

2014-15
Annual Accountability Report

UNIVERSITY OF SOUTH FLORIDA SYSTEM

BOT APPROVED 03/03/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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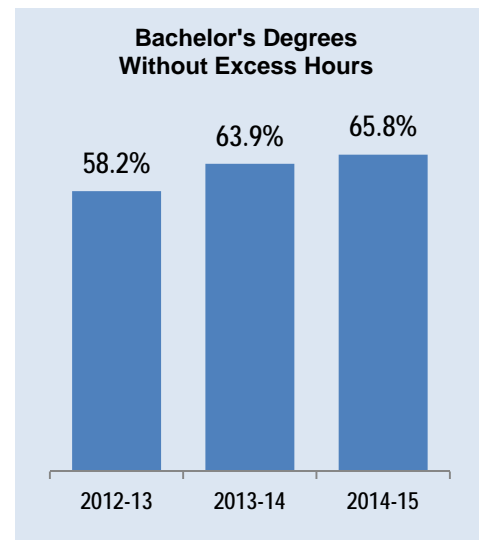
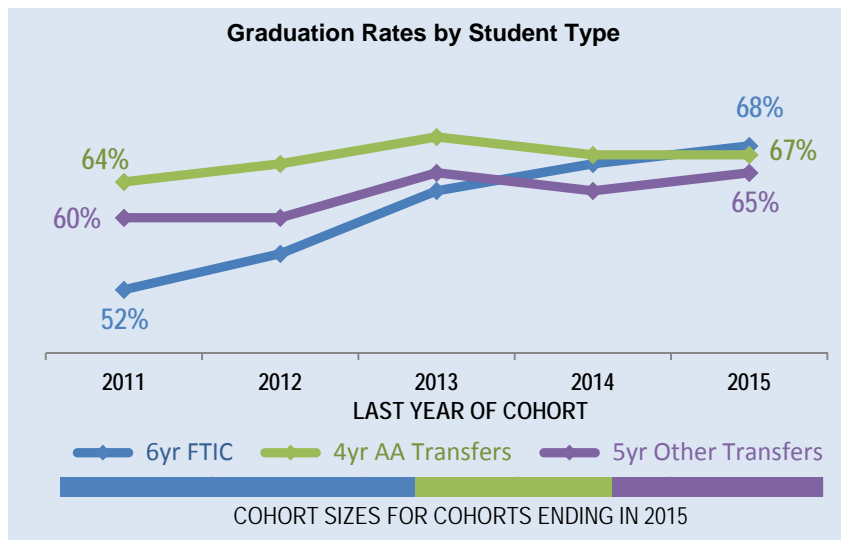
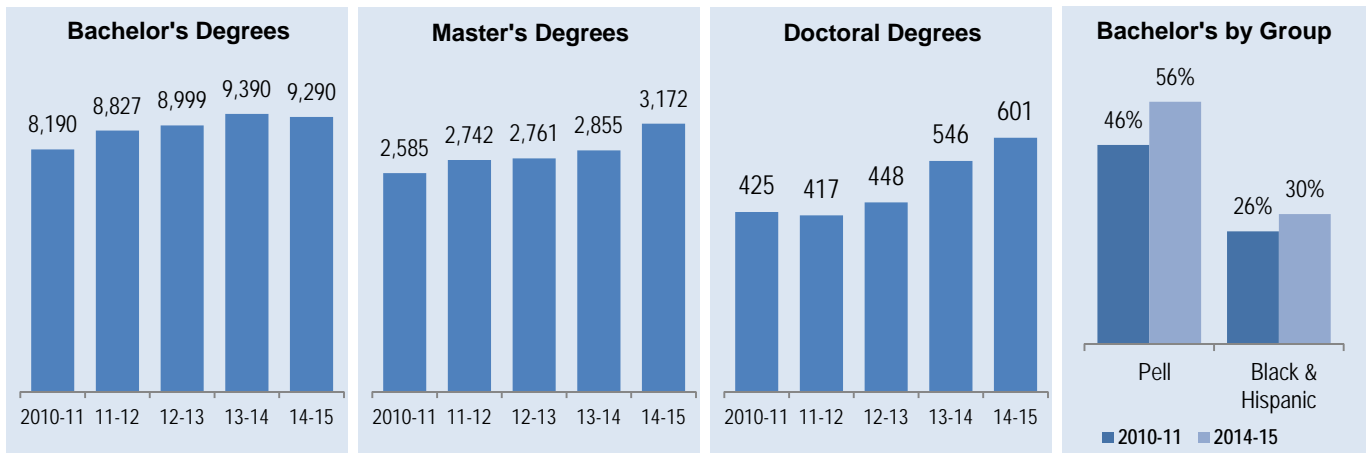
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Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered			2015 Carnegie Classifications	
				Faculty (Fall 2014)	Full-Time	Part-Time	Basic:	The USF System is not classified by the Carnegie Foundation. The individual campus reports provide these classifications.
TOTAL	48,578	101%	1%	TOTAL (as of Spring 2015)			295	
White	26,635	55%	-3%	Baccalaureate			125	
Hispanic	8,328	17%	3%	Master's & Specialist's			123	
Black	4,766	10%	0%	Research Doctorate			43	
Other	8,849	18%	12%	Professional Doctorate			4	
Full-Time	32,806	68%	1%	TOTAL			1,809	
Part-Time	15,772	33%	0%	Tenure & Ten. Track			1,114	
Undergraduate	35,808	74%	-1%	Non-Tenured Faculty			695	
Graduate	10,555	22%	2%				761	
Unclassified	2,215	5%	12%					

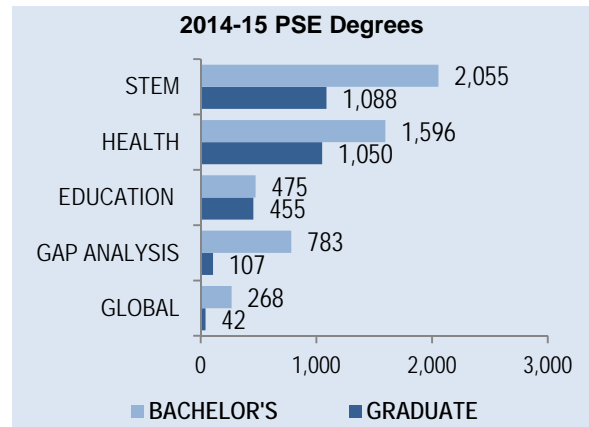
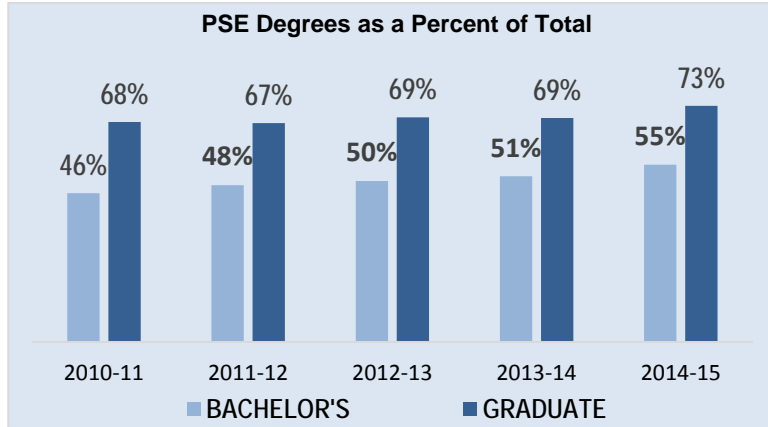
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



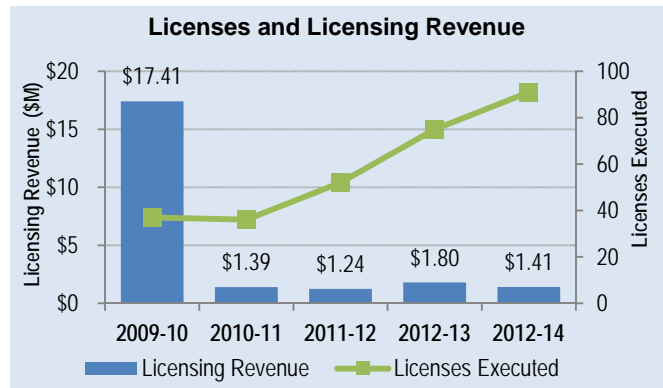
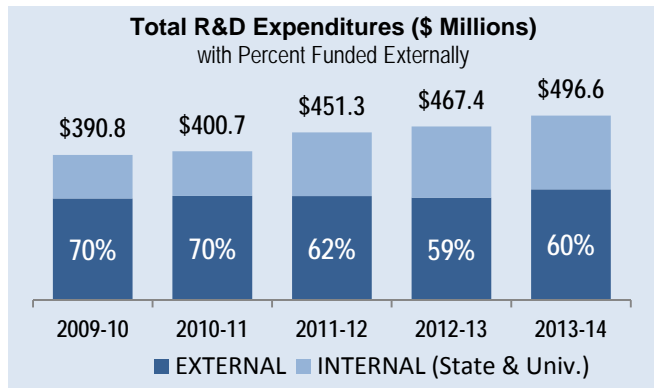


Dashboard

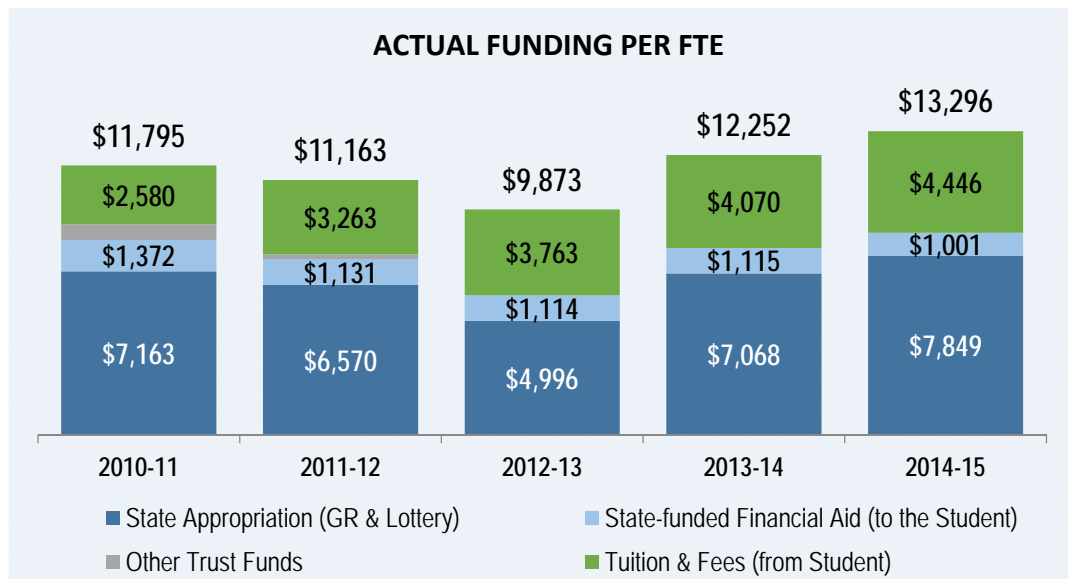
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



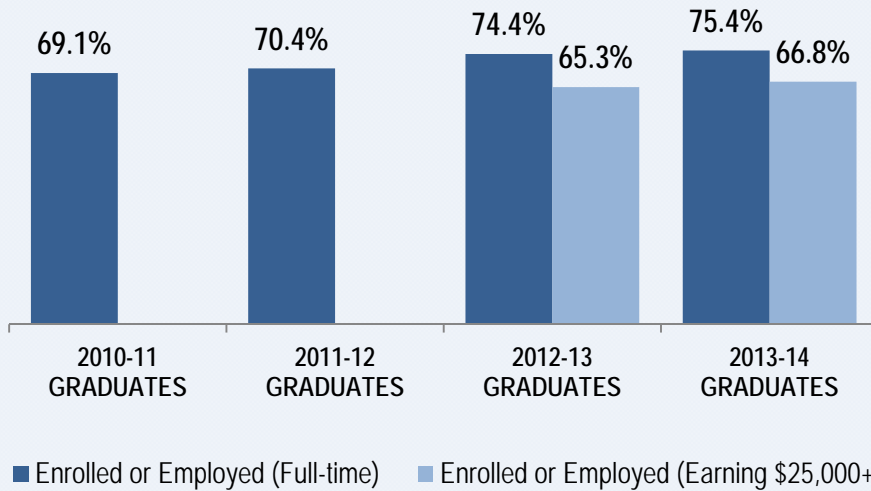
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



Dashboard

POST-GRADUATION METRICS

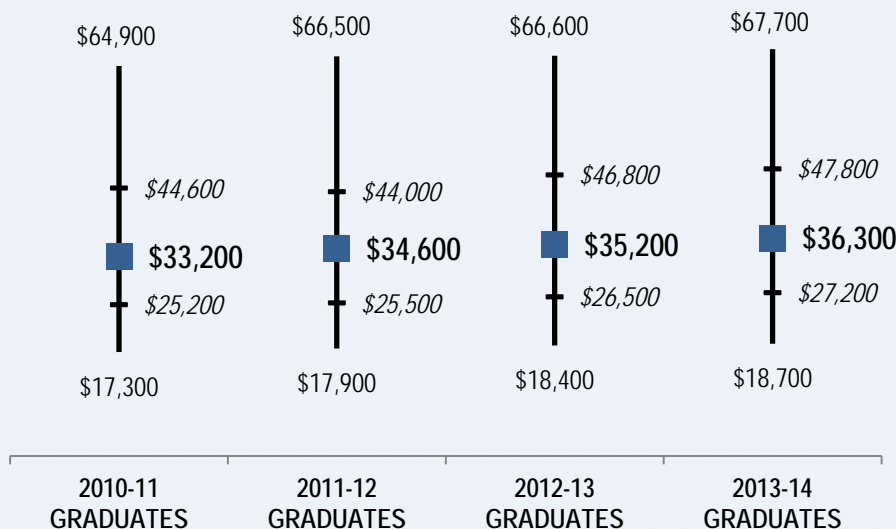
**Percent of Bachelor's Graduates
Employed or Continuing their Education
One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time 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. BOG staff 'found' 92% of USF's 2013-14 bachelor's recipients.

See Table 40 within this report for additional information about this metric.

**Wages of Full-time Employed in Florida
Baccalaureates One Year After Graduation
5th, 25th, 50th, 75th and 95th Percentiles**



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 54% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	74.40%	75.37%	1.0%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$35,200	\$36,300	3.1%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	\$25,490	\$26,990	5.9%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	66.10%	67.75%	1.7%
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	85.32%	85.05%	-0.3%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	51.02%	54.59%	3.6%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	42.12%	41.65%	-0.5%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	68.95%	72.67%	3.7%pts
		2013-14	2014-15	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	63.87%	65.77%	1.9%pts
		FALL 2012	FALL 2013	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Number of post-doctoral appointees	289	321	11.1%



Key Achievements (2014 -2015)

STUDENT AWARDS/ACHIEVEMENTS

1. In 2014-15 USF had a record-number of national scholarship winners with 51. This included three Frost Scholars, USF's first ever Gates Cambridge Scholar, two Tillman Scholars and a number of Fulbright, Gates, Gilman, Goldwater, Udal, NSF Graduate Research and Critical Language scholars.
2. USFSP Political Science junior Tyler Lewis interned at the White House during the Spring 2015 semester, joining students from Columbia, Harvard and Cornell, among others.
3. USFSM student Jeanne Ashforth was awarded the Newman Civic Fellowship sponsored by the KPMG Foundation for her commitment to community and service.

FACULTY AWARDS/ACHIEVEMENTS

1. The American Association for the Advancement of Science named six USF faculty members as fellows – three from the USF College of Marine Science and one each from USF Health, USF College of Engineering and USF College of Arts and Sciences.
2. The USFSP team of Drs. Kathryn and John Arthur continued NSF-funded research to determine the age of a skeleton the team had unearthed in Ethiopia in 2012. They worked closely with geneticists at Cambridge University on a DNA analysis that would lead to a major discovery in the fall of 2015.
3. USFSM Mathematics Professor Joy D'Andrea received the American Mathematical Society award for the Impact of Learning and Teaching Mathematics 2015.

PROGRAM AWARDS/ACHIEVEMENTS

1. USF's College of Pharmacy earned its first full accreditation from the Accreditation Council for Pharmacy Education; the Morsani College of Medicine was reaccredited by the Liaison Committee for Medical Education.
2. U.S. News and World Report named USF's online graduate engineering, education and business programs among the top 30 in the nation for 2015 – at No. 17, No. 20 and No. 27, respectively.
3. USFSP's Online MBA program was ranked among the nation's top 50 and 2nd in Florida by *U.S. News and World Report*.

RESEARCH AWARDS/ACHIEVEMENTS

1. USF is now ranked No. 25 among public research universities for research expenditures and No. 2 in Florida, according to the National Science Foundation, and No. 41 among all universities, public and private.
2. With 104 patents in 2014, USF now ranks 10th nationally and 13th among universities worldwide for U.S. Patents, according to the Intellectual Property Owners Association (IPO/NAI).
3. Dr. James McHale of USFSP received notice that he will be awarded an NIH grant for approximately \$3 million over the next five years for the project titled "Randomized Controlled Trial of Prenatal Co-parenting Intervention for African American Fragile Families."
4. The USFSM Center for Partnerships in Arts-Integrated Teaching (PAInT) is supporting Project Elevate, a partnership with Sarasota County Schools and the Any Given Child Sarasota program, which includes the John F. Kennedy Center for the Performing Arts in Washington, D.C., and the Van Wezel Performing Arts Hall in Sarasota



INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The USF System was ranked No. 2 most veteran-friendly university in the country by *Military Times* and No. 1 by *Money Magazine*.
2. The USF System was named an Innovation and Economic Prosperity University by the Association of Public and Land-grant Universities (APLU) in recognition of its strong commitment to economic engagement – one of only 18 institutions who received the designation in 2015.
3. USF was recognized as the Most Engaged Campus of the Year by the Florida Campus Compact; the university is one of only 40 public research universities nationwide designated as community engaged by the Carnegie Foundation for the Advancement of Teaching.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

The University of South Florida System continues to increase the quality and reputation of its academic programs – evidenced by the record-setting upward trend of its student profile. In just 15 years, the average SAT score of incoming freshmen has improved from 1065 to 1212, and the average high school GPA has increased from 3.49 to 4.04. Incoming ACT scores now stand at an average of 27.

It's equally telling that this year the Morsani College of Medicine had a 24 percent increase in applicants, with 5,000 applicants vying for just 170 slots, and its first-year class of medical students has the highest average MCAT scores in the entire state of Florida.

These kinds of academic gains strengthen USF's eligibility for membership in the Association of American Universities (AAU), heightened excellence within the State University System of Florida and other prestigious national rankings.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Maximizing efficiencies and accountability is something the USF System leadership monitors closely as part of the continual data-driven performance review that guides all budget and policy decisions. This strategy has helped us maintain our leadership in the Board of Governors' performance-based funding model, allowing us to reinvest precious resources in areas that directly support student success.

USF is now leading the SUS in baccalaureate and graduate degrees awarded in areas of strategic emphasis for the state. Our six-year graduation rate remains one of the fastest rising among public research universities nationwide. Currently at 67 percent and estimated to go higher, we continue to focus on greater academic support and build a campus environment that supports and celebrates success – a strategy that has allowed us to eliminate the degree completion gap by socioeconomic status and race or ethnicity.

Where possible, we always look to innovative new teaching strategies and online learning opportunities to support student choices and maximize efficiencies. The USF System now offers 91 fully online degrees and certificates at both the undergraduate and graduate levels. These programs not only provide students with options that best meet their needs and schedules, but they also offer skills that provide a competitive advantage to working professionals' continuing education.

Another efficiency strategy is the USF Textbook Affordability Project (TAP), which in the past five years has collectively saved students more than \$1 million through the use of e-books, expanded course reserve options and open-access textbooks authored by USF faculty. USF is working to expand these options and support faculty members' efforts to author more open-access textbook for the benefit of students at USF and beyond. We are now working with our SUS partners to share best practices and explore cost-sharing opportunities.

USFSP has organized a large and diverse group of academic leaders to plan actions that target activities around improving the quality of entering students, retention, and graduation rates. These efforts have resulted in a proposal to launch a comprehensive first-year experience program titled Compass. Compass is designed to integrate new students into the academic and socio-cultural communities of USFSP. Activities target first-year student needs, success strategies, and peer coaching.



As a result of efforts like these, the USF System now boasts one of the lowest cost-per-baccalaureate-degree in the SUS. Additionally, USF distributes more financial aid from differential tuition than any other university, and we also invest the highest proportion of state funds in the SUS (74%) on direct student instruction and research, according to the Board of Governors most recent Expenditure Analysis.

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

In 2014-15, 57% percent of the USF System's undergraduate degrees were awarded in areas of strategic emphasis, including 23% percent in STEM. In graduate degrees, 76% percent of our degrees were in areas of strategic emphasis, including 31% percent in STEM.

This year USF graduated its first class of College of Pharmacy students and held the first ever commencement ceremony solely for USF Health graduates – a reflection of our commitment to supporting the health workforce in Tampa Bay and indeed across the state of Florida. It is because of this commitment that we have worked so hard to move the Morsani College of Medicine and USF Health Heart Institute to downtown Tampa to best meet the demands of our students, faculty, researchers and the health workforce.

Since attaining separate accreditation in 2011, USF Sarasota-Manatee has added four degree programs recognized by the Board of Governors as programs of Strategic Emphasis. The newest of these is the Bachelor of Science (B.S.) in Biology, which began enrolling students in Fall 2014. USF Sarasota-Manatee is partnering with Mote Marine Laboratories, a world-renowned marine science laboratory, to deliver the laboratory courses in Mote's facility.

USFSP was also recently granted approval to offer a new Master's of Accountancy program. The MAcc is a 10-course (30 credit hour) graduate program that can be completed in hybrid format (some classes online, some on campus), or 100 percent on campus. The curriculum includes three core classes and seven electives. USFSP established an Institute for Data Analytics and Visualization, which will deliver courses and research on much sought-after topics of big data.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Research, scholarship and innovative activity are key differentiators for the USF System. We presently rank 25th in total research expenditures among public universities and 41st among all U.S. universities, public or private, by the National Science Foundation, placing us as the No. 2 academic research engine in Florida.

One of the most exciting developments this year was the naming of USF by the National Science Foundation as an Innovation Corps Site, one of only 36 nationwide. USF will receive nearly \$300,000 to build, train, and mentor teams of USF faculty and students to become successful entrepreneurs and commercialize their ideas over the next three years. The goal is to launch multiple successful start-up companies at the end of the three-year grant.

USF St. Petersburg was also well represented among the global community of Fulbright scholars, with seven individuals receiving the coveted award to support their work at institutions around the world.



Additionally, in April 2015, more than 150 students participated in USFSP's Annual Student Research Symposium—more than ever in the 12-year history of the event.

Similarly, USF Sarasota-Manatee appointed a Faculty Coordinator of Research in the spring of 2014 to ensure that the institution leverages opportunities for cross-disciplinary research and actively develops and manages faculty needs and priorities for grants and other resources.

Meanwhile, the USF-grown National Academy of Inventors (NAI) continues to thrive nationwide, now boasting more than 3,000 individual inventor members and 414 NAI Fellows spanning more than 200 academic and research institutions. The state of Florida has 42 elected NAI Fellows among this elite group, representing 10 universities and non-profit research institutes. In 2014, 170 academic inventors from 114 research universities and non-profit research institutes were added to the ranks of NAI Fellows, including 11 Florida inventors from USF, University of Florida (UF), Florida State University (FSU), University of Central Florida (UCF), Moffitt Cancer Center, the Institute for Human & Machine Cognition (IHMC), and Torrey Pines Institute for Molecular Studies. The 2014 Fellows account for nearly 5,000 issued U.S. patents, bringing the collective patents held by all NAI Fellows to more than 14,000.

USF also founded and is home to the Florida Inventors Hall of Fame, which was recognized by the Florida Senate and inducted its first class of Florida inventors in September 2014, including Thomas Edison and inventors from USF, UF, UCF, and Florida Atlantic University (FAU).

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

USF's annual research expenditures continue to climb, a key indicator of our booming research productivity. Annual research expenditures now total \$448.6 million – up from \$145.4 million 15 years ago. This productivity is further evidenced by the USF System's impressive record in registering patents. The university has ranked among the top 15 universities worldwide for the past 5 years in patenting new inventions – now ranked 13th in the world for U.S. utility patents and 10th nationally, with 104 patents registered for 2014. There are now nearly 60 products on the market that were developed at USF, as well as 12 USF technologies currently in human clinical trials.

The real-world application of our discoveries and technologies shows us how our intellectual power can spark new opportunities. One especially exciting venture has been The Florida Center for Cybersecurity – known as FC2 – which was created just two years ago by the Florida Legislature and Gov. Rick Scott. FC2 this year earned a National Center of Academic Excellence designation from the National Security Agency and Department of Homeland Security. FC2 has forged partnerships with leading national institutions such as J.P. Morgan Chase, which recently provided a \$300,000 grant to fast-track the training of newly retired military personnel as cybersecurity professionals.

Sponsored through funding from the SUS, faculty from USFSP's Entrepreneurship and Journalism programs partnered with The Greenhouse of the City of St Petersburg, a unit dedicated to supporting and growing local businesses, to establish the capability for "backpack" journalism. Video equipment procured by this funding was used by USFSP Entrepreneurship students to record weekly sessions of "One Million Cups," a City initiative where business pitches are made. The City reports hosting 49 sessions with an estimated overall participation of 3,900 entrepreneurs, corporate representatives, and investors.



USF Sarasota-Manatee faculty were hard at work in 2014-15 conducting research and innovating curriculum. For instance, John Stewart, Professional & Technical Communications, created a virtual technical communications lab for online USF Sarasota-Manatee students. This laboratory successfully introduces students to the basics of XML authoring and other related high-end technology. The experience translated into national success when Professor Stewart was invited to present his paper "Implementing an XML Authoring Project in A new Media Course" at the IEEE International Professional Communication Conference at Carnegie Mellon University (October 2014).

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

The USF System's future is dependent on our success in brokering mutually beneficial partnerships outside of our university community. Of the USF System's total \$440.6 million in external research funding in 2015, 42% came from community partnerships, mostly from private or foundation partners. Currently, USF has more than 200 active collaborative agreements in more than 60 countries with more than 170 institutions around the world, laying the foundation for the development of strengthening and enriching international educational and research experiences for both faculty and students. One recent collaboration has resulted in the selection of USF, in partnership with the Tampa Bay WaVE, as a recipient of a 2014 Regional Innovation Strategies program grant by U.S. Secretary of Commerce Penny Pritzker. USF is among 26 recipients of the \$500,000 i6 Challenge grant. Matching contributions from public and private community partners raise the total project amount to over \$1 million.

At USFSP, Dr. James McHale received notice that he will be awarded an NIH grant for approximately \$3 million over the next five years for the project titled, "Randomized Controlled Trial of Prenatal Co-parenting Intervention for African American Fragile Families."

Most USF Sarasota-Manatee faculty members collaborate with non-profit and public organizations from across the Sarasota-Manatee region, including: the Sarasota and Manatee School Districts, Easter Seals, Jewish Federation, and Family Safety Alliance, to name just a few. These collaborative efforts provide opportunities for faculty to conduct research, assist non-profits and public entities, and provide opportunities for students to be involved in research activities, internships, and to identify and connect with local job opportunities.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

The USF System's commitment to community and business engagement has been validated by several external constituencies this past year. First, USF earned the 2015 Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching, which recognizes colleges and universities with an institutional focus on community engagement. USF is one of a small group of public research universities nationwide with very high research activity to be designated as community engaged. Unlike the Carnegie Foundation's other classifications that rely on national data, this is an "elective" classification – institutions participate voluntarily by submitting required materials describing the nature and extent of their engagement with the community, be it local or beyond.

USF was also named an Innovation & Economic Prosperity University by the Association of Public and Land-grant Universities (APLU), in recognition of its strong commitment to economic engagement – one of 18 universities to receive the recognition this year, a designation held by only 48 universities nationwide, and the second university in Florida to receive the designation. The designation acknowledges universities working with public and private sector partners in their states and regions to



support economic development through a variety of activities, including innovation and entrepreneurship, technology transfer, talent and workforce development, and community development.

USF is also leading an effort to reenergize the region surrounding the campus as part of the new Tampa Innovation Alliance, engaging neighbors such as Busch Gardens, Moffitt Cancer Center, Florida Hospital, the James A. Haley Veterans' Hospital, and the Museum of Science and Industry (MOSI) in a mutually beneficial economic revitalization. The initiative is now beginning to take shape with a recent \$2 million investment from Hillsborough County.

USF's close relationship with MOSI can also be seen in a new partnership that unites the two institutions in a number of projects to provide science, technology, engineering, art, math and medicine (STEAMM) education to the Tampa Bay community on a larger scale. The agreement is also designed to motivate and excite K-12 students to pursue post-secondary education in STEAMM disciplines through innovative joint programs, resources and opportunities. Subject matter may include, but is not limited to Biotechnology, Health, Cyber Security, Entrepreneurship, Engineering and Global Sustainability.

Across the Bay, USFSP Regional Chancellor Sophia Wisniewska was named co-chair of St. Petersburg's new Innovation District, playing a key role in the city's effort to attract attention to our own innovation and research and that of our neighbors, including All Children's/Johns Hopkins Medicine, the St. Petersburg Downtown Partnership, the USF College of Marine Science and the Florida Institute of Technology.

As part of USF Sarasota-Manatee's new 2015-2020 Strategic Plan, "Focus on Quality," developed by faculty and staff in the spring of 2015, USF Sarasota-Manatee formed a plan to build a campus-wide infrastructure to support community engagement. Efforts are under way with the establishment of the Office of Community Engagement and the hiring of a Faculty Coordinator of Community Engagement. The Office is charged with cultivating strategic partnerships with government entities, service clubs, and community organizations.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The USF System's commitment to community engagement is highlighted in a number of different ways by each of its three institutions.

At USF in Tampa, nearly 4,000 students enrolled in the nearly 200 service-learning courses, performing 60,000 hours of service to the community which, based upon federal calculations of the value of volunteer work, means they've provided \$1.25 million dollars of community-engaged work on behalf of local organizations in service-learning classes alone. In addition to benefitting the community, these activities also enhance student success through increased academic performance, graduation rates and career preparation.

Another example of this commitment can be seen at the Muma College of Business, which has a corporate mentorship program that pairs first-generation college students with business leaders to guide them through professional development activities. The result: 100 percent of these students have a job offer at graduation.



Partnerships with corporate and community leaders continued to be integral to thoughtful growth at USFSP. Among the successes in 2014-15 was a new, state-funded Center for Infant Mental Health with Johns Hopkins/All Children's Hospital. USFSP partnered this year with Duke Energy to install a solar array on the top of the parking garage and, more importantly, will continue to work with Duke to explore the integration of storing solar energy in new battery systems.

At USFSM, Dr. Marie Byrd, Dr. Helene Robinson, Dr. Brianne Reck, and Dr. Pat Wilson of the College of Education and the Center for Partnerships in Arts-Integrated Teaching (PAInT) collaborated with Manatee School District's Early Learning Program and G. D. Rogers Garden Elementary School's principal to design a professional development program. The program was awarded a grant for implementation by the Manatee Community Foundation.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Laser-focused on ensuring that graduates are poised for success in today's workforce, the USF System embarked on several new initiatives using performance-based funding to support the local workforce. Among the most visible signs of this new investment is the revamped career resource centers in Tampa, St. Petersburg and Sarasota-Manatee, which has hired several new positions designed to prepare students for today's workforce and expand relationships with local employers. These positions will focus on building additional internships for students and on integrating enhanced career-readiness initiatives into the traditional college experience. Additional funding will be used to hire staff to meet the increased demand to support all students' academic success.

In Spring 2015, USFSP received the final legislative funding (\$12 million) necessary to complete construction of a new building for the Kate Tiedemann College of Business. In Fall 2014, nearly 1,200 undergraduate and graduate students were enrolled in the College. The Kate Tiedemann College of Business continues to offer the USFSP Banking Institute, which provides management training for the C1 Bank Management Associate Program in the bank's new headquarters in downtown St. Petersburg. This corporate partnership entered its fourth successful year of training the new executives. Another high-profile example of this effort is the new Morsani College of Medicine and USF Health Heart Institute location in downtown Tampa. The downtown site will position the medical school in close proximity to USF Health's primary teaching and clinical affiliate, Tampa General Hospital, as well as its world-class simulation center, the USF Health Center for Advanced Medical Learning and Simulation (CAMLS) and other surrounding facilities. The investment also strengthens the university's presence in downtown Tampa's business district and allows USF Health to simultaneously expand essential educational and research programs at its main campus location. Co-locating the USF Health Heart Institute with the new MCOM building downtown will also enhance recruitment of top cardiovascular researchers, support clinical and translational research opportunities to advance public health, increase MCOM's National Institutes of Health funding levels and improve the rankings of MCOM and USF's partner, TGH.



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RESEARCH & ECONOMIC DEVELOPMENT

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- Table 6B. Centers of Excellence



Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues (Not Adjusted for Inflation)

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$239,016,278	\$230,779,497	\$248,172,676	\$276,107,424	\$269,856,524
Non-Recurring State Funds	\$2,656,583	-\$48,242,853	\$4,203,604	\$2,066,536	\$24,177,973
Tuition	\$136,448,693	\$141,487,748	\$148,736,779	\$156,109,761	\$162,016,366
Tuition Differential Fee	\$22,361,250	\$33,908,713	\$33,418,653	\$33,242,501	\$33,454,344
Misc. Fees & Fines	\$3,152,439	\$2,810,903	\$2,969,679	\$3,698,982	\$4,838,970
Phosphate Research TF	\$7,337,035	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$410,972,278	\$360,744,008	\$437,501,391	\$471,225,204	\$494,344,177
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$63,127,971	\$65,793,008	\$71,529,136	\$72,577,386	\$72,920,145
Non-Recurring State Funds	\$250,000	\$0	\$1,409,562	\$2,100,000	\$1,000,000
Tuition	\$41,065,438	\$48,203,644	\$51,733,993	\$47,109,158	\$53,751,644
Tuition Differential Fee	\$1,703,379	\$2,956,633	\$3,248,580	\$3,339,071	\$3,542,332
Misc. Fees & Fines	\$2,568	\$41,978	\$83,414	\$107,281	\$131,800
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$106,149,356	\$116,995,263	\$128,004,685	\$125,232,896	\$131,345,921
TOTAL	\$517,121,634	\$477,739,271	\$565,506,076	\$596,458,100	\$625,690,098

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring \$300 M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the Allocation Summary and Workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* **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. 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.* This data is not adjusted for inflation.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13*	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	\$247,614,259	\$237,707,579	\$287,236,489	\$291,847,040	\$306,815,335
Administration and Support	\$24,095,427	\$23,893,443	\$32,410,560	\$30,296,584	\$36,591,191
PO&M	\$34,491,862	\$35,141,676	\$41,615,990	\$39,965,797	\$44,188,957
Student Services	\$20,347,800	\$18,207,622	\$16,781,322	\$12,004,895	\$26,773,012
Library/Audio Visual	\$13,010,468	\$13,297,996	\$10,411,967	\$14,004,521	\$14,235,047
Other	\$2,854,224	\$6,470,660	\$6,957,842	\$5,869,392	\$7,862,423
TOTAL	\$342,414,040	\$334,718,976	\$395,414,170	\$393,988,229	\$436,465,965
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$76,521,544	\$76,382,108	\$95,673,445	\$102,295,643	\$116,949,551
Administration and Support	\$6,375,343	\$5,076,837	\$8,132,708	\$6,263,326	\$7,116,200
PO&M	\$1,373,059	\$1,800,847	\$7,019,397	\$7,391,135	\$11,558,700
Library/Audio Visual	\$2,437,820	\$3,043,160	\$2,921,295	\$2,587,261	\$2,961,575
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$1,640	\$0	\$0	\$0	\$4,686
TOTAL	\$86,709,406	\$86,302,952	\$113,746,845	\$118,537,365	\$138,590,712
TOTAL	\$382,130,676	\$374,342,907	\$509,161,015	\$512,525,594	\$575,056,677

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

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional 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. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR & Lottery)</i>	\$7,163	\$6,570	\$4,996	\$7,068	\$7,849
Tuition & Fees <i>(State-funded Aid)</i>	\$1,372	\$1,131	\$1,114	\$1,115	\$1,001
Tuition & Fees <i>(from Student)</i>	\$2,580	\$3,263	\$3,763	\$4,070	\$4,446
Other Trust Funds	\$680	\$199	\$0	\$0	\$0
TOTAL	\$11,795	\$11,163	\$9,873	\$12,252	\$13,296

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree – Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	\$23,680	\$23,280	\$24,340	\$25,490	\$26,990

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. *This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	\$159,279,590	\$166,196,465	\$179,066,877	\$183,113,399	\$204,184,437
Expenditures	\$128,022,768	\$136,665,180	\$145,862,330	\$155,430,500	\$174,301,754
Contracts & Grants					
Revenues	\$280,658,090	\$253,155,100	\$277,146,064	\$280,938,042	\$281,293,065
Expenditures	\$305,640,232	\$309,631,943	\$309,533,722	\$322,685,124	\$335,670,724
Local Funds					
Revenues	\$442,397,152	\$445,195,358	\$447,961,430	\$452,561,412	\$434,954,904
Expenditures	\$440,842,216	\$444,874,604	\$451,386,947	\$456,000,627	\$435,058,108
Faculty Practice Plans					
Revenues	\$183,622,430	\$194,997,543	\$199,933,005	\$212,976,074	\$229,157,514
Expenditures	\$182,116,435	\$196,288,464	\$198,051,785	\$126,205,106	\$229,678,555

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

TABLE 1F. Voluntary Support of Higher Education *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value (\$1000s)	\$344,000	\$334,100	\$363,924	\$417,335	\$417,415
Gifts Received (\$1000s)	\$81,500	\$43,600	\$36,520	\$37,419	\$59,903
Percentage of Alumni Donors	10.0%	9.9%	9.4%	8.9%	8.6%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*



Section 2 – Personnel

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

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	760	755	733	790	785
Tenure-track Faculty	352	387	375	335	329
Non-Tenure Track Faculty	510	501	521	922	695
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	4,210	4,403	4,281	5,158	5,307
FULL-TIME SUBTOTAL	5,832	6,046	5,910	7,205	7,116
Part-time Employees					
Tenured Faculty	54	47	56	26	39
Tenure-track Faculty	25	21	19	13	18
Non-Tenure Track Faculty	343	381	728	781	761*
Instructors Without Faculty Status	3	0	0	0	0*
Graduate Assistants/Associates	2,071	2,059	2,026	2,096	2,068
Non-Instructional Employees	367	211	778	82	73
PART-TIME SUBTOTAL	2,860	2,719	3,607	2,998	2,959
TOTAL	8,692	8,765	9,517	10,203	10,075

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TOTAL	47,800	47,362	47,854	48,315	48,578
UNDERGRADUATE					
FTIC (Regular Admit)	17,549	17,043	16,930	17,059	17,174
FTIC (Profile Admit)	227	196	173	155	202
AA Transfers	10,534	11,053	11,210	11,056	10,737
Other Transfers	7,982	7,471	7,844	7,736	6,581
Subtotal	36,292	35,763	36,157	36,006	34,694
GRADUATE					
Master's	6,522	6,395	6,481	6,806	6,950
Research Doctoral	2,289	2,362	2,336	2,294	2,226
Professional Doctoral	604	676	905	1,220	1,379
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	473	502	549	620	658
<i>Nursing Practice</i>	32	27	30	43	89
<i>Pharmacy</i>	0	53	119	225	322
<i>Physical Therapist</i>	99	94	207	332	310
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Subtotal	9,415	9,433	9,722	10,320	10,555
UNCLASSIFIED					
HS Dual Enrolled	-	-	-	46	16
Other	2,093	2,166	1,975	1,943	3,313
Subtotal	2,093	2,166	1,975	1,989	3,329

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. Students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought.



Section 3 – Enrollment *(continued)*

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

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	9,378	9,126		8,906		8,718
Upper-Division	13,361	14,688		14,212		13,974
Master's (GRAD I)	3,680	3,447		3,437		3,378
Doctoral (GRAD II)	854	962		945		944
Subtotal	27,273	28,223		27,499		27,014
NON-FLORIDA RESIDENTS						
Lower-Division		633		771		886
Upper-Division		589		717		881
Master's (GRAD I)		643		809		920
Doctoral (GRAD II)		632		639		658
Subtotal	1,400	2,497		2,935		3,344
TOTAL FTE						
Lower-Division	.	9,759	9,764	9,677	9,661	9,604
Upper-Division	.	15,278	13,751	14,928	13,167	14,855
Master's (GRAD I)	.	4,090	4,298	4,246	3,491	4,298
Doctoral (GRAD II)	.	1,594	860	1,584	842	1,601
Total (FL Definition)	28,673	30,720	28,673	30,434	27,161	30,359
Total (US Definition)	38,231	40,960	38,231	40,579	36,215	40,479

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	2014-15
TRADITIONAL					
Lower-Division	8,301	8,140	8,134	8,213	7,806
Upper-Division	11,259	10,948	10,668	10,206	9,836
Master's (GRAD 1)	2,888	2,863	2,796	2,967	2,979
Doctoral (GRAD 2)	1,453	1,491	1,519	1,494	1,497
TOTAL	23,901	23,442	23,117	22,880	22,119
HYBRID					
Lower-Division	22	48	97	67	69
Upper-Division	330	352	390	355	311
Master's (GRAD 1)	134	147	140	158	129
Doctoral (GRAD 2)	9	5	8	10	8
TOTAL	495	489	635	589	517
DISTANCE LEARNING					
Lower-Division	1,557	1,607	1,528	1,396	1,729
Upper-Division	3,411	3,821	4,220	4,367	4,708
Master's (GRAD 1)	1,108	1,034	1,154	1,121	1,190
Doctoral (GRAD 2)	50	62	67	81	97
TOTAL	6,126	5,070	6,969	6,965	7,724
TOTAL					
Lower-Division	9,880	9,795	9,759	9,677	9,604
Upper-Division	15,000	15,121	15,278	14,928	14,855
Master's (GRAD 1)	4,130	4,044	4,090	4,246	4,298
Doctoral (GRAD 2)	1,512	1,558	1,594	1,584	1,601
TOTAL	30,522	30,518	30,720	30,434	30,359

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



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	29	36	27	29	31
Undergraduate	850	933	1,014	1,025	1,079
Master's (GRAD 1)	148	153	178	187	189
Doctoral (GRAD 2)	18	26	27	18	23
Subtotal	1,045	1,148	1,246	1,259	1,322
DEPENDENTS					
Unclassified	3	1	5	1	2
Undergraduate	168	174	190	198	199
Master's (GRAD 1)	14	14	15	20	16
Doctoral (GRAD 2)			1	1	0
Subtotal	185	189	211	220	217
NON-MILITARY					
Unclassified	2,061	2,128	1,942	1,953	2,182
Undergraduate	35,274	34,657	34,954	34,789	34,530
Master's (GRAD 1)	6,804	6,755	6,937	7,434	7,712
Doctoral (GRAD 2)	2,431	2,485	2,564	2,660	2,615
Subtotal	46,570	46,025	46,397	46,836	47,039
TOTAL	47,800	47,362	47,854	48,315	48,578

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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	13,961	14,818	14,884	14,754	14,371
Percent with Pell Grant	38.94%	42.09%	42.00%	42.12%	41.65%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
Athletic Training	51.0913	Bachelors	6/5/2014	FALL 2014	
Programs Suspended for New Enrollments					
Information Science/Studies	11.0401	Bachelors		FALL 2010	
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	4,951	4,027	4,508	4,490	4,650
% Retained <i>with Any GPA</i>	85%	86%	87%	87%	88%
% Retained <i>with GPA 2.0 or higher</i>	81.26%	83.76%	84.52%	85.32%	85.05%

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

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size</i>	4,101	4,271	3,980	4,259	4,241
% Graduated	53%	57%	64%	67%	68%
% Still Enrolled	9%	9%	7%	6%	5%
% Success Rate	62%	66%	71%	72%	73%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students
(includes Full- and Part-time students)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	4,181	4,436	4,326	4,996	4,066
Same University	35%	37%	42%	43%	48%
Other University in SUS	1%	1%	2%	2%	2%
Total from System	36%	39%	43%	45%	50%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	4,424	4,468	4,181	4,436	4,326
Same University	51.72%	56.49%	63.21%	66.10%	67.75%
Other University in SUS	4%	4%	3%	4%	4%
Total from System	56%	60%	67%	70%	72%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor’s degree are removed from the cohorts.

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	2,333	2,484	2,609	2,527	2,558
Same University	29%	28%	28%	29%	28%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	2,216	2,536	2,333	2,484	2,609
Same University	64%	66%	69%	67%	67%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	2,592	2,842	2,257	2,654	2,502
Same University	60%	60%	65%	63%	65%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	8,190	8,827	8,999	9,390	9,290
Second Majors	147	210	198	213	194
TOTAL	8,337	9,037	9,197	9,603	9,484

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

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,635	1,897	2,071	2,064	2,055
HEALTH	446	708	895	1,158	1,596
GLOBALIZATION	243	284	249	289	268
EDUCATION	753	689	643	641	475
GAP ANALYSIS	743	787	699	747	783
SUBTOTAL	3,820	4,365	4,557	4,899	5,177
PSE PERCENT OF TOTAL	45.82%	48.30%	49.55%	51.02%	54.59%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	921	916	972	945	977
Percentage of Degrees	12%	11%	11%	10%	11%
Hispanic					
Number of Degrees	1,140	1,390	1,433	1,645	1,728
Percentage of Degrees	14%	16%	16%	18%	19%
Pell-Grant Recipients					
Number of Degrees	3,625	4,476	4,764	5,102	5,085
Percentage of Degrees	46%	50%	54%	55%	56%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	50%	57%	54%	61%	65%
AA Transfers	60%	60%	68%	72%	74%
Other Transfers	49%	40%	52%	58%	58%
TOTAL	53%	53%	58.20%	63.87%	65.77%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors 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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	3,004	3,037	3,031	2,963	2,968

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	56%	59%	59%	58%	62%
30 to 49 Students	29%	27%	26%	28%	24%
50 to 99 Students	12%	11%	11%	10%	10%
100 or More Students	3%	3%	3%	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

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	66%	68%	66%	67%	65%
Adjunct Faculty	19%	17%	19%	18%	20%
Graduate Students	14%	15%	14%	14%	13%
Other Instructors	1%	1%	1%	1%	3%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	24	26	24	24	22

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2010	2011	2012	2013	2014
Examinees	169	210	184	186	189
First-time Pass Rate	96%	95%	93%	91%	86%
<i>National Benchmark</i>	<i>89%</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>	<i>85%</i>

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

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	69.14%	70.44%	74.40%	75.37%
Enrolled or Employed (Earned \$25,000+)	.	.	65.27%	66.78%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	91%	89%	92%	92%

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least \$25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

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

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

For more information about FEDES see: <http://www.ubalt.edu/jfi/feDES/>.

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

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$17,300	\$17,900	\$18,400	\$18,700
25th PERCENTILE WAGE	\$25,200	\$25,500	\$26,500	\$27,200
MEDIAN WAGE	\$33,200	\$34,600	\$35,200	\$36,300
75th PERCENTILE WAGE	\$44,600	\$44,000	\$46,800	\$47,800
95th PERCENTILE WAGE	\$64,900	\$66,500	\$66,600	\$67,700
<i>Percent Found</i>	53%	51%	53%	54%

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Athletic Training (Tampa)	51.0913	Masters	6/5/2014	SUMMER 2015		
Information Studies (Tampa)	11.0401	Masters	6/5/2014	FALL 2014		
Rehabilitation Sciences (Tampa)	51.2314	Research Doctorate	12/5/2013	FALL 2014	6/19/2014	
Accountancy (St. Pete)	52.0301	Masters	9/5/2014	SPRING 2015		
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, 2014 and May 4, 2015.

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	3,010	3,159	3,209	3,401	3,773
Second majors	0	0	0	0	0
TOTAL	3,010	3,159	3,209	3,401	3,773
Masters and Specialist (first majors)	2,585	2,742	2,761	2,855	3,172
Research Doctoral (first majors)	269	271	295	330	321
Professional Doctoral (first majors)	156	146	153	216	280
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>109</i>	<i>112</i>	<i>106</i>	<i>120</i>	<i>124</i>
<i>Nursing Practice</i>	<i>12</i>	<i>6</i>	<i>5</i>	<i>6</i>	<i>12</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>49</i>
<i>Physical Therapist</i>	<i>35</i>	<i>28</i>	<i>42</i>	<i>90</i>	<i>95</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other Professional Doctorate</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	658	730	845	932	1,088
HEALTH	747	729	762	838	1,050
GLOBALIZATION	27	31	29	25	42
EDUCATION	551	572	493	453	455
GAP ANALYSIS	55	66	90	97	107
SUBTOTAL	2,038	2,128	2,219	2,345	2,742
PSE PERCENT OF TOTAL	67.71%	67.36%	69.15%	68.95%	72.67%

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Medicine: US Medical Licensing Exam - Step 1 *(for 2nd year MD students)*

	2011	2012	2013	2014	2015 Preliminary
Examinees	110	125	145	147	166
First-time Pass Rate	99%	91%	96%	95%	97%
<i>National Benchmark</i>	94%	96%	97%	96%	96%

Medicine: US Medical Licensing Exam - Step 2 Clinical Knowledge *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	122	115	152	136	157
First-time Pass Rate	99%	99%	100%	98%	97%
<i>National Benchmark</i>	97%	98%	98%	97%	95%

Medicine: US Medical Licensing Exam - Step 2 Clinical Skills *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	122	100	128	142	131
First-time Pass Rate	100%	98%	99%	91%	96%
<i>National Benchmark</i>	98%	97%	98%	96%	96%

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

Physical Therapy: National Physical Therapy Examinations

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	81	96	93	92	87
First-time Pass Rate	85%	87%	90%	94%	97%
<i>National Benchmark</i>	87%	89%	89%	90%	90%

Note: Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$390,828	\$400,679	\$451,259	\$467,355	\$496,575
Federally Funded (\$ 1,000s)	\$246,016	\$245,410	\$239,902	\$228,460	\$225,564
Percent Funded From External Sources	70%	70%	62%	59%	60%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$356,595	\$360,323	\$395,148	\$421,801	\$441,400
Technology Transfer					
Invention Disclosures	161	172	177	185	190
Licenses & Options Executed	37	36	52	75	91
Licensing Income Received (\$)	\$17,411,625	\$1,390,871	\$1,243,425	\$1,802,233	\$1,405,713
Number of Start-Up Companies	5	8	10	9	11
	2010	2011	2012	2013	2014
U.S. Patents Issued [REVISED]	88	89	84	98	110

Notes: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). **Percent Funded from External Sources** is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure-track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **REVISED: US Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year.



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

TABLE 6B. Centers of Excellence

Name of Center:	Center for Drug Discovery and Innovation (CDDI)	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2007		
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		220	26
Value of Competitive Grants Applied For (\$)		\$165,138,359	\$31,944,210
Number of Competitive Grants Received		81	13
Value of Competitive Grants Received (\$)		\$44,626,418	\$6,670,092
Total Research Expenditures (\$)		\$20,518,061	\$910,204
Number of Publications in Refereed Journals From Center Research		205	12
Number of Invention Disclosures		54	4
Number of Licenses/Options Executed		12	5
Licensing Income Received (\$)		\$164,071	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		76	8
Collaborations with Private Industry		105	2
Collaborations with K-12 Education Systems/Schools		51	3
Undergraduate and Graduate Students Supported with Center Funds		108	24
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		1	0
Jobs Created By Start-Up Companies Associated with the Center		5	0
Specialized Industry Training and Education		14	0
Private-sector Resources Used to Support the Center's Operations		0	0
Narrative Comments on next page.			



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

TABLE 6B. Centers of Excellence *(continued)*

Name of Center	Center for Drug Discovery and Innovation (CDDI)
Narrative Comments [Most Recent Year]:	
<p>(1) Dr. Bill Baker proceeded on a year's sabbatical to Ireland where at the National University of Ireland, Galway he assisted in the further advancement of their marine biodiscovery research program. (2) CDDI was the recipient of a \$112,555.00 grant from NuTrae LLC to develop a transdermal patch capable of delivering a smoke free dose of non-psychoactive cannabidiol to patients. (3) CDDI was a Silver Sponsor of the 2014 Annual BioFlorida Conference which was held in Fort Lauderdale, Florida. The conference was attended by over 400 industry professionals from across Florida, the Southeast and the nation.</p>	