2011-12

Annual Accountability Report

UNIVERSITY OF SOUTH FLORIDA - SYSTEM

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

APPROVED BY THE USF BOT, 12/13/2012

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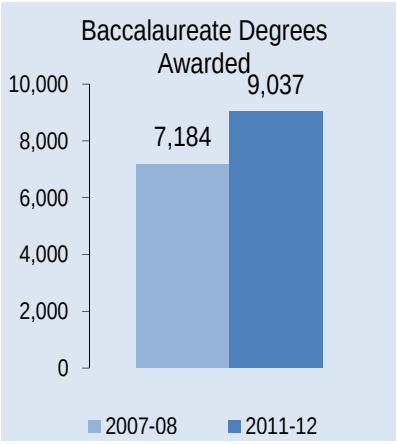
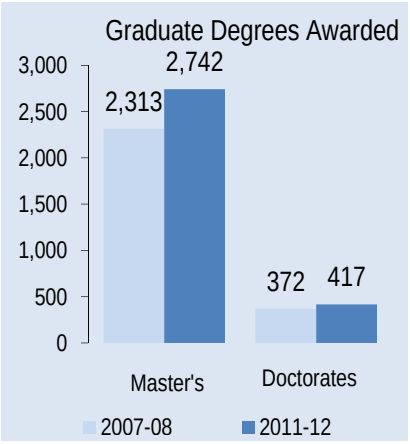
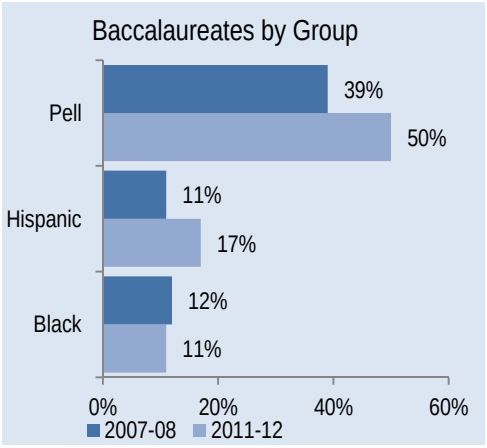
Dashboard

Sites and Campuses			USF Tampa, USF St. Petersburg, USF Sarasota-Manatee, USF in Lakeland site				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2012)			Carnegie Classification	
TOTAL (Fall 2011)	47,362	100%	TOTAL	299		Undergraduate Instructional Program:	USF System is not classified by Carnegie
Black	4,973	10%	Baccalaureate	127		Graduate Instructional Program:	
Hispanic	7,308	15%	Master's & Specialist's	127			
White	28,963	61%	Research Doctorate	41		Enrollment Profile:	
Other	6,118	13%	Professional Doctorate	4		Undergraduate Profile:	
Full-Time	31,815	67%	Faculty (Fall 2011)	Full-Time	Part-Time	Size and Setting:	
Part-Time	15,547	33%				Basic:	
Undergraduate	35,764	76%	TOTAL	1,643	449		
Graduate	9,433	20%	Tenure/T. Track	1,142	68	Community Engagement:	
Unclassified	2,165	5%	Non-Ten. Faculty	501	381		

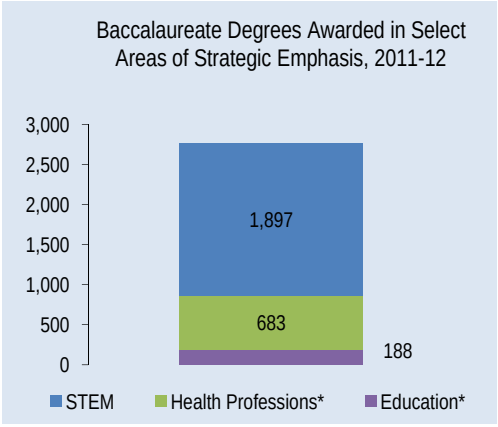
ACCESS TO AND PRODUCTION OF DEGREES

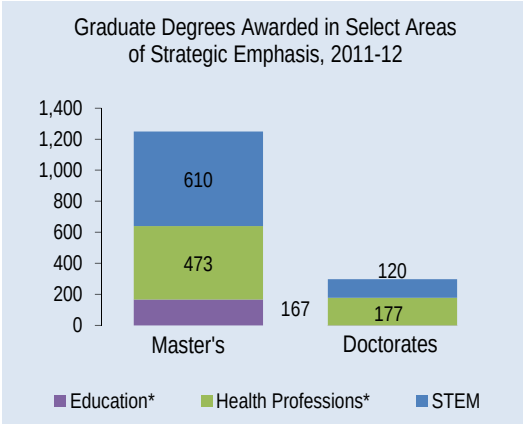






MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS





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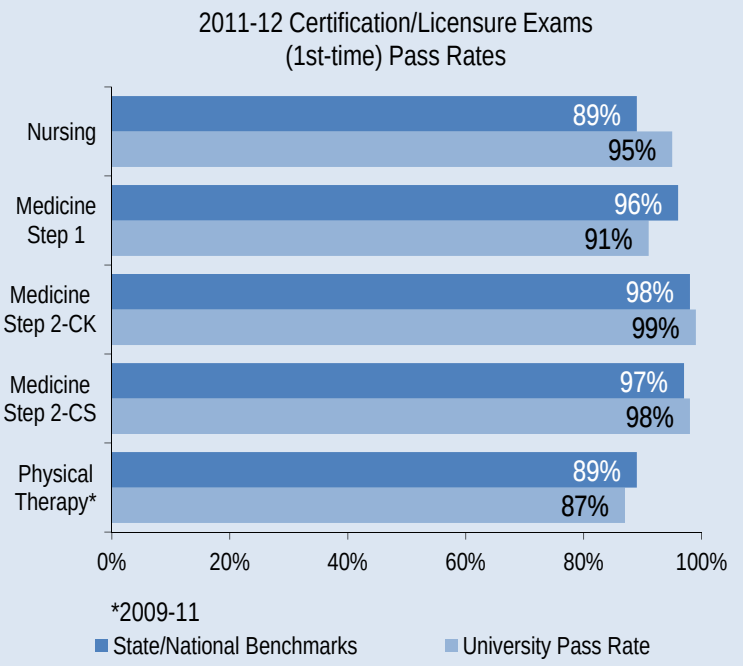
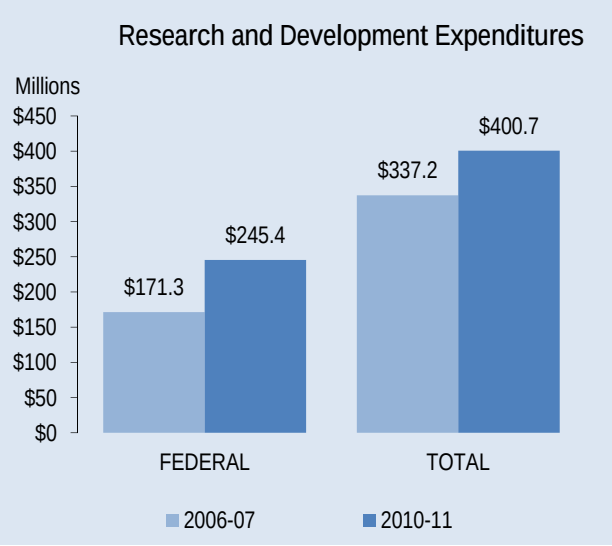
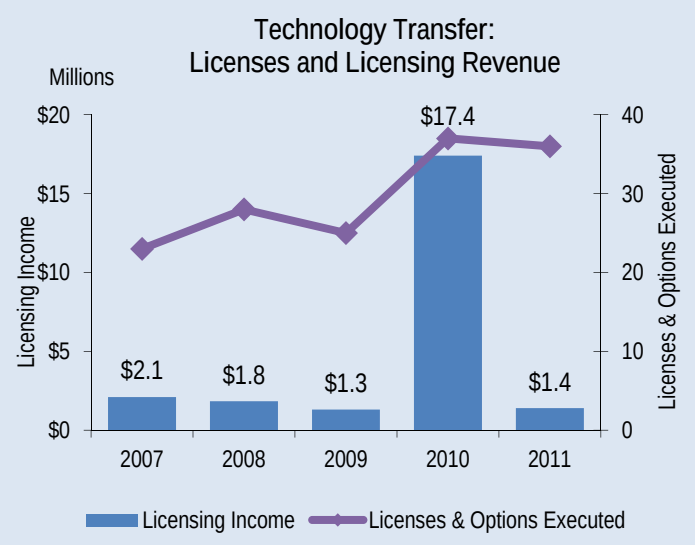
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY





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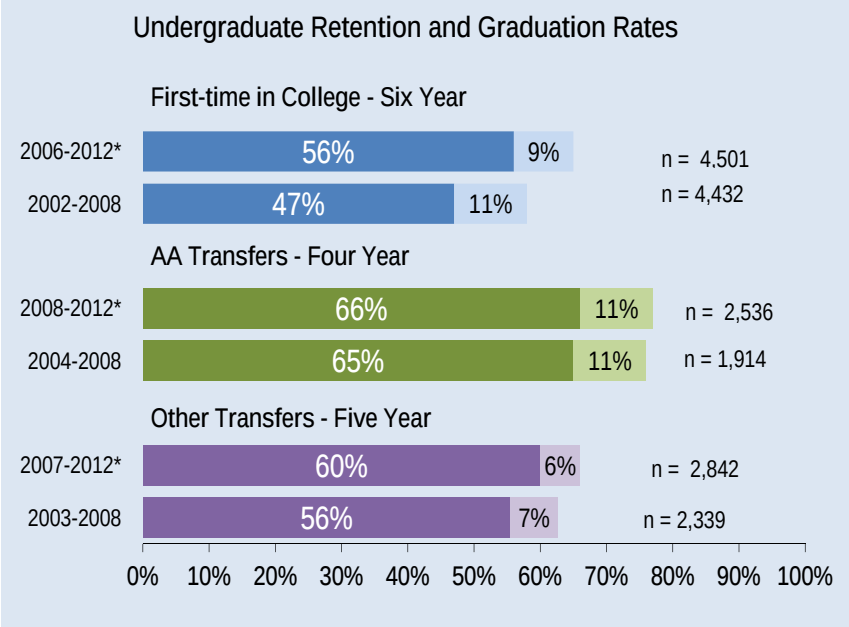
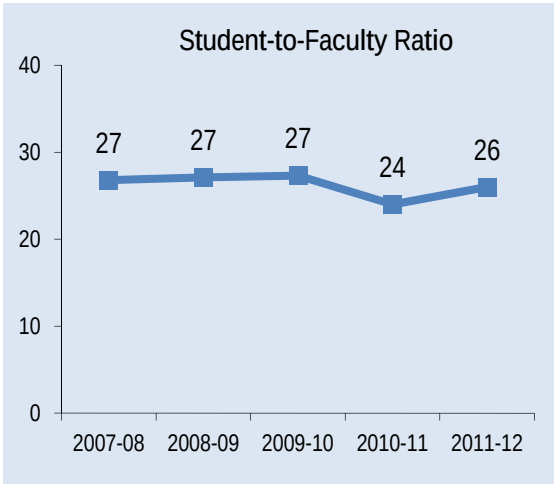
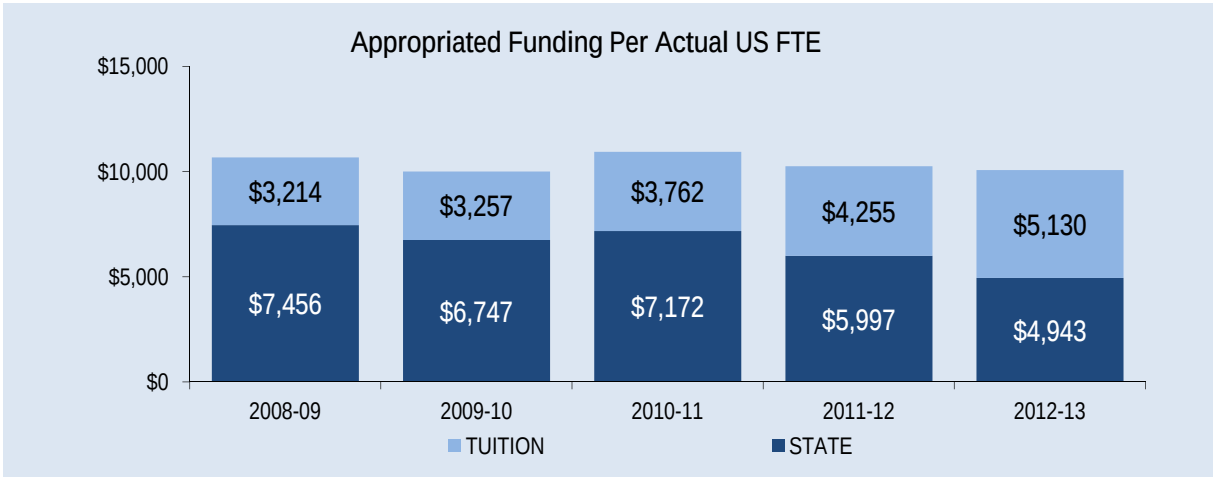
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS







Key Achievements

Selected Accomplishments for ABC University (July 2011 – June 2012).

STUDENT AWARDS/ACHIEVEMENTS

See individual institution reports.

FACULTY AWARDS/ACHIEVEMENTS

See individual institution reports.

PROGRAM AWARDS/ACHIEVEMENTS

See individual institution reports.

RESEARCH AWARDS/ACHIEVEMENTS

See individual institution reports.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

See individual institution reports.

Narrative

INTRODUCTION: THE USF SYSTEM

The University of South Florida System, which includes USF Tampa (USF), USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), catalyzes and coordinates initiatives at and among its interdependent institutions that develop graduates for 21st century careers; advance research, scholarship, and creative endeavors to improve the quality of life; and engage its communities for mutual benefit.

The institutions of the USF System (USF, USFSP, USFSM) have distinct missions and each has its own strategic plan. The USF System was formed to bring these three institutions together, so that collectively and collaboratively they could serve the region and beyond in optimal ways, resulting in a stronger presence and a distinctiveness that provides an unstoppable competitive differentiation. In addition to having a strong and unified voice for higher education, the USF System seeks to find and capitalize on synergies and economies of scale among its institutions that are of benefit to students, faculty, staff, alumni, and communities. All three institutions have separate IPEDS reporting. USF, USFSP and USFSM are accredited by SACS. By Carnegie classification, USF is a doctoral university with very high research activity and USFSP and USFSM are each classified as masters, medium level.

The members of the USF System together provide enhanced access and greater choice for students; broader advocacy; efficiencies, both academic and economic; commitment to meeting local needs; leveraging our combined strength through collaboration; and a unified brand yielding identity and impact.

The USF System serves more than 47,000 students, offering 237 degree programs: 86 bachelor's, 104 master's, 2 educational specialist, 41 research doctoral programs, and four professional doctorates. In 2011-12, the USF System awarded 12,154 degrees: Bachelor's 9,009; Master's 2,717; Specialist 12; Research Doctoral 271; and Professional Doctoral 145.

A brief summary report follows. Details of the individual institutional responses are found within the respective Annual Reports:

- USF Tampa Annual Accountability Report 2011-12, pp. 5-12
- USF St Petersburg Annual Accountability Report 2011-12, pp. 5-12
- USF Sarasota-Manatee Annual Accountability Report 2011-12, pp. 5-9

ACCESS TO AND PRODUCTION OF DEGREES

The USF System continues to provide access to an array of student experiences and a broad selection of degree programs. Collaborative degree programs, hosted programs, interdisciplinary initiatives, and undergraduate and graduate research opportunities leverage the resources of the System to increase student opportunities and foster student success. Activities at all USF System institutions focus on the recruitment and retention of top-level students and highly qualified faculty to enhance learning effectiveness and degree production, improve student retention, and raise graduation rates.

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

A stated goal of the USF System is to coordinate activities and promote synergies among its member institutions to create a major economic engine for the region and the state. The USF System offers an array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies.

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

The institutions of the USF System continue to build both the number and quality of their distinctive degree programs and to make advances in research and innovation with total research expenditures for the USF System in 2010/11 exceeding $344 million and federal expenditures exceeding $221 million.

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

The USF System's mission statement includes a commitment to community engagement by facilitating increased collaborations among its member institutions and across the region. The USF System serves as a key unifying element for the region.

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

See individual institutional reports.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Recurring State Funds	$269,447,277	$241,841,349	$262,674,613	$239,016,278	$180,136,985
Non-Recurring State Funds	$11,937,078	$1,585,518	$3,873,018	$2,656,583	$2,000,000
Tuition	$112,352,760	$118,853,735	$129,324,373	$136,448,693	$143,207,335
Tuition Differential Fee	$2,626,024	$7,458,495	$14,376,755	$22,361,250	$35,359,828
Misc. Fees & Fines	$3,862,283	$3,802,375	$3,364,814	$3,152,439	$3,578,099
Phosphate Research Trust Fund	$7,287,963	$7,304,874	$7,330,654	$7,334,170	$0
Federal Stimulus Funds	$0	$18,790,945	$17,980,176	$0	$0
SUBTOTAL	**$407,513,385**	**$399,637,291**	**$438,924,403**	**$410,969,413**	**$364,282,247**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$62,041,950	$61,549,150	$61,824,195	$63,127,971	$65,594,991
Non-Recurring State Funds	$635,338	$0	$1,175,000	$250,000	$0
Tuition	$26,347,362	$29,988,216	$32,942,009	$41,065,438	$50,531,236
Tuition Differential Fee	$111,799	$501,511	$947,321	$1,703,379	$2,174,157
Misc. Fees & Fines	$0	$1,331	$1,280	$2,568	$2,500
Phosphate Research Trust Fund	$0	$0	$0	$0	$0
Federal Stimulus Funds	$0	$4,569,090	$4,351,772	$0	$0
SUBTOTAL	**$89,136,449**	**$96,609,298**	**$101,241,577**	**$106,149,356**	**$118,302,884**
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL	**$496,649,834**	**$496,246,589**	**$540,165,980**	**$517,603,638**	**$482,585,131**

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

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Instruction/Research	$232,420,538	$248,178,440	$264,299,730	$259,669,538	$267,947,261
Administration & Support	$28,501,983	$23,730,020	$26,484,388	$26,751,015	$19,109,484
PO&M	$36,124,122	$35,302,128	$34,678,763	$35,363,017	$39,616,212
Student Services	$22,054,934	$21,924,396	$21,251,998	$19,336,600	$17,125,241
Institutes & Research Ctrs.	$1,024,089	$968,072	$721,815	$3,543,080	$2,335,769
Radio/TV	$815,056	$892,243	$890,441	$945,518	$925,464
Library/Audio Visual	$14,141,123	$14,667,694	$13,622,890	$14,036,909	$14,019,664
Museums and Galleries	$729,951	$640,699	$702,092	$738,589	$629,193
Agricultural Extension	$0	$0	$0	$0	$0
Intercollegiate Athletics	$352,411	$356,212	$358,193	$368,234	$371,389
Acad. Infrastructure Sprt Org	$0	$0	$181,684	$875,239	$2,202,570
SUBTOTAL	**$336,164,207**	**$346,659,904**	**$363,191,994**	**$361,627,739**	**$364,282,247**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$64,047,565	$68,082,738	$76,521,544	$76,382,108	$104,731,564
Administration & Support	$4,463,186	$5,033,768	$6,375,343	$5,076,837	$6,957,364
PO&M	$262,695	$84,684	$1,373,059	$1,800,847	$4,324,443
Teaching Hospital & Allied Clinics	$0	$0	$0	$0	$0
Library/Audio Visual	$2,787,282	$2,473,154	$2,437,820	$3,043,160	$2,289,513
Acad. Infrastructure Sprt Org.	$1,153	$0	$1,640	$0	$0
Student Services	$0	$0	$0	$0	$0
SUBTOTAL	**$71,561,881**	**$75,674,344**	**$86,709,406**	**$86,302,952**	**$118,302,884**
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	**$0**	**$0**	**$0**	$0	$0
TOTAL	**$407,726,088**	**$422,334,248**	**$449,901,400**	**$447,930,691**	**$482,585,131**

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Also, the table does not include expenditures from funds carried forward from previous years. Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). Administration & Support Services: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). PO&M: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	$6,493	$5,424	$5,782	$5,122	$4,255
Lottery Funds per FTE	$775	$670	$768	$828	$688
Tuition & Fees per FTE	$3,214	$3,257	$3,762	$4,255	$5,130
Other Trust Funds per FTE	$188	$653	$622	$47	$0
Total per FTE	$10,670	$10,004	$10,934	$10,252	$10,073
Actual Funding per FTE					
Tuition & Fees per FTE	$3,069	$3,257	$3,614	$3,980	$4,948
Total per FTE	**$10,525**	**$10,004**	**$10,786**	**$9,977**	**$9,891**

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

TABLE 1D. University Other Budget Entities

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Auxiliary Enterprises					
Revenues	$171,361,009	$142,802,349	$159,279,590	$166,196,465	$173,389,267
Expenditures	$240,123,445	$115,485,207	$128,022,768	$136,665,186	$169,285,660
Contracts & Grants					
Revenues	$346,300,000	$296,910,481	$280,658,090	$253,155,100	$377,818,271
Expenditures	$340,000,000	$300,467,449	$305,640,232	$309,631,943	$386,434,278
Local Funds					
Revenues	$135,058,791	$408,521,266	$442,397,152	$445,195,357	$443,452,290
Expenditures	$153,572,417	$406,432,437	$440,842,216	$444,874,605	$455,023,794
Faculty Practice Plans					
Revenues	$150,206,988	$174,727,927	$183,622,430	$194,997,543	$194,642,509
Expenditures	$156,641,074	$173,643,913	$182,116,435	$110,473,344	$114,393,325

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

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value ($1000s)	$388,516	$360,035	$275,398	$295,921	$344,000
Gifts Received ($s)	$56,826,407	$44,682,695	$34,010,969	$36,385,343	$81,500,000
Percentage of Alumni Donors	4.8%	8.2%	8.0%	9.7%	10.0%

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.

Section 2 – Personnel

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

	2007	2008	2009	2010	2011
Full-time Faculty					
Tenured Faculty	732	727	755	773	755
Tenure-track Faculty	443	376	360	369	387
Non-Tenure Track Faculty	582	476	503	523	501
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	568	568	634	686	726
Other Professional	1,715	1,710	1,735	1,809	1,868
Non-Professional	1,801	1,731	1,721	1,789	1,809
FULL-TIME SUBTOTAL	**5,841**	**5,588**	**5,708**	**5,949**	**6,046**
Part-time Faculty					
Tenured Faculty	60	56	58	54	47
Tenure-track Faculty	19	25	21	25	21
Non-Tenure Track Faculty	170	154	150	235	381
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	1,725	1,774	1,866	2,071	2,059
Executive/Administrative	19	15	17	16	20
Other Professional	93	72	90	132	81
Non-Professional	41	40	98	286	110
PART-TIME SUBTOTAL	**2,127**	**2,136**	**2,300**	**2,816**	**2,719**
TOTAL	**8,098**	**7,877**	**8,160**	**8,239**	**8,765**

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. Tenured and Tenure-Track Faculty include those categorized within instruction, research, or public service. Non-Tenure Track Faculty includes adjunct faculty and faculty on multi-year contracts categorized within instruction, research, or public service. Instructors Without Faculty Status includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. Executive/Administrative refers to all executive, administrative and managerial positions regardless of faculty status. Other Professional refers to support and service positions regardless of faculty status.

Section 3 – Enrollment

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

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	9,378	9,468	9,378	9,291	9,377	8,868
Upper	13,361	14,548	13,361	14,617	13,361	13,397
Grad I	3,680	3,660	3,680	3,503	3,679	2,581
Grad II	854	1,037	854	978	855	751
Total	**27,273**	**28,713**	**27,273**	**28,390**	**27,272**	**25,597**
NON-FLORIDA RESIDENTS						
Lower		413		504		559
Upper		451		507		514
Grad I		470		542		422
Grad II		474		579		519
Total	**1,400**	**1,808**	**1,400**	**2,132**	**1,400**	**2,014**
TOTAL FTE						
Lower	9,378	9,881	9,378	9,796	9,377	9,427
Upper	13,361	14,999	13,361	15,124	13,361	13,911
Grad I	3,680	4,130	3,680	4,045	3,679	3,003
Grad II	854	1,511	854	1,557	855	1,270
Total FTE	**28,673**	**30,521**	**28,673**	**30,522**	**28,672**	**27,611**
Total FTE *(US Definition)*	**38,231**	**40,695**	**38,231**	**40,696**	**38,229**	**36,815**
Headcount for Medical Doctorates						
Residents	480	449	480	444	480	436
Non-Residents	0	24	0	39	0	44
Total	480	473	480	483	480	480
Headcount for Pharm D						
Residents	0	0	50	53	125	125
Non-Residents	0	0	0	0	0	0
Total	0	0	50	53	125	125

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). Funded enrollment as reported in the General Appropriations Act and set by the legislature. Actual enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Estimated enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 – Enrollment *(continued)*

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

	2010-11 Actual	2011-12* Actual	2012-13* Estimated
MAIN CAMPUS (*includes USF in Lakeland)			
Lower	8425	8597	8173
Upper	10631	12411	11114
Master's (Grad I)	2675	3668	2622
Doctoral (Grad II)	1214	1556	1270
TOTAL	**22945**	**26232**	**23179**
SITE: *Health Science Center*			
Lower	386	394	395
Upper	953	1119	1203
Master's (Grad I)	976	1046	997
Doctoral (Grad II)	295	315	299
TOTAL	**2610**	**2874**	**2894**
SITE: *Polytechnic*			
Lower	57	na	na
Upper	750	na	na
Master's (Grad I)	94	na	na
Doctoral (Grad II)	0	na	na
TOTAL	**901**	na	na
SITE: *Sarasota-Manatee*			
Lower	66	110	150
Upper	927	912	968
Master's (Grad I)	121	106	110
Doctoral (Grad II)	2	0	0
TOTAL	**1116**	**1128**	**1228**
SITE: *St. Petersburg*			
Lower	947	1089	1104
Upper	1662	1733	1757
Master's (Grad I)	260	266	271
Doctoral (Grad II)	1	1	0
TOTAL	**2870**	**3089**	**3132**
SITE: *Remaining Physical Locations*			
Lower	0	0	0
Upper	78	68	72
Master's (Grad I)	4	5	0
Doctoral (Grad II)	0	0	0
TOTAL	**82**	**73**	**72**
TOTAL			
Lower	9881	10190	9822
Upper	15001	16243	15114
Master's (Grad I)	4130	5091	4000
Doctoral (Grad II)	1512	1872	1569
TOTAL	**30.524**	**33.396**	**30.505**

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

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12
LOWER-DIVISION		
Traditional *(<50%)*	8,301	8,140
Hybrid Blend *(50%-79%)*	22	48
Distance Learning *(>80%)*	1,557	1,607
TOTAL	**9,880**	**9,795**
UPPER-DIVISION		
Traditional *(<50%)*	11,259	10,948
Hybrid Blend *(50%-79%)*	330	352
Distance Learning *(>80%)*	3,411	3,821
TOTAL	**15,000**	**15,121**
MASTER'S (GRAD I)		
Traditional *(<50%)*	2,888	2,863
Hybrid Blend *(50%-79%)*	134	147
Distance Learning *(>80%)*	1,108	1,034
TOTAL	**4,130**	**4,044**
DOCTORAL (GRAD II)		
Traditional *(<50%)*	1,453	1,491
Hybrid Blend *(50%-79%)*	9	5
Distance Learning *(>80%)*	50	62
TOTAL	**1,512**	**1,558**
TOTAL		
Traditional *(<50%)*	23,901	23,442
Hybrid Blend *(50%-79%)*	495	551
Distance Learning *(>80%)*	6,125	6,525
TOTAL	**30,521**	**30,519**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).

Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Biology	26.0101	Bachelor	Jun. 2011	Fall 2012	St. Petersburg
Speech Language Services	52.0201	Bachelor	Jun. 2011	Spring 2012	Sarasota-Manatee
Health Science	51.0000	Bachelor	Mar. 2012	Fall 2012	Tampa
Global Business	52.1101	Bachelor	Oct. 2011	Fall 2012	St. Petersburg
Terminated Programs					
Art Teacher Ed	13.1302	Bachelor	Jun. 2011	Summer 2011	Tampa
Business Teacher Ed (Voc)	13.1303	Bachelor	Jun. 2011	Spring 2007	Tampa
Dance Education	13.1324	Bachelor	Jun. 2011	Summer 2011	Tampa
Ed of the Emotionally Handicap	13.1005	Bachelor	Jun. 2011	Spring 2005	Tampa
Ed of the Mentally Handicapped	13.1006	Bachelor	Jun. 2011	Spring 2007	Tampa
Ed of Specific Learning Disabled	13.1011	Bachelor	Jun. 2011	Spring 2005	Tampa
Engineering	14.0101	Bachelor	Jun. 2011	Spring 2011	Tampa
Liberal Arts & Studies	24.0101	Bachelor	Jun. 2011	Spring 2009	Tampa
Trade and Industrial Teacher Ed	13.132	Bachelor	Jun. 2011	Spring 2008	Tampa
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2011 and May 4, 2012. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Retention Rates

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

	2007-08	2008-09	2009-10	20010-11	2011-12 Preliminary
Cohort Size	4,142	4,395	4,306	4,951	4,027
% Retained	87%	86%	87%	85%	86%
% Retained *with GPA of 2.0 or higher*	81%	83%	84%	82%	85%

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

TABLE 4C. FTIC Graduation Rates

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

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	4,205	4,941	4,140	4,101	4,399
% Graduated	48%	48%	53%	53%	57%
% Still Enrolled	*11%*	*11%*	*9%*	*9%*	*9%*
% Success Rate	*59%*	*59%*	*62%*	*62%*	*65%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Full- & Part-time Cohort	4,715	4,478	4,501	4,216	4,482
From Same University					
% Graduated	23%	24%	28%	34%	37%
% Still Enrolled	*43%*	*41%*	*41%*	*40%*	*38%*
From Other SUS University					
% Graduated	2%	2%	1%	1%	1%
% Still Enrolled	*5%*	*3%*	*3%*	*3%*	*3%*
From State University System					
% Graduated	25%	25%	30%	36%	38%
% Still Enrolled	*48%*	*45%*	*44%*	*43%*	*41%*
% Success Rate	*72%*	*70%*	*73%*	*78%*	*79%*

6 – Year Rates	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Full- & Part-time Cohort	4,432	5,177	4,669	4,4424	4,501
From Same University					
% Graduated	47%	47%	52%	52%	56%
% Still Enrolled	*11%*	*11%*	*10%*	*9%*	*9%*
From Other SUS University					
% Graduated	4%	4%	5%	4%	4%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	51%	52%	57%	56%	60%
% Still Enrolled	*12%*	*12%*	*12%*	*11%*	*10%*
% Success Rate	*63%*	*64%*	*69%*	*67%*	*70%*

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2006-08	2007-09	2008-10	2009-11	2010-12 Preliminary
Cohort	*2,009*	*2,216*	*2,536*	*2,333*	*2,484*
From Same University					
% Graduated	28%	27%	25%	29%	28%
% Still Enrolled	*59%*	*59%*	*61%*	*60%*	*60%*
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	*2%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	28%	27%	26%	29%	28%
% Still Enrolled	*60%*	*61%*	*62%*	*61%*	*61%*
% Success Rate	*88%*	*88%*	*88%*	*90%*	*89%*

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Cohort	*1,914*	*2,067*	*2,009*	*2,216*	*2,536*
From Same University					
% Graduated	65%	63%	64%	64%	66%
% Still Enrolled	*11%*	*13%*	*12%*	*12%*	*11%*
From Other SUS University					
% Graduated	1%	1%	1%	1%	1%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	66%	64%	65%	66%	67%
% Still Enrolled	*12%*	*13%*	*13%*	*13%*	*12%*
% Success Rate	*78%*	*78%*	*79%*	*79%*	*79%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2003-08	2004-09	2005-10	2006-11	2007- 12 Preliminary
Cohort Size	*2,399*	*2,495*	*2,498*	*2,592*	*2,842*
From Same University					
% Graduated	56%	56%	54%	60%	60%
% Still Enrolled	*7%*	*7%*	*7%*	*7%*	*6%*
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	58%	57%	55%	62%	61%
% Still Enrolled	*8%*	*8%*	*7%*	*8%*	*7%*
% Success Rate	*65%*	*65%*	*62%*	*70%*	*68%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	7184	7560	8029	8337	9037

Notes: This is a count of baccalaureate degrees granted. 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.

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	1,299	1,395	1,535	1,635	1,897
Health Professions **only disciplines in critical need*	420	435	439	439	683
Security and Emergency Services	395	412	458	475	478
Globalization	445	470	490	526	594
Education **only disciplines in critical need*	105	111	105	170	188
SUBTOTAL	**2,664**	**2,823**	**3,027**	**3,245**	**3,840**
Percent of ALL Baccalaureate Degrees	*37%*	*37%*	*38%*	*39%*	*42%*

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Hispanic Black					
Number of Degrees	821	906	883	935	942
Percentage of Degrees	12%	12%	11%	12%	11%
Hispanic					
Number of Degrees	782	884	966	1,166	1,437
Percentage of Degrees	11%	12%	12%	14%	17%
Pell-Grant Recipients					
Number of Degrees	2,707	2,885	3,260	3,763	4,476
Percentage of Degrees	39%	39%	41%	46%	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. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	44%	43%	47%	50%	57%
AA Transfers	58%	61%	58%	60%	60%
Other Transfers	46%	49%	49%	49%	40%
TOTAL	**49%**	**51%**	**51%**	**53%**	**53%**

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	3,275	3,023	3,157	3,261	3,333
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	61%	57%	59%	58%	61%
30 to 49 Students	27%	28%	28%	28%	26%
50 to 99 Students	10%	12%	11%	11%	10%
100 or More Students	3%	3%	3%	3%	3%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	61%	63%	65%	66%	68%
Adjunct Faculty	24%	23%	21%	19%	17%
Graduate Students	14%	14%	13%	14%	15%
Other Instructors	0%	0%	1%	1%	1%

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

TABLE 4M. Undergraduate Instructional Faculty Compensation

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	$93,079	$89,791	$93,039	$90,120	$91,083

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	26.8	27.1	27.3	24.0	26.1

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Professional Licensure/Certification Exams

Nursing: *National Council Licensure Examination for Registered Nurses*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	152	157	151	169	210
Pass Rate	92%	98%	96%	96%	95%
National Benchmark	*86%*	*88%*	*90%*	*89%*	*89%*

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

TABLE 4P. Tuition Differential Fee (TDF)

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	$14,376,755	$22,361,250	$35,359,828
Students Receiving TDF Funded Award	3,346	5,235	n/a
Value of TDF Funded Award	$1,289	$1,282	n/a
Florida Student Assistance Grant (FSAG) Eligible Students			
Number of Eligible Students	7,856	8,147	n/a
Number Receiving a TDF Waiver	0	0	n/a
Value of TDF Waivers	$0	$0	n/a

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

Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Secondary English Education	13.1305	Master	Dec. 2011	Fall 2012		Sarasota-Manatee
Middle Grades Science, Technology, Engineering, and Mathematics Education	13.1203	Master	Dec. 2011	Fall 2012		St. Petersburg
Exercise Science	31.0505	Master	Oct. 2011	Spring 2012		Tampa
Health Informatics	51.2706	Master	Dec. 2011	Spring 2012		Tampa
Environmental Engineering	14.1401	Research Doctorate		Spring 2012	Jan., 2012	Tampa
Terminated Programs						
Art Teacher Ed	13.1302	Master	Jun. 2011	Summer 2011		Tampa
Higher Ed Administration	13.0406	Master	Jun. 2011	Spring 2006		Tampa
Dramatic Writing	50.0504	Master	Jun. 2011	Summer 2011		Tampa
Inactive Programs						
None						
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2011 and May 4, 2012. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	**2,685**	**2,884**	**2,944**	**3,010**	**3,159**
Masters and Specialist	2,313	2,482	2,544	2,585	2,742
Research Doctoral	229	248	244	269	271
Professional Doctoral	143	154	156	156	146
a) Medicine	*115*	*114*	*116*	*109*	*112*
b) Law	*0*	*0*	*0*	*0*	*0*
c) Pharmacy	*0*	*0*	*0*	*0*	*0*

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	552	530	616	658	730
Health Professions **only disciplines in critical need*	429	506	566	662	650
Security and Emergency Services	36	53	40	31	45
Globalization	46	41	54	49	67
Education **only disciplines in critical need*	200	234	188	170	168
SUBTOTAL	**1,263**	**1,364**	**1,464**	**1,570**	**1,660**
Percent of All Graduate Degrees	*47%*	*47%*	*50%*	*52%*	*53%*

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Medicine: *US Medical Licensing Exam (Step 1)*

	2008	2009	2010	2011	2012*
Examinees	117	117	116	110	125
Pass Rate	97%	97%	97%	99%	91%
National Benchmark	*93%*	*93%*	*91%*	*94%*	*96%*

*Data is preliminary

Medicine: *US Medical Licensing Exam (Step 2) Clinical Knowledge*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	101	121	128	122	115
Pass Rate	100%	100%	100%	99%	99%
National Benchmark	*96%*	*96%*	*97%*	*97%*	*98%*

Medicine: *US Medical Licensing Exam (Step 2) Clinical Skills*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	92	118	116	122	100
Pass Rate	97%	97%	96%	100%	98%
National Benchmark	*97%*	*97%*	*97%*	*98%*	*97%*

Physical Therapy: *National Physical Therapy Examinations*

	2005-07*	2006-08*	2007-09*	2008-10	2009-11
Examinees	51	43	51	81	96
Pass Rate	82%	88%	86%	85%	87%
National Benchmark	*86%*	*86%*	*87%*	*87%*	*89%*

*No USF Graduates in 2007

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2006-07	2007-08	2008-09	2009-10	2010-11
R&D Expenditures					
Total ($ 1,000s)	$337,169	$342,665	$371,037	$390,828	$400,679
Federally Funded ($ 1,000s)	$171,272	$189,282	$213,163	$246,016	$245,410
Percent Funded From External Sources	76.5%	79.5%	80.3%	78.5%	77.3%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$278,652	$291,630	$313,641	$327,318	$350,857
Technology Transfer					
Invention Disclosures	110	139	141	161	172
U.S. Patents Issued	31	31	36	66	91
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	26	26	28	52	80
Licenses/ Options Executed	23	28	25	37	36
Licensing Income Received ($)	$2,099,712	$1,831,000	$1,300,000	$17,411,625	$1,390,871
Number of Start-Up Companies	4	5	3	5	8

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

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 2012)	**Fiscal Year 2011-12**
Year Created:	FY 2007		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		133	37
Value of Competitive Grants Applied For *($)*		$74,169,154	$12,222,037
Number of Competitive Grants Received		43	25
Value of Competitive Grants Received *($)*		$17,269,173	$8,829,626
Total Research Expenditures *($)*		$15,454,783	$3,207,618
Number of Publications in Refereed Journals From Center Research		147	28
Number of Invention Disclosures		28	2
Number of Licenses/Options Executed		2	0
Licensing Income Received *($)*		$163,071	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		52	12
Collaborations with Private Industry		69	22
Collaborations with K-12 Education Systems/Schools		48	0
Undergraduate and Graduate Students Supported with Center Funds		47	17
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*			0
Jobs Created By Start-Up Companies Associated with the Center			0
Specialized Industry Training and Education		14	0
Private-sector Resources Used to Support the Center's Operations			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]:

(1) In March of 2012, the build-out of the Chemdiversity lab was completed by Whiting Turner and the keys officially handed over to the Center for Drug Discovery and Innovation. (2) During the fiscal year 2011/12, the planned phase-out of the Biotechnology Development and Testing Facility (BDT) began with the inception of the Protein Production Lab. The addition of the two new core facilities was necessary to ensure that the services being offered to the wider community were aligned with the overall mission of early drug discovery. (3) In January 2012, Dr. Jeremiah Tipton was appointed the new manager of the Proteomics Lab. (4) In May 2012, Dr. Jinyi Zhu, through a joint appointment with Molecular Medicine and the Center for Drug Discovery and Innovation, was appointed the manager for the Center's Protein Production Lab.
(5) The Center for Drug Discovery and Innovation, along with the Global Health Infectious Disease Program, hosted a one-day symposium on April 6, 2012, at the Patel Center for Global Solutions. The event drew the participation of a number of national experts in infectious disease drug discovery.

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

TABLE 6C. State University Research Commercialization Assistance Grants

Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase I Grants			
Phase II Grants			
Phase III Grants			
MDI Partners, LLC	FY 2011	$185,000	$124,727
Rehab Ideas, Inc.	FY 2011	$150,000	$149,994
Natura Therapeutics, Inc.	FY 2011	$65,000	$58,500
Total for all SURCAG Grants		**$400,000**	**$333,221**

Narrative Comments: For each project, provide a brief update on (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.

Phase III Grants

MDI Partners:

The overall goal for this grant was to finalize the design of the speculum sheath, gear up for manufacturing, submit an application for FDA approval, and ultimately get commercial product on the market. In support of this goal and milestones proposed in the grant, MDI designed and built the beta prototypes. The initial user preference clinical study was completed, and a follow-on effectiveness study was initiated in 136 patients. The 510k submission is planned for December 2012, with market launch anticipated by December 2013.

Rehab Ideas:

The overall goal for this grant was to commercialize five innovative products designed specifically for individuals with disabilities including the Mobili-T Rover, Backpack Retriever, TrayAway, Folding Crutch and Sideways Wheelchair Kit. In further support of this goal and milestones proposed in the grant, Rehab Ideas improved the Mobili-T Rover design, produced several units, and showcased the Rover at an international conference. Marketing efforts continue to grow sales in Backpack Retriever, and TrayAway. A prototype Folding Crutch was made, and tooling for manufacturing is pending. The Sideways Wheelchair Kit project was discontinued due to potential stability issues.

Natura Therapeutics:

Natura's overall goal for this grant was to develop and commercialize a combination product for supporting cellular health and weight loss, NutraStem®Slim. In support of this goal and the milestones proposed in the grant, Natura established a single dosage that was beneficial for stem cell health and for promoting weight loss. A peer reviewed scientific manuscript is in progress. Finished product manufacturing is projected to begin June 2013 with a market launch later that year.

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

TABLE 6D. 21st Century World Class Scholars Program

World Class Scholar(s)	Scholar's Field	Grant Amount Awarded *(Thousand $) State Dollars Only*	Report the cumulative activity since each scholar's award.		
			External Research Awards *(Thousand $)*	Patent Filed / Issued	Licensing Revenues Generated *($)*
John Adams	Global Health	$2,000	$10,970	4 filed	$0
Richard Gitlin	Electrical Engineering	$2,000	$336	8 filed	$500
James Mihelcic	Environmental Engineering	$2,000	$871	0	$0
Thomas Unnasch	Global Health	$2,000	$8,009	0	$0
TOTAL		**$8,000**	**$ 20,186**	**12 filed**	**$500**

For the most recent year of reporting, please provide a brief paragraph on the teaching, research, and service activities of each 21st Century World Class Scholar.

Dr. John Adams, Professor of Global Health, came to USF in May 2007 from the University of Notre Dame's Center for Tropical Disease Research and Training, where he made important advances in malaria genetics and vaccine development. A devastating disease, malaria is a major economic drain in affected countries and leads to severe anemia and death in young children and pregnant women. Dr. Adams' laboratory studies protein ligands that help malaria parasites bind to a person's red blood cell wall, beginning a cascade of replication that leads to the massive destruction of oxygen-carrying red blood cells. He was issued U.S. patents for two of these proteins because of their potential use in a malaria vaccine. With the support of grants from the National Institutes of Health (NIH), Dr. Adams is using advanced analytic technologies to pursue effective vaccine and mosquito-based therapies to prevent malaria caused by *Plasmodium vivax* and *P. falciparum*, the most common types of malaria. Dr. Adams oversees the Vector-Borne Pathogen Laboratory, or insectary, where researchers will study the complex life cycle of the malaria parasite transmitted by mosquitoes. Dr. Adams currently serves as Editor of *Infection & Immunity*, and is active on the USF Graduate Council, as well as the Tenure & Promotion Committees in his department and college. He currently sponsors 4 postdoctoral and 4 predoctoral scholars and has provided undergraduate research experiences for more than 50 students, including honors students. Dr. Adams has published more than 90 referred publications and actively collaborates with USF-affiliate Draper Laboratory.

Dr. Richard D. Gitlin, Agere Systems Chair Distinguished Professor of Electrical Engineering, has more than 40 years of leadership in the communications and networking industry, directing pioneering research and development in digital communications, broadband networking, and wireless systems. Since joining USF in 2008, he has focused on the synergies between advanced communications technologies and bio-medical systems by investigating the potential for wireless networking of *in vivo* miniature wirelessly controlled devices to enable a paradigm shift in Minimally Invasive Surgery (MIS). This research has produced nine papers, four patent filings, and two NSF grants. The system patent for advancing MIS surgery has just been allowed and should become a dominant patent in this domain. Dr. Gitlin is involved with a USF start-up company, Innovatia Medical Systems, which was formed to support and commercialize the work of Dr. Gitlin's Miniature Anchored Remote Videoscope for Expedited Laparoscopy (MARVEL) research team comprised of engineering students. Dr. Gitlin has updated and taught the following graduate level courses at USF: EEL6534 Digital Communications, EEL6545 Random

Processes, and EEL6597 Wireless Networking. Dr. Gitlin's USF service activities include: Member, USF Board of Trustees working group on Audit and Finance (2008-2011); Member, USF System Strategic Planning Committee (2010-2011); Chair, EE Department Personnel Committee (2009-2011); Chair, EE Department Academic Affairs Committee (2012-); and Executive Committee, USF Chapter of the National Academy of Inventors (2012-).

James R. Mihelcic is Professor of Civil and Environmental Engineering, where he directs the Peace Corps Master's International Program in Civil & Environmental Engineering. Dr. Mihelcic is a member of the EPA Chartered Science Advisory Board and a Board Certified Environmental Engineering Member and Board Trustee of the American Academy of Environmental Engineers (AAEE). He is lead author for three textbooks: *Fundamentals of Environmental Engineering* (John Wiley & Sons, 1999); *Field Guide in Environmental Engineering for Development Workers: Water, Sanitation, Indoor Air (*ASCE Press, 2009); and *Environmental Engineering: Fundamentals, Sustainability, Design (*John Wiley & Sons, 2010). His areas of interest are sustainability, impact of anthropogenic stressors on water resources, water supply, and wastewater treatment, water, and sanitation in the developing world, engineering education. His research is currently supported by externally funded research from the National Science Foundation, U.S. Agency for International Development, WateReuse Foundation, and CARE Madagascar. Dr. Mihelcic teaches courses at USF in environmental engineering, sustainable development engineering, aquatic chemistry, and professionalism and ethics. He has conducted university service related to development of the master's degree in Global Sustainability and led efforts that created the Ph.D. Environmental Engineering degree. At the department level, he has led or served on committees for new faculty searches, engineering ABET accreditation, and faculty promotion and tenure.

Dr. Thomas Unnasch is the Department Chair and Professor in the Department of Global Health. Dr. Unnasch directs the Global Health Infectious Diseases Research (GHIDR) program's Biosafety Level 3 (BSL-3) Laboratory, which primarily houses his team's work with Eastern equine encephalitis virus (EEEV). He is a leading authority on the ecology of EEEV and other encephalitis viruses such as the West Nile virus. His research has focused upon vector-borne diseases and the human filarial infections. The laboratory concentrates upon research areas that have a direct impact upon disease control and elimination programs targeting vector-borne pathogens worldwide. The laboratory has been instrumental in the development of molecular-based methods for the detection of the river blindness parasite *Onchocerca volvulus* both in humans and in its black-fly vector. He and his team are also working closely with collaborators in Africa and Latin America to develop spatial models to predict zones that are at risk for onchocerciasis using remote sensing data, and to develop more efficient methods for the collection of vector blackflies to monitor transmission of onchocerciasis. In the field of arboviral infections, the laboratory is studying the ecology of Eastern Equine Encephalitis virus (EEEV) in the Southeastern USA, concentrating on elucidating the dynamic processes in the host-vector relationship that are drivers in the development of EEEV enzootics and epidemics. This work has recently been featured in stories in the *New York Times*, *Science Direct,* and MSNBC. The ultimate goal of these studies is to develop a predictive model for habitats that are most likely to represent EEEV enzootic foci. Such a model could be used to target most efficiently the surveillance and vector control efforts of the mosquito control programs throughout Florida and the Southeastern USA. Dr. Unnasch has served as the co-Director for the Center of Biological Defense at USF and on numerous College-wide leadership committees, including the Dean's Research Advisory committee, the College Appointment, Promotion and Awards Committee, and various admission committees. Dr. Unnasch serves a leadership role in numerous national and international organizations, including the Board of Directors of the Florida Mosquito Control Association, the Mectizan Donation Committee and the Chair of Uganda's Expert Advisory Committee for Onchocerciasis Elimination. He serves on the editorial boards of several peer-reviewed journals and is the editor in chief of Research Reports in Tropical Medicine. Dr. Unnasch has supervised many MSPH and PhD students; is course director for PHC 6561 Laboratory Techniques in Public Health, PHC 6934 Tools of Research: Laboratory Rotations, PHC 7931 Advanced Interdisciplinary Seminar: Current Topics in Global Health Infectious Disease Research; and serves as a guest lecturer in numerous classes in the College of Public Health and School of Medicine.