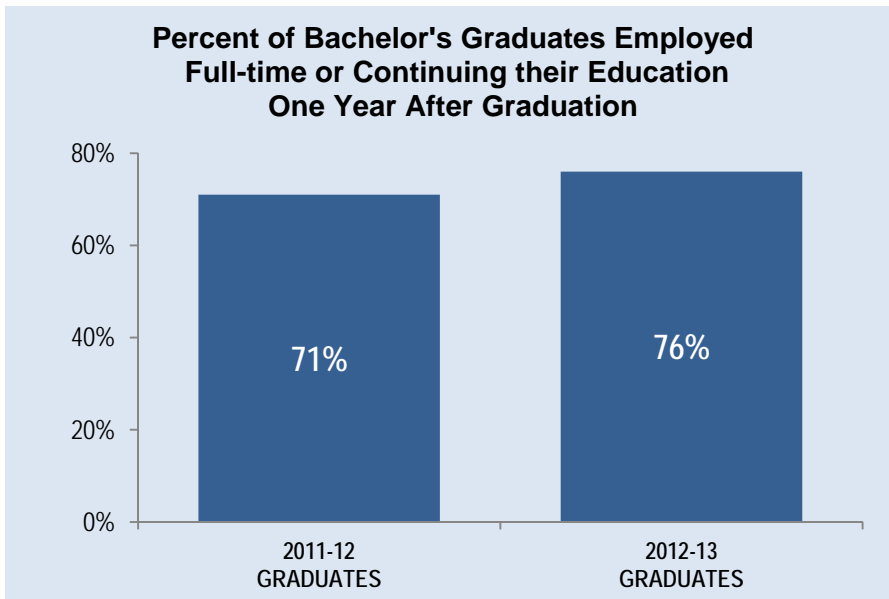


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

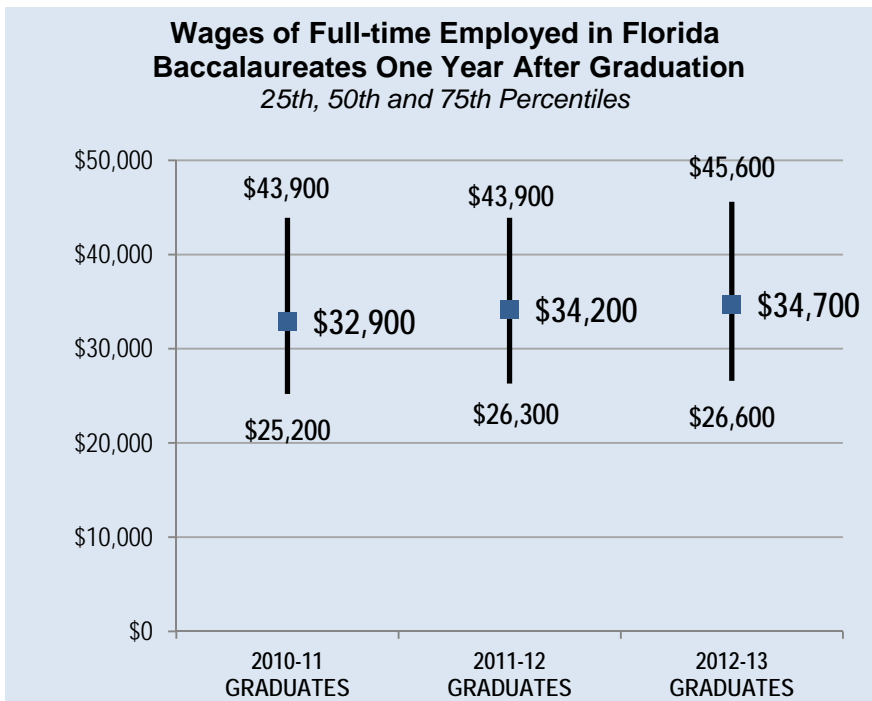


Dashboard

POST-GRADUATION METRICS



Notes: Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time (includes Florida and non-Florida 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 93% and 93% of the total graduating class for 2011-12 and 2012-13, respectively. For more details see table 40 within this report.



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%, 56% and 60% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



Key Achievements (2013 -2014)

STUDENT AWARDS/ACHIEVEMENTS

1. Kelly Hunt, a junior in the Brooks College of Health's Nursing Flagship Program was recently elected president of the National Student Nurses Association.
2. For the fifth consecutive year, the Coggin College of Business Transportation and Logistics Flagship Program is home to two Delta Nu Alpha national scholarship recipients. UNF seniors Lisa Nguyen and David Jones were recently announced as the 2014 winners.
3. A UNF student team is among a select group of universities from across the country that journeyed to the Houston spaceport of NASA to fly its experiments aboard the agency's G Force One aircraft. Chelsea Partridge, a junior majoring in mechanical engineering and Jacksonville Commitment scholar, led one of 18 undergraduate student teams from universities around the U.S. selected to test science experiments under microgravity conditions as part of the 2014 Reduced Gravity Student Flight Opportunities Program.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Kristine Webb, Distinguished Professor, Exceptional, Deaf and Interpreter Education department, awarded the Spirit of the ADA Jack Gillrup Award.
2. Dr. Greg Domber, associate professor of history is among a handful of professors across the country and the only professor in Florida to have been awarded a Strategy and Policy Fellowship by the Smith Richardson Foundation.
3. Dr. Don Resio, director of the Taylor Engineering Research Institute received the 2013 International Coastal Engineering Award from the American Society of Civil Engineers.

PROGRAM AWARDS/ACHIEVEMENTS

1. The Coggin College of Business is one of the nation's most outstanding business schools, according to The Princeton Review. This is the eighth consecutive year Coggin College has earned this recognition.
2. The Master of Accountancy Program in the Coggin College of Business was named among the Top 30 Affordable Master's in Accounting Programs by Master's in Accounting Degrees, an online guide to master's degrees in accounting. The Master of Accountancy Program at UNF ranks No. 12 for affordability and No. 28 for the quality of the program.
3. School of Nursing was recognized by AACN Public/Population Health Nursing Initiative as Curriculum Best Practices for the Curriculum Thread of Population Health Program.



RESEARCH AWARDS/ACHIEVEMENTS

1. Faculty researchers in Chemistry and Physics were awarded a grant from the National Science Foundation's Major Research Instrumentation program, a notable award for the University since only one in five proposals are selected for funding. The research faculty team, led by Dr. Christos Lampropoulos, UNF assistant professor of chemistry, was awarded more than \$407,000 to support the purchase of a single-crystal X-ray diffractometer, which is a high-tech instrument used for determining the structure of small molecules and macromolecules
2. The Faculty of CCEC were awarded nearly \$1.9 million in research grants and contracts including over \$200,000 from Vistakon to Dr. Sanjay Ahuja, Dr. Ching-Hua Chuan and Dr. Swapnoneel Roy (School of Computing) to explore cutting edge technologies in the areas of mobile computing and security; over \$402,000 from the Florida Department of Transportation to Dr. Adel El Safty (Civil Engineering) to test and evaluate polymeric material used for transportation infrastructures; and \$399,583 from the Defense Advanced Research Projects Agency-DARPA to Dr. Patrick Kreidl (Electrical Engineering) for his project entitled "Foundational Control-Theoretic Methods for an Open Cyber Runtime Environment.
3. Two UNF scientists received a prestigious Cottrell College Science Award from the Research Corporation for Science Advancement (RCSA), a leading advocate for the sciences and a major funder of scientific innovation and of research in America's colleges and universities. Dr. Christos Lampropoulos, a UNF assistant professor of chemistry, and Dr. Daniel Santavicca, a UNF assistant professor of physics, each received \$35,000 from RCSA, plus \$10,000 each in matching funds from the University to pursue their research.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The University of North Florida received the 2014 Higher Education Excellence in Diversity (HEED) award today from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.
2. For the fourth consecutive year, the U.S. News & World Report has named the University of North Florida a "Best Regional" university in its 2015 edition of "Best Colleges," which includes rankings and data of nearly 1,800 schools nationwide. UNF was also named as one of the 2015 "Best Colleges for Veterans" in its Web-exclusive rankings.
3. For the sixth consecutive year, the University of North Florida is one of the best colleges in the Southeast, according to The Princeton Review. The nationally-known education services company recommends UNF as one of 139 institutions in 12 Southeastern states it names to its "Best in the Southeast" list for 2015. The list is part of the company's website feature, "2015 Best Colleges: Region by Region."



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Student Profile: The fall 2013 freshman class ticked up to 807 students. This group had an average verbal and quantitative SAT score of 1214, a 2 point increase over the entering fall 2012 class. Ten years earlier the average SAT was 1152. The fall 2013 class had an average GPA of 3.94 compared to 3.89 in fall 2012.

Graduate student enrollment climbed from 437 in fall 2012 to 503 in fall 2013. New transfer student enrollment dipped from 1,772 in 2012 to 1,671 in fall 2013.

Transformational Learning Opportunities, a UNF hallmark, has continued to grow. In this past year, approximately 35% of our students participate in these high impact learning experiences that include undergraduate research experiences (examples include biomedical research at the Mayo Clinic, “Orbital Osprey” working with NASA, and engineering students developing adaptive toys), regional and national academic competitions (Model U.N., National Ethics Bowl—a national semi-finalist), and study abroad. International study continues to be a distinctive aspect of the UNF experience. UNF students study abroad at twice the national average for public universities.

The General Education curriculum has been revised significantly in order to develop a more coherent alignment between courses and the key competencies of critical thinking, communication, quantitative analysis and scientific reasoning, and awareness of cultural diversity.

Faculty Profile: Over 50 new faculty hires authorized to replace part-time and visiting faculty. These hires strengthen the commitment to increasing quality of our academic programming as well as quality and quantity of faculty interaction with students.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Retention and Graduate Rates: In 2012-2013 our six-year graduation rate was 48 percent. We ended 2013-2014 with a 55 percent six-year graduation rate. We are now in our second year of partnership with the Educational Advisory Board’s Student Success Collaborative (SSC). As a member of the SSC, the academic advising community has improved its ability to leverage institutional data to better identify at-risk students. SSC membership also has encouraged increasing utilization of institutional data for strategic planning and curriculum revision.

UNF’s advising system is currently transitioning from junior level to sophomore level advising in the major which should not only connect students more deeply in their selected major but also get them on the appropriate course of study earlier.

UNF’s advising community has developed a new training and professional development program rooted in nationally-identified best practices. Faculty and advisers continue to increase utilization of UNF’s Early Academic Alert System, which allows advisers to identify academically struggling students.



The Academic Center for Excellence, in partnership with academic programs, has launched a Supplemental Instruction program that will focus on improving student performance in critical gatekeeper courses.

Also implemented in 2013-14 was the scheduling program College Scheduler which facilitates students' ability to create a schedule designed around their needs while maximizing the number of credits they can take. This tool also maximizes the quality time spent with professional advisors – focusing more on student success and planning rather than building a schedule.

This past year the faculty approved a policy limiting the number of course withdrawals a student is allowed during his or her academic career at UNF.

Several Campus Life projects including the Osprey Clubhouse have either been initiated or completed in 2013-2014 which results in greater student engagement with the campus and ties to the university.

UNF has also been working on expanding its offerings of distance learning courses. Completely online activity has increased in the past year from 394 sections in 2012-13 to 515 sections – an increase of 31%. Additionally, our partnership with Academic Partners has contributed to 4 fully online programs this year in Nursing, Nurse Practice, Special Education and Nutrition.

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

UNF's greatest growth is at the graduate level with 51 percent of our degrees fitting within the most current list of strategic emphasis categories. At the undergraduate level 45 percent of UNF degrees fit into this schema. Our strongest performance is fueled by the growth in healthcare fields.

UNF has been adding new degree programs at the undergraduate and graduate level that respond to local needs or utilize unique university strengths, which are also aligned with the state's categories of programs of strategic emphasis: B.S. in Medical Laboratory Sciences, B.S. in Coastal Environmental Science; M.A. in International Affairs and an M.S. in Coastal and Port Engineering. We are also looking at the curricula in these areas in an effort to increase student success in these fields.

The allocation of faculty positions was based largely on the need to increase STEM and related course offerings and the deans continue to make these hires a top priority.

Some of our efforts to improve student learning in STEM and areas of Strategic Emphasis are proving successful, especially in retooling typical gatekeeper courses into becoming gateway courses. We now have a math boot camp we offer for entering engineering students. UNF's English faculty have created a Writing Center which provides students with the resources and tutoring to help in their major classes. Lastly, UNF is preparing to launch a Math Emporium model which should promote greater student success in lower level Math classes which often prevent students from continuing on in STEM fields.



Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Increased internal support for faculty research activities, including providing seed grants for promising research activities and subvention support for high-impact open-access publication to expand the visibility of UNF research.

Conducted an extensive review of existing centers and institutes, with goal of assessing strengths and opportunities. Repositioned the Environmental Center at the level of Academic Affairs to facilitate greater interdisciplinary engagement, and appointed a new director with extensive community and inter-university contacts in order to enhance the reputation of UNF's research and community engagement in northeast Florida urban sustainability and coastal resilience. Supported development of two new interdisciplinary initiatives, one focused on race relations and the other on big-data analytics.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Established new and revised existing policies and procedures related to research and commercialization to make it easier for faculty to navigate the complexities of research development and compliance, with the goal of fostering a more entrepreneurial campus research culture.

Proposals for external funding almost reached \$32 million, a 12% increase over previous year. Number of external funding awards increased to 109, which is 49% higher than the previous year's total, totaling almost \$9 million.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Expanded support for faculty research development activities, including proposal development grants, as well as travel support to grantwriting workshops and agency visits. Established new summer reassignment program to incentivize faculty pursuit of external funding. Retained consulting firm for proposal development support on large institutional grants from federal agencies.

Continued to develop collaborative partnerships with other universities and private partners to increase competitiveness for external research funding. Collaborations with University of West Florida, University of Central Florida, University of Florida, Florida State University, University of South Florida, Georgia State University, Vanderbilt University, Jackson State University, UC Davis, Loyola University, and many others resulted in successful grants from agencies ranging from the National Science Foundation and National Endowment for the Humanities to the Small Business Administration and the Department of Transportation.

Worked closely with community partners, including the JAX Chamber, JAXUSA, and local industries, to expand the entrepreneurial ecosystem in northeast Florida through university-industry partnerships. Established five-year agreement with Johnson & Johnson's Vistakon division for collaborative research in engineering and related disciplines, which includes a substantial workforce-development component.



Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

Florida Campus Compact recently awarded the University of North Florida the 2013 Engaged Campus of the Year award, which recognizes one Florida college or university for advancing the public purposes of higher education, improving community life and educating students for civic as well as social responsibility. More than 9,000 students have participated in courses redesigned to include community-based learning since the beginning of this institution-wide effort.

Implemented pilot program to cultivate undergraduate research partnerships with faculty mentors and community coaches.

UNF's Center for Community Based Learning established and hosted the Internship Leaders' Summit with more than 45 internship leaders from across the country in attendance.

In 2013-2014, the Florida Small Business Development Center at UNF provided "live" case studies for Coggin College of Business classes. Real entrepreneurs participated as case studies in the graduate Social Media and the undergraduate Small Business Consulting and Entrepreneurship classes. These businesses received more than 1,700 hours of student consulting, providing entrepreneurs with state-of-the-art marketing and management assistance and offering students a chance to apply what they have learned in class in a real-world setting.

The FSBDC at UNF achieved the highest response rate of any region in the state on its annual survey, coming up No. 1 statewide with regard to customer satisfaction, consultant knowledge and overall working relationship.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The Division of Continuing Education provided 900 professional development and personal enrichment learning opportunities to over 6000 individuals and 200 businesses in Northeast Florida during FY 2013-2014.

In its 18-county service area, the FSBDC at UNF individually assisted more than 1,600 small business owners and trained nearly 2,700 workshop participants in more than 140 training programs. The economic impact of this assistance and training resulted in more than \$55 million in capital formation, nearly \$39 million in increased sales, and more than \$34 million in government contracts awarded.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

In 2013-2014 we saw a significant increase in participation in job fair activities by students and by regional employers. More than 1,686 students took part in our STAR program. This program provides students with skills in resume preparation, job searching and interviewing techniques and support in applying to graduate and professional schools.

FSBDC at UNF clients reported creating or retaining more than 1,100 jobs in 2012-2014, significantly contributing to the workforce in the region.

In addition to the STAR program, UNF Career Services offers a host of other career planning resources designed to help students research and explore career options and prepare for the world of work. In



2013-2014, Career Services' website had 49,926 unique visitors, a 54 percent increase from 31,210 in 2012-2013. Career Spots videos were viewed 3,472 times, a 9.4 percent increase from 2012-2013. And 210 practice interviews were conducted using *InterviewStream*.

In the past year we saw an increase in the number of employers at our ten on-campus career fairs. These fairs include generic and field specific opportunities for students to present themselves to employers from within the region. On average 76 percent of employers at these fairs ranked UNF students as being well to extremely well-prepared for positions in their field.

The Division of Continuing Education partnered with Operation New Hope (a local non-profit organization), CareerSource Northeast Florida, and local businesses to provide job skills training and new job opportunities to non-violent ex-offenders.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$75,974,017	\$70,307,664	\$73,536,635	\$78,591,727	\$90,700,214
Non-Recurring State Funds	\$962,392	\$852,182	-\$7,191,189	\$2,454,534	\$600,000
Tuition	\$48,594,035	\$52,259,262	\$53,555,207	\$54,419,296	\$55,027,332
Tuition Differential Fee	\$3,428,019	\$5,597,630	\$10,101,327	\$10,710,463	\$10,716,038
Misc. Fees & Fines	\$1,020,926	\$996,265	\$1,423,846	\$1,420,756	\$1,020,759
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$5,602,324	\$0	\$0	\$0	\$0
TOTAL	\$135,581,713	\$130,013,003	\$131,425,826	\$147,596,776	\$158,064,343

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by universities after the appropriation. Source: For actual years, SUS Final Amendment Packages; for estimated year the 2014-15 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative. **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 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. **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 Actual*
MAIN OPERATIONS					
Instruction/Research	\$70,416,656	\$73,463,644	\$72,916,938	\$76,412,052	\$80,238,609
Administration and Support	\$14,988,940	\$15,937,634	\$15,623,595	\$16,458,737	\$17,867,201
PO&M	\$14,199,498	\$14,744,924	\$15,061,062	\$16,049,945	\$17,956,729
Student Services	\$15,121,825	\$16,320,761	\$16,561,055	\$18,810,406	\$19,446,689
Library/Audio Visual	\$2,601,753	\$2,637,300	\$2,592,193	\$3,945,552	\$4,058,828
Other	\$1,139,153	\$1,176,878	\$1,218,142	\$1,452,736	\$1,555,224
TOTAL	\$118,467,825	\$124,281,141	\$123,972,985	\$133,129,428	\$141,123,280

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 in table 1B.

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	\$4,701	\$4,824	\$4,315	\$4,205	\$5,249
Lottery Funds	\$643	\$729	\$802	\$622	\$763
Tuition & Fees	\$3,712	\$4,107	\$4,562	\$4,971	\$5,275
Other Trust Funds	\$419	\$404	\$0	\$0	\$0
TOTAL	\$9,475	\$10,065	\$9,679	\$9,797	\$11,288
Actual Funding per FTE					
Tuition & Fees	\$3,436	\$3,829	\$4,232	\$4,734	\$4,937
TOTAL	\$9,200	\$9,787	\$9,350	\$9,561	\$10,950

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. 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 Actual
Auxiliary Enterprises					
Revenues	\$37,107,640	\$38,494,664	\$40,973,234	\$42,287,257	\$43,706,087
Expenditures	\$30,502,357	\$32,982,211	\$34,158,980	\$36,514,136	\$41,552,432
Contracts & Grants					
Revenues	\$12,336,927	\$13,719,173	\$13,496,662	\$9,624,419	\$8,425,571
Expenditures	\$11,223,731	\$14,075,532	\$12,200,852	\$10,022,335	\$8,339,960
Local Funds					
Revenues	\$52,304,814	\$59,934,814	\$61,767,655	\$60,645,440	\$59,684,329
Expenditures	\$52,120,332	\$58,234,435	\$59,420,203	\$59,603,472	\$58,218,974
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

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$69,228	\$77,413	\$74,889	\$83,557,106	\$94,883,700
Gifts Received (\$1000s)	\$8,209	\$10,929	\$10,173	\$10,172,650	\$9,897,718
Percentage of Alumni Donors	3.0%	4.0%	4.0%	4.5%	4.0%

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)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$5,859,669	\$10,553,757	\$11,214,261
Students Receiving TDF Funded Award	453	1026	1277
Total Value of TDF Funded Financial Aid Awards	\$3,360	\$2,849	\$2,396

Florida Student Assistance Grant (FSAG) Eligible Students

	2011-12	2012-13	2013-14
Number of Eligible Students	5,565	5,614	5,156
Number Receiving a TDF Waiver	29	32	40
Total Value of TDF Waivers	\$433	\$668	\$487

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)

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	203	217	217	211	220
Tenure-track Faculty	135	135	151	153	132
Non-Tenure Track Faculty	149	152	138	122	128
Instructors Without Faculty Status	0	0	0	2	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,138	1,168	1,201	1,199	1,196
FULL-TIME SUBTOTAL	1,625	1,672	1,707	1,687	1,676
Part-time Employees					
Tenured Faculty	2	12	10	9	15
Tenure-track Faculty	5	4	2	2	2
Non-Tenure Track Faculty	11	16	14	13	13
Instructors Without Faculty Status	216	247	233	250	270
Graduate Assistants/Associates	125	128	142	132	136
Non-Instructional Employees	27	23	24	22	17
PART-TIME SUBTOTAL	386	430	425	428	453
TOTAL	2,011	2,102	2,132	2,115	2,129

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	16,719	16,320	16,368	16,356	16,258
UNDERGRADUATE					
FTIC (Regular Admit)	7,998	7,870	7,524	7,090	6,668
FTIC (Profile Admit)	105	68	45	29	23
AA Transfers*	3,851	3,958	4,318	4,666	4,722
Other Transfers	1,940	1,817	1,828	1,908	2,121
Post-Baccalaureates (seeking bachelor's)	326	336	391	429	475
Subtotal	14,220	14,049	14,106	14,122	14,009
GRADUATE					
Seeking Certificate	26	25	27	33	48
Master's	1,581	1,578	1,500	1,480	1,472
Research Doctoral	91	100	101	106	100
Professional Doctoral	109	105	110	108	114
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	25	20	23	23	26
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	84	85	87	85	88
<i>Veterinary Medicine</i>	0	0	0	0	0
Subtotal	1,807	1,808	1,738	1,727	1,734
UNCLASSIFIED					
Unclassified	303	211	280	274	258
Post-Baccalaureates (not seeking a degree)	389	252	244	233	257

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Note*: This includes AA recipients from any institution, not just the Florida College System.



Section 3 – Enrollment *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	3,530	3,615	3,530	3,487	3,530	3,373
Upper-Division	5,244	5,613	5,365	5,695	5,365	5,598
Master's (GRAD I)	851	778	776	732	776	730
Doctoral (GRAD II)	125	132	125	128	125	126
Subtotal	9,750	10,137	9,796	10,042	9,796	9,827
NON-FLORIDA RESIDENTS						
Lower-Division	90	105	90	88	90	103
Upper-Division	104	114	104	109	104	102
Master's (GRAD I)	51	67	51	65	51	67
Doctoral (GRAD II)	5	6	5	6	5	10
Subtotal	250	292	250	268	250	282
TOTAL FTE						
Lower-Division	3,620	3,719	3,620	3,576	3,620	3,476
Upper-Division	5,348	5,727	5,469	5,803	5,469	5,700
Master's (GRAD I)	902	845	827	796	827	797
Doctoral (GRAD II)	130	138	130	134	130	136
Total	10,000	10,429	10,046	10,309	10,046	10,109
Total (US Definition)	13,333	13,906	13,395	13,746	13,395	13,479

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



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14
TRADITIONAL				
Lower-Division	3,725	3,536	3,337	3,175
Upper-Division	5,192	5,253	5,129	4,831
Master's (GRAD 1)	737	699	627	640
Doctoral (GRAD 2)	127	126	121	126
Total	9,783	9,615	9,213	8,771
HYBRID				
Lower-Division	6	16	5	5
Upper-Division	50	84	126	133
Master's (GRAD 1)	48	63	58	33
Doctoral (GRAD 2)	1	3	7	1
Total	105	166	196	172
DISTANCE LEARNING				
Lower-Division	120	167	234	297
Upper-Division	291	390	548	736
Master's (GRAD 1)	87	83	111	123
Doctoral (GRAD 2)	5	8	7	10
Total	503	648	901	1,166
TOTAL				
Lower-Division	3,852	3,719	3,576	3,476
Upper-Division	5,533	5,727	5,804	5,700
Master's (GRAD 1)	872	845	796	797
Doctoral (GRAD 2)	134	138	134	136
Total	10,390	10,429	10,310	10,109

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



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	4	5	12	19
Undergraduate	566	673	474	571
Master's (GRAD 1)	57	54	41	79
Doctoral (GRAD 2)	2	3	2	11
Subtotal	629	735	529	680
ELIGIBLE DEPENDENT				
Unclassified	0	0	3	5
Undergraduate	3	3	270	468
Master's (GRAD 1)	0	0	13	30
Doctoral (GRAD 2)	0	0	3	5
Subtotal	3	3	289	508
NON-MILITARY				
Unclassified	484	549	525	540
Undergraduate	13,480	13,427	13,378	12,969
Master's (GRAD 1)	1,521	1,446	1,426	1,363
Doctoral (GRAD 2)	203	208	209	198
Subtotal	15,688	15,630	15,538	15,070
TOTAL	16,320	16,368	16,356	16,258

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

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	3,675	4,430	4,974	4,903	4,477
Percent with Pell Grant	27%	33%	37%	36%	33%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Radiography	51.0911	Bachelors	11-Jun-13	FALL 2015	Originally slated for Fall 2014, but still pending SACS approval.
Terminated Programs					
None					
Programs Suspended for New Enrollments					
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, 2013 and May 4, 2014.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	2,031	1,927	1,731	1,581	1,578
% Retained	83%	81%	83%	81%	82%
% Retained <i>with GPA of 2.0 or higher</i>	75%	74%	77%	76%	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. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	2,198	2,288	2,304	2,048	1,694
% Graduated	47%	50%	48%	50%	55%
% Still Enrolled	7%	7%	7%	7%	6%
% Success Rate	54%	57%	55%	57%	62%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent 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 Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	2,540	2,307	1,856	2,245	1,998
Same University	19%	20%	25%	26%	25%
Other University in SUS	2%	2%	3%	2%	3%
Total from System	22%	22%	28%	28%	29%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	2,276	2,379	2,540	2,307	1,856
Same University	46%	49%	47%	48%	55%
Other University in SUS	7%	7%	8%	7%	7%
Total from System	53%	56%	55%	56%	62%

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). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other University in SUS** provides data for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	637	1,010	987	1,241	1,321
Same University	33%	32%	34%	29%	27%
Other University in SUS	0%	0%	0%	0%	0%
Total from System	33%	32%	34%	29%	27%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	677	627	637	1,010	987
Same University	68%	63%	69%	70%	71%
Other University in SUS	0%	2%	2%	2%	2%
Total from System	68%	64%	70%	72%	73%

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.

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	1,109	1,054	1,066	463	988
Same University	57%	65%	65%	76%	61%
Other University in SUS	3%	2%	3%	2%	2%
Total from System	60%	68%	68%	78%	64%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	2,967	2,995	3,113	3,221	3,177
TOTAL (Second Majors)	99	85	160	130	141

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

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	398	413	398	360	357
HEALTH	408	419	456	516	590
GLOBALIZATION	82	80	113	109	93
EDUCATION	300	332	256	279	243
GAP ANALYSIS	220	237	262	231	205
SUBTOTAL	1,408	1,481	1,485	1,495	1,488
PSE PERCENT OF TOTAL	46%	48%	45%	45%	45%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	309	290	299	298	301
Percentage of Degrees	11%	10%	10%	9%	10%
Hispanic					
Number of Degrees	184	192	208	252	254
Percentage of Degrees	6%	7%	7%	8%	8%
Pell-Grant Recipients					
Number of Degrees	972	1,113	1,315	1,518	1,562
Percentage of Degrees	33%	38%	43%	48%	50%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	67%	63%	65%	64%	65%
AA Transfers	60%	62%	63%	78%	79%
Other Transfers	54%	43%	53%	69%	72%
TOTAL	61%	59%	62%	71%	72%

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, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	1,374	1,358	1,404	1,346	1,357

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	50%	50%	51%	50%	53%
30 to 49 Students	38%	38%	40%	37%	35%
50 to 99 Students	7%	7%	6%	9%	8%
100 or More Students	5%	5%	4%	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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	78%	76%	75%	73%	72%
Adjunct Faculty	21%	23%	24%	25%	26%
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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	22.5	21.0	20.5	20.0	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). The ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2009	2010	2011	2012	2013
Examinees	108	119	128	115	106
First-time Pass Rate	90%	84%	88%	97%	96%
<i>National Benchmark</i>	90%	89%	89%	92%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11*	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	71%	71%	76%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>92%</i>	<i>93%</i>	<i>93%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. 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.

Note*: Non-Florida employment data was not available for the 2010-11 graduates.

Percent Found refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.

For more information about FEDES see: <http://www.ubalt.edu/ffi/fedes/>.

Median Wages of Bachelor’s Graduates Employed Full-time in Florida, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$32,900	\$34,200	\$34,700
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>59%</i>	<i>56%</i>	<i>60%</i>

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



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2013-14

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						
Music	50.0903	Masters	7-Jan-14	2014 FALL		
Clinical Nutrition	51.3102	Professional Doctorate	7-Jan-14	2015 FALL		PENDING BOG REVIEW & APPROVAL
Terminated Programs						
None						
Programs Suspended for New Enrollments						
Music Teacher Education	13.1312	Masters	-	2001 SPRING		
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, 2013 and May 4, 2014.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	630	595	620	582	590
TOTAL (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	584	559	577	542	547
Research Doctoral (first majors)	11	8	8	8	11
Professional Doctoral (first majors)	35	28	35	32	32
<i>Dentistry</i>	.	.	.	.	.
<i>Law</i>	.	.	.	.	.
<i>Medicine</i>	.	.	.	.	.
<i>Nursing Practice</i>	8	4	4	4	5
<i>Pharmacy</i>	.	.	.	.	.
<i>Physical Therapist</i>	27	24	31	28	27
<i>Veterinary Medicine</i>	.	.	.	.	.
<i>Other</i>	.	.	.	.	.

Note: This table reports the total number of graduate level degrees that were awarded by academic year and by level.

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	22	27	30	46	42
HEALTH	136	155	168	148	158
GLOBALIZATION	0	0	0	0	0
EDUCATION	84	70	84	89	72
GAP ANALYSIS	50	35	22	15	24
SUBTOTAL	292	287	304	298	296
PSE PERCENT OF TOTAL	46%	48%	49%	51%	50%

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



Section 5 – Graduate Education *(continued)*

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

Physical Therapy: National Physical Therapy Examinations

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	.	48	74	83	85
First-time Pass Rate	.	100%	100%	98%	97%
<i>National Benchmark</i>	.	87%	89%	89%	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.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
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	1	2	2	0	0
U.S. Patents Issued	1	1	2	1	2
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	3	3	6	3	5
Licenses/ Options Executed	0	1	0	0	0
Licensing Income Received (\$)	\$1,252	\$1,611	\$1,126	\$21,255	\$20,154
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.