

2012-13

Annual Accountability Report

UNIVERSITY
OF WEST FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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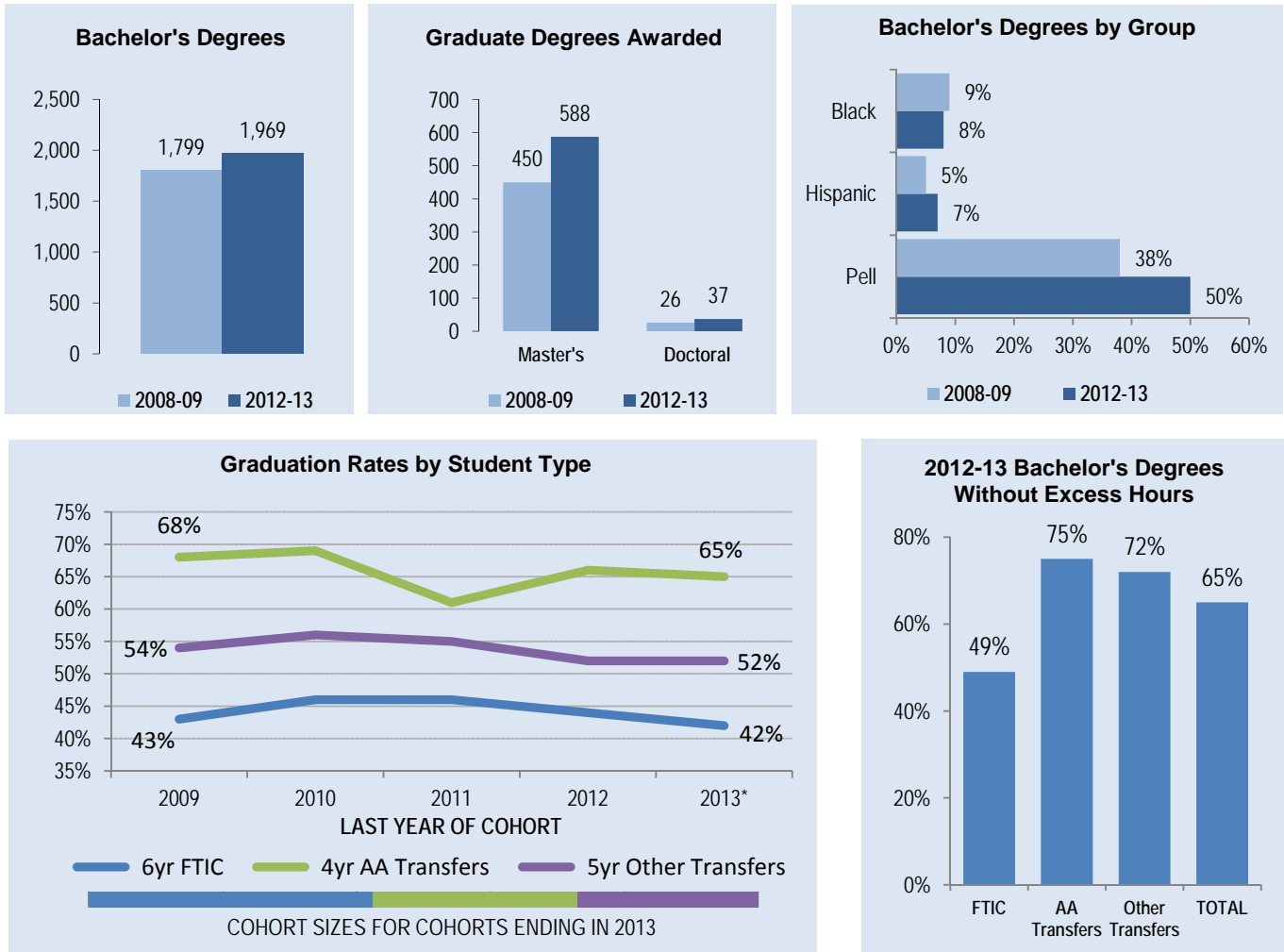
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Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2012)	Full-Time	Part-Time		
TOTAL	12,679	100%	22%	TOTAL (as of Spring 2013)				
White	8,924	70%	12%	Baccalaureate	51		Basic:	Doctoral/Research Universities
Hispanic	978	8%	102%	Master's	28		Undergraduate Instructional Program:	Balanced arts & sciences, some graduate
Black	1,519	12%	42%	Research Doctorate	1		Graduate Instructional Program:	Single doctoral (education)
Other	1,259	10%	50%	Professional Doctorate	0		Size and Setting:	Medium four-year, primarily nonresidential
Full-Time	8,137	64%	24%				Community Engagement:	n/a
Part-Time	4,543	36%	18%					
Undergraduate	9,958	79%	20%	TOTAL	326	0		
Graduate	1,930	15%	38%	Tenure & Ten. Track	227	0		
Unclassified	791	6%	18%	Non-Tenured Faculty	99	0		

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

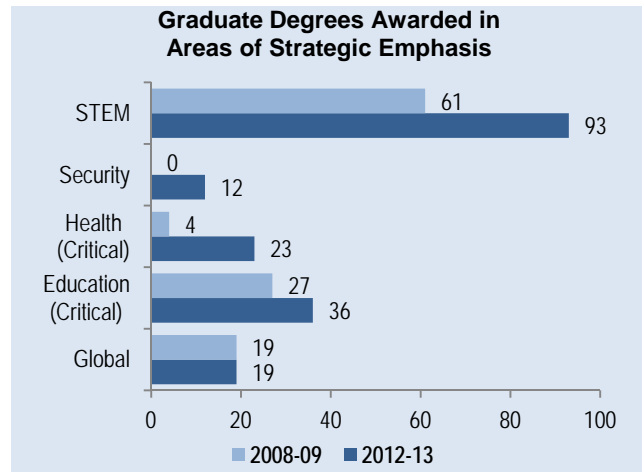
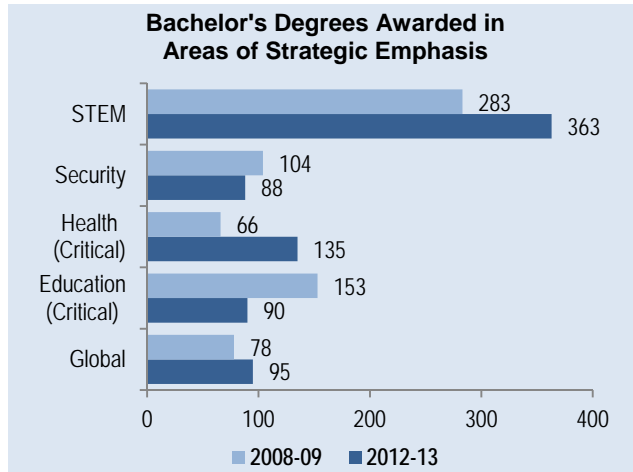


* Based on 2013 preliminary data

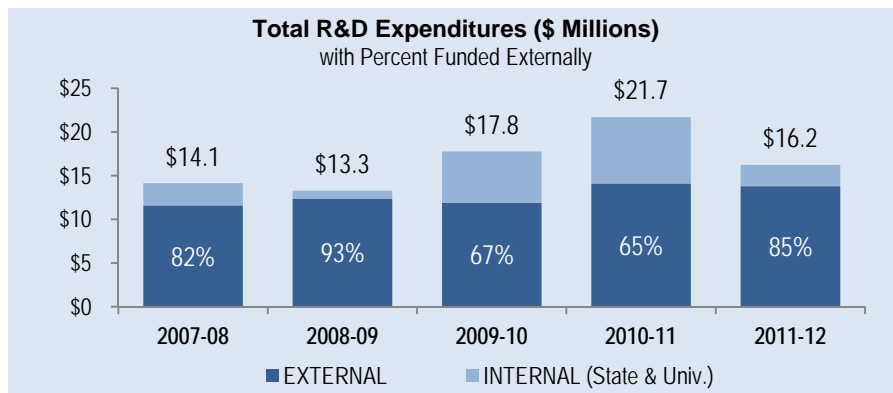


Dashboard

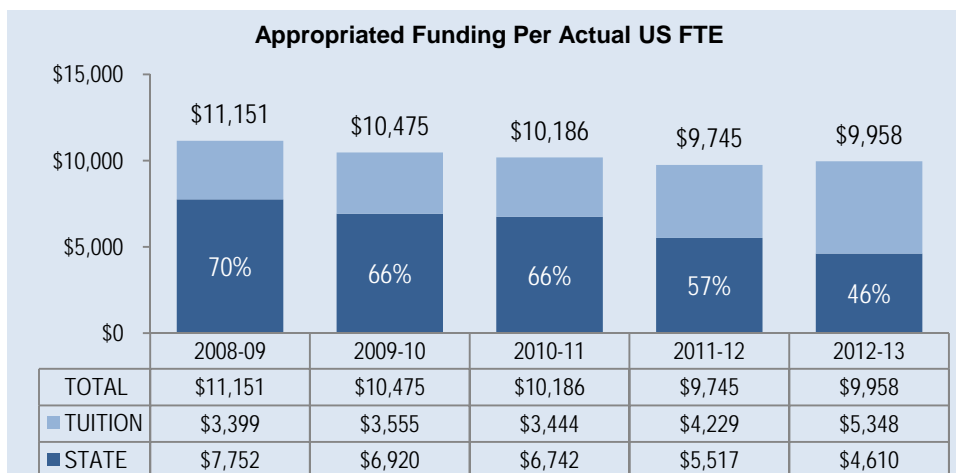
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

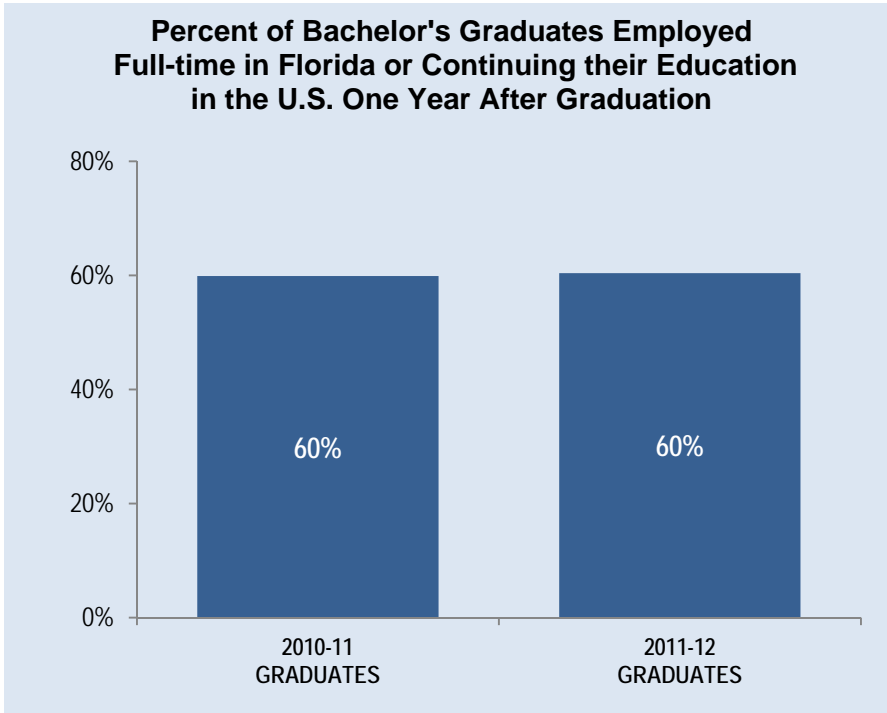


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs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

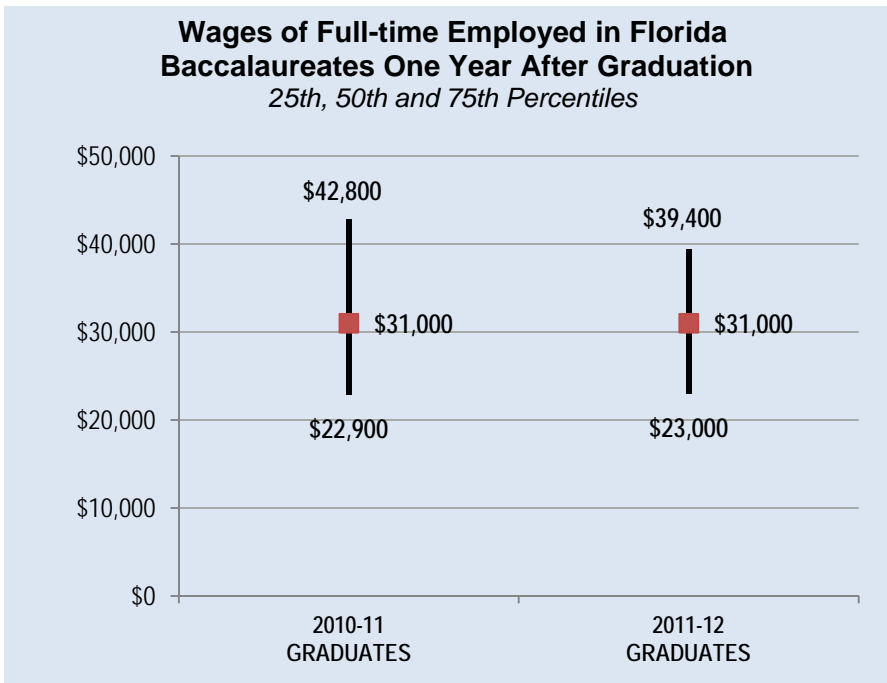


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 86% and 83% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 45% and 46% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



Key Achievements (2012 -2013)

STUDENT AWARDS/ACHIEVEMENTS

1. UWF student teams won first and second place in the prestigious international Myron Zucker Undergraduate Student Design Contest, sponsored by the Industry Applications Society, a special-interest society within the Institute of Electrical and Electronics Engineers.
2. UWF Computer Science students took first place in their division at the Association for Computing Machinery Regional Intercollegiate Programming Contest and took top honors at the Association of Information Technology Professionals National Collegiate Conference.
3. UWF's Communication Arts Speech and Debate Team won the Division 1 State Championship at the February 2013 Florida Intercollegiate Forensics Association meeting.

FACULTY AWARDS/ACHIEVEMENTS

1. The Industry Application Society awarded Dr. Muhammad Rashid their 2013 Outstanding Achievement Award.
2. The National Council on Public History elected Dr. Patrick Moore as President.
3. Dr. Joanne Curtin's forensic work achieved national recognition and resulted in her promotion to Fellow of the American Academy of Forensic Sciences.

PROGRAM AWARDS/ACHIEVEMENTS

1. 100% of UWF Nursing program graduates taking the NCLEX passed, surpassing the national benchmark of 92%.
2. The National Association of State Boards of Accountancy (NASBA) ranked UWF fifth in the U.S. for first-time pass rates on the CPA exam by students from small accounting programs.
3. In February 2013, the MacQueen Hospitality, Recreation, and Resort Management Program became the first named program in UWF's history.

RESEARCH AWARDS/ACHIEVEMENTS

1. Viva Florida 500 chose Next Exit History as their featured mobile application.
2. UWF's Office of Economic Development and Engagement (OEDE) was authorized to manage and administer a second round of \$10 million to aid in job creation and economic diversification within the eight Northwest Florida counties disproportionately affected by the 2010 Deepwater Horizon oil spill.
3. UWF entered negotiations for its first international licensing agreement for faculty/researcher Joseph Moss' invention. This invention, called a spin concentrator, aids in detecting harmful, disease-producing organisms in water through a filter device and method of sampling.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. *Military Advanced Education* and *G.I. Jobs* magazines named UWF a top military-friendly school again and The College Database ranked UWF No. 13 in the "Top Colleges for Future Service Members in Florida."
2. UWF's College of Business Education Center and President's Hall received the U.S. Green Building Council's L.E.E.D. "gold" designation. (Five UWF buildings now have this designation.)
3. UWF athletes were 2012-2013 Gulf Coast Conference Champions in seven sports.



Narrative

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

State, Regional, and National Recognitions

In 2012-2013, UWF earned positive state, regional, and national attention from numerous ranking indices. Descriptions and details regarding these and other UWF rankings and awards are available at <http://news.uwf.edu/index.php/uwf-facts/uwf-rankings-designations/>.

- *Forbes* "America's Top Colleges" (2011, 2012).
- "Best Southeastern College," *Princeton Review* (2003-2013).
- *Washington Monthly* 2013 National Universities Rankings.
- "Top 200 Schools," American Indian Science and Engineering Society (2012-2013).
- "Top 10 Online Colleges of 2013," *Online Education Database*.
- Top Military-Friendly School, *Military Advanced Education* and *G.I. Jobs* magazines (2008-2012).
- Number 13 in *College Database's* 2013 "Top Colleges for Future Service Members in Florida."
- *Chronicle of Higher Education's* "Great Colleges to Work For" (2011, 2012).
- *Princeton Review's* "Guide to 311 Green Colleges" (2011, 2012).
- StormReady University, National Weather Service (2011, 2012).

Academic Program Success

In 2012-2013, UWF continued to document the success of its academic programs through discipline-specific program reviews. Numerous academic programs earned national recognition for their quality and achievements.

- The Computer and Electrical Engineering programs earned re-accreditation from the Accreditation Board for Engineering and Technology (ABET).
- The College of Business earned re-accreditation from the Association to Advance Collegiate Schools of Business (AACSB).
- UWF is moving the B.A. in Economics to the College of Business, based on Department of Government program review recommendations.
- UWF's Theatre program review focused on assessing that program's readiness to submit an application for accreditation by the National Association of Schools of Theatre (NAST); UWF has implemented subsequent improvements to position the program to pursue this accreditation.
- *GetEducated.com* ranked UWF's programs as "Best Buy Online Master's Degrees."
 - No. 1 for Public Health,
 - No. 6 for Management,
 - No. 22 for Education (Leadership Certification),
 - No. 6 for Education (Curriculum & Instruction),
 - No. 33 for Special Education,
 - No. 7 for Education Management,
 - No. 15 for Instructional Technology, and
 - No. 8 for Curriculum and Instruction.
- *MastersDegreeOnline.org* listed UWF as having one of "The Best Education Graduate Schools."
- *TheBestSchools.org* ranked UWF's Master of Public Health (MPH) program in the "Top 20 Best Online Master of Public Health Degree Programs."
- Quality Matters (QM) approved UWF's online Educational Leadership Certification M.Ed., Public Health MPH, and Geographic Information Science (GIS) Certificate programs for the QM



Program Implementation Plan. The academic departments hosting these programs made a commitment to have all of their online courses successfully complete QM Certification.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Student Enrollment

In 2012-2013, UWF provided higher education access to an increasing number of diverse students from the Florida peninsula and beyond.

- Fall 2012: UWF's largest class of freshmen.
- 60% of UWF's newly enrolled first-time-in-college students (FTICs) lived on campus.
- 18% of undergraduates were first in their families to attend college.
- Fall 2012 headcount – all levels: 12,679 (up almost 21% from Fall 2008).
- Fall 2012: 64% of UWF's students attended full-time.
- Fall 2012: 41% of students were from outside of UWF's eight-county region (up from 31% in Fall 2008).
- Fall 2012: Student body more than 28% ethnically diverse (without counting students in the total who did not report race/ethnicity or who reported themselves as Non-Resident Aliens).
- Fall 2012: International students included 280 "Non-resident Aliens" (up 36% from Fall 2008).
- Fall 2012: 2,770 (28%) degree-seeking undergraduates age 25 or older (up 14% from Fall 2008).
- 2012-2013: Throughout the year, UWF enrolled more than 15,700 students.
- 2012-2013: UWF enrolled more than 2,800 military-related students.
- 2012-2013: 7,298 State-fundable FTE (up 16% from 2008-2009 FTE).

Student Access, Persistence, and Success

A challenge for any public institution of higher education is to determine the level of access it can provide within the context of its mission and available resources. In 2012-2013, UWF focused on extending access to a greater number of students and gaining a better understanding of those factors that lead to persistence and academic success for UWF students.

- UWF experienced some variability in student admission metrics (above target on average high school GPA and below target on average SAT score) and fell short on targets for student persistence and success rates.
- UWF convened a broad-based strategic enrollment planning team. The team has been reviewing changes in the flow of students from UWF's traditional feeder high schools and Florida Colleges, monitoring different student groups' progression and success patterns, working on forecasting models, and analyzing these data. This team is helping UWF refine its enrollment projections, and support services to enhance students' successful progression to graduation.
- Through its NWF2UWF and GCSC2UWF partnership programs, UWF has been able to increase advising support for students who begin their programs in the regional public Florida colleges before transferring to UWF, thus easing their transition from one institution to another.
 - UWF enrolled 161 students who had previously participated in the partnership programs.
 - An additional 337 students attending these colleges indicated an interest in the program.
 - The University has begun to require transfer students to complete either a face-to-face or a newly designed online orientation.
- UWF hired a Director of Student Retention Initiatives.
- UWF established a Committee on Retention Efforts (CORE) and a First-Year Student Success Team to help identify barriers to student persistence to graduation.



- UWF commissioned the Haas Center to examine factors associated with the reenrollment patterns of newly enrolled FTIC students. Haas Center researchers examined ways in which non-returning students were fundamentally different from returning students. Informed by the results of this analysis, UWF implemented a number of initiatives to promote student success and reduce attrition among FTIC students.
- UWF promoted the reporting of at-risk students through an academic Early Warning System. In 2012-2013, 96% of faculty teaching freshmen participated in the system, and 85% of the students who received an alert saw their advisor for guidance and assistance.
- UWF hired a Career Coordinator to assist FTIC students with connecting values, interests, personality, and strengths (VIPS) with academic success. UWF developed a VIPS curriculum and trained Academic Foundation Seminar instructors to provide FTIC students with career exploration activities that would assist them with the discovery of connections between their undergraduate academic programs and professional opportunities after graduation.
- UWF identified a Program Coordinator within the Office of the Registrar to address institutional withdrawals and the processing of change-of-major requests. As a result, each student who withdraws from UWF must meet with the Program Coordinator to discuss the reason(s) for leaving, as well as possible interventions or services that might assist the student with overcoming barriers that led the student to consider withdrawal.

Online Education

UWF continues to earn state, regional, and national recognition for its innovative leadership and accomplishments in online education. During 2012-2013, UWF continued to expand the number, scope, and quality of its online offerings.

- UWF offered 1,540 fully online course sections (up 17% from 2011-2012), and 31% of FTE were from online course sections.
- UWF offered 29 complete programs online, including 8 undergraduate programs, 10 master's or specialist's programs, 1 doctoral program, and 10 credit-earning certificate programs.
- More than 50% of the students in any given term took at least one online course.
- 22% of students were fully online in Fall, and 23% were fully online in Spring.
- The new online statewide Complete Florida Degree Program named UWF the lead institution to assist Florida's 2.2 million residents who have some college credit, but no baccalaureate degree. Key elements of the plan include competency-based course credit, multiple start dates for courses, mentors, collaboration with other institutions to provide course credit, and programs that will assist students in securing employment in economic gap areas.

Degrees Awarded

UWF plays a critical role in the State University System's efforts to increase citizens' educational attainment levels. In 2012-2013, the University awarded 2,594 degrees (up 14% from 2008-2009), including many awarded to students from traditionally underrepresented groups.

- UWF awarded 1,969 baccalaureate degrees (below target).
- UWF awarded 625 graduate degrees (above target).
- UWF awarded 956 baccalaureate degrees (or 50% of all baccalaureate degrees) to students who had received a Pell grant from any institution in the State University System within six years of graduation (up from 38% of the baccalaureate degrees awarded in 2008-2009).
- UWF awarded 159 baccalaureate degrees to Non-Hispanic Blacks (up from 155 in 2008-2009) and 127 baccalaureate degrees to Hispanics (up from 82 in 2008-2009).



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

Programs of Strategic Emphasis

UWF is committed to delivering a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings that are responsive to regional and state needs. In 2012-2013, UWF awarded an increased number of degrees in areas of strategic emphasis and initiated partnership programs with other SUS institutions to address identified workforce needs in Northwest Florida.

- UWF awarded 39% of its baccalaureates (up from 36% in 2008-2009) and 29% of its graduate degrees (up from 23% in 2008-2009) in areas of strategic emphasis.
- UWF surpassed its targets for STEM baccalaureate degrees, awarding 363 (18.4% of total), and targets for STEM graduate degrees, awarding 93 (14.8% of total).
- In January 2013, the Board of Governors approved a partnership with UWF and the University of South Florida School of Physical Therapy & Rehabilitation Sciences to offer a Doctor of Physical Therapy (DPT) program, helping to meet a need for more physical therapists in Northwest Florida. The partnership, funded by the Florida Legislature, will capitalize on the success of the USF DPT program, as well as established clinical education resources in Pensacola, such as the Andrews Institute and the West Florida (HCA) Hospital and Rehabilitation Institute. Students will spend the first year at USF's Tampa Campus and then will return to UWF for the second and third year of the didactic program and the completion of their clinical internships.
- The Florida Legislature provided funding for UWF to pursue a partnership with the University of Florida to offer a collaborative Doctor of Nursing Practice degree.

UWF's Support of the Entire STEM Educational Pipeline

UWF continues to increase the number of STEM graduates by paying attention to the University's critical role in supporting the entire STEM educational pipeline, not just the STEM degree programs at UWF.

- In 2012-2013, UWF continued to build on its tremendous success in outreach to students in the K-12 sector, particularly to create and encourage their interests in the STEM disciplines.
 - UWF's partnerships with the National Flight Academy (NFA) expanded outreach to students in grades 7-12. In cooperation with the Museum of Naval Aviation, UWF provides a game-based, highly immersive learning experience in facilities that are designed to look, sound, and feel like the interior of an aircraft carrier. UWF is the lead curriculum developer working with Disney, TEQ games, Lockheed Martin, Boeing, and Full Sail University.
 - A generous gift from the AT&T Foundation enabled the Emerald Coast BEST Robotics hub at the UWF School of Science and Engineering to expand its footprint in Northwest Florida. Through awareness events and training workshops, the hub has been able to host additional teams and increase the number of teachers, mentors, and volunteers who have become engaged in this program designed to increase students' understanding of the field of robotics.
 - UWF continued to sponsor a number of other STEM-related summer camps for young people in the community, all of which help stimulate these students' interest in STEM disciplines.
- UWF encourages high-achieving chemistry students, particularly ones from traditionally underrepresented groups, to pursue doctoral studies through the UWF Chemistry Scholars Program. Students hear guest speakers discuss summer research programs and post-baccalaureate opportunities, receive career advice, participate in peer-to-peer mentoring, and receive professional development and mentoring from faculty in the Department of Chemistry. Since the UWF Chemistry Scholars Program was established, the number of underrepresented



UWF chemistry students pursuing PhD or MD-PhD degrees increased from 2 percent in 2009-2012 to 26 percent in 2012-2013.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Research and Commercialization

UWF is committed to conducting meaningful basic and applied research through its academic programs and its institutes and centers, which promote interdisciplinary efforts and further integrate teaching, research, and community engagement. In 2012-2013,

- UWF researchers submitted 135 contract and grant proposals for a total of \$38,603,338.
- UWF researchers received 86 awards totaling \$23,090,924. The University attributes much of the recent decline in awards to a decrease in federal and state funding opportunities.
- The Office of Research and Sponsored Programs (RSP) continued to make marketing and legal consultants available to faculty with potential intellectual property projects, supporting two patent applications in process from previous years. Faculty did not receive any new disclosures during this fiscal year; however, RSP expects to submit at least three projects in the first half of 2013-2014. [See section on Intellectual Property Projects below for details on two products that have licenses negotiated for the 2013-2014 fiscal year.]

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Research and Development Expenditures

In 2012-2013, UWF maintained its levels of research and development (R&D) expenditures even though federal funding opportunities declined.

- UWF posted \$18,883,000 in total R&D expenditures (up 42% from 2008-2009).
- UWF posted \$12,927,000 in federally funded R&D (up 26% from 2008-2009).
- Expenditures totaled \$17,022,880 in the following areas: University Education & Infrastructure, Business & Economic Development, Environmental and Life Science Research, Community Research and Outreach Programs, and Computer Science & Engineering Research & Programs.
- UWF recorded \$77,074 in total R&D expenditures per full-time, tenured/tenure-earning faculty members (up 30% from 2008-2009).

Intellectual Property Projects

In 2012-2013, UWF's Office of Research and Sponsored Programs made consultants available to faculty with potential intellectual property projects. Products developed and marketed by UWF researchers included:

- Spinconcentrator is a filtration device and method of sampling developed by Mr. Joe Moss of the Center for Environmental Diagnostics and Bioremediation (CEDB). In late June 2013, CEDB completed final negotiations for an exclusive license agreement with GenIUL S.L. GenIUL is an international company specializing in developing products related to microbiological control with a wide range of products from electromechanical apparatus to state-of-the-art software and high-precision instruments.
- Next Exit History is a location-based delivery system for accurate historic information developed by Drs. Jay Clune, David Dawson, and Patrick Moore, and Mr. Timothy Roberts of the History



Department. Discussions began in Summer 2013 for a license agreement between UWF and Historical Research Associates (HRS), Inc., for an exclusive license to market Next Exit History as an additional service to HRS's nationwide client base. HRS is one of the oldest private history and archaeology firms in the U.S. and has a national reputation for excellence in historical consulting and cultural resource management.

Student Research and Scholarly Activities

UWF has long been valued for providing students with a personalized collegiate experience in which students work side-by-side with faculty who are teacher-scholars. For instance, in 2012-2013:

- Seven students presented at the Guantánamo Public Memory Project National Dialogue and Traveling Exhibit at Columbia University.
- Harvard University's Undergraduate Research Internship Program accepted a senior mathematics major from UWF.
- Three graduate students signed a book contract with their professor for research on Mexican Americans.
- Four UWF students placed in the top 10 of their respective categories at the National Health Occupation Students of America Leadership Conference.
- Most UWF contract and grant proposals provide for employment of both graduate and undergraduate students to assist with research projects.
- UWF has developed several Master Service Agreements with local partners (e.g., Alancy LLC, Ascend Performance Materials, and Segetis, Inc.) providing ongoing real-world, research-related work experience for undergraduate students.
- The Office for Undergraduate Research, which provides enhanced opportunities for undergraduate students to participate in high-impact learning experiences:
 - Funded 87 students who engaged in research projects (up from 51 in 2011-2012).
 - Funded 41 student travel awards (up from 30 in 2011-2012).
 - Sponsored the Student Scholars Symposium, which featured scholarly and creative works produced through collaboration between UWF students and faculty. The Symposium included 121 submissions (up from 103 in 2012), and 200 participating students.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Collaborative Research Activity

UWF continues to build out mutually beneficial partnerships that support collaboration on research projects. In 2012-2013, some of these collaborative efforts included the following:

- External entities funded 90% of research and development expenditures (up from each of the previous three years).
- Sponsors and funding agencies included 16 federal agencies, 23 private for-profit agencies, 22 private nonprofit agencies, and 12 state and local government entities.
- The Northwest Florida Presidential Coalition, whose grant members represent six institutions, (UWF, PSC, NWFSC, GCSC, Chipola College, and Tallahassee Community College) met regularly. Their collaboration resulted in several joint proposals for funding opportunities.
- UWF researchers initiated a series of ongoing discussions regarding collaborative research with other partners, including the National Flight Academy; Doolittle Institute; Hubbs SeaWorld Research Institute as well as the medical facilities of Andrews Institute; and Baptist, Sacred Heart, West Florida, and Naval Hospitals.
- UWF submitted proposals and/or received funds with many partners, including, but not limited to:



- Four SUS institutions (FSU, UF, UCF, and USF);
- Three out-of-state educational institutions (Appalachian State University, Temple University, and Georgia State University Research Foundation).
- Two institutions from the Florida College System (Chipola and Northwest Florida State College).
- Seven State of Florida agencies (Education, Emergency Management, Fish & Wildlife Conservation, Health, Children & Families, Senate, and State).
- Three school districts (Escambia, Santa Rosa, and Okaloosa Counties).
- Three state or local government entities (Workforce Florida, Florida Department of Economic Opportunity, and Poarch Band of Creek Indians).
- Forty-one private entities (e.g., Actigraph LLC, BP Exploration & Production, Inc., Citi Foundation, Enterprise Florida, Florida Committee on Southern Association of Colleges & Schools: Secondary and Middle Schools, Gulf of Mexico Alliance, Lumina Foundation for Education, Inc., Partnership for Public Health (Escambia), and TEQGames, LLC.)

Economic Impact and Development

In 2012-2013, UWF continued to play a critical role in supporting the economic development of the region.

- UWF awarded Industry Recruitment, Retention, and Expansion Fund contracts totaling \$5,479,000 to six area businesses through the Office of Economic Development and Engagement (OEDE) Northwest Florida Sustainable Economic Development Initiative (SEDI) program funded by the Department of Economic Opportunity. OEDE expects these awards to bring 1,100 jobs to Northwest Florida.
- The UWF Haas Center engaged in a wide variety of research projects, which included economic and tax impact studies, workforce development studies, industry cluster analyses, market and feasibility analyses, economic and demographic profiles, and custom database and analytics work. The Haas Center also worked with regional economic development entities to provide data to cities and counties in efforts designed to attract business and industries to the region.

Community and Business Engagement

STRENGTHEN QUALITY AND RECOGNITION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

Mutually Beneficial Community and Business Partnerships

During 2012-2013, UWF intensified its efforts to establish mutually beneficial networks by working with alumni, business and industry, educational, military, governmental, non-profit, and other partners in the region and beyond, as well as to assess the impact of these efforts.

- The National Association of Student Personnel Administrators (NASPA) designated UWF as a LEAD institution, which means that UWF is now part of a network of 73 institutions committed to and focused on enhancing community engagement efforts on their campuses.
- UWF initiated work on its application for the Carnegie Foundation's Community Engagement Elective Classification.
 - UWF convened a Carnegie Community Engagement Advisory Team and charged two Community Engagement Assessment Fellows with drafting the Community Engagement Elective Classification application.



- UWF administered a survey in Fall 2012 to both internal and external constituents to gauge their opinions of the University's community engagement efforts and to collect data for the Carnegie application. UWF is using these data and survey results to strengthen mutually beneficial community partnerships, as well as to provide evidence for the application.
- In Spring 2013, academic deans, department chairs, and other unit directors assessed their units' levels of commitment and participation in community engagement activities in support of UWF's mission. They assessed their units in each of 14 categories and provided many examples of related activities. The University will use the baseline information to guide efforts and improve the University's community connections.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Continuing Education

In 2012-2013, UWF's Division of Continuing Education (CE) continued to attract and enroll a diverse and talented group of non-traditional students in the pursuit of lifelong learning. The CE students included executives, professionals, educators, military personnel, and many others. CE offered credit and non-credit courses that focused on developing skilled professionals in specific fields to meet local, regional, and state workforce needs. For instance:

- UWF offered certificates in Geographic Information Science, Human Performance Technology, and Network Management and Design.
- UWF provided Navy Federal Credit Union, the world's largest credit union, with numerous professional courses for employees to prepare them for advancement into positions of management.
- UWF continued to support the PK-12 education workforce by providing practicing educators with training to meet continuing certification requirements.
- CE offered more than 35 Explore Summer Camps (ESC) focusing on STEM skills, art, music, and history to more than 800 young people. Of the students participating in ESC since its inception, 10% have elected to attend UWF as college students.
- Through the Leisure Learning Society, UWF offered social and educational opportunities for adults 55 and older in an academic setting among peers.

Public and Community Service

UWF students and student organizations, faculty, and staff were actively engaged in the community during 2012-2013.

- 378 individuals volunteered 7,497 hours.
- 70 unique student organizations volunteered 7,016 hours.
- Service learning and field study course students volunteered 46,831 service hours.
- UWF clocked 61,300 hours of public and community service overall.

Historic Preservation, Education, and Tourism

UWF is home to the Pensacola Historical Village, which provides lifelong learning while preserving the region's cultural heritage. In 2012-2013,

- More than 65,000 people visited the village, museums, and excavations and experienced historical re-enactments.



- UWF opened a new children’s museum with a Discovery Gallery on the first floor, offering hands-on opportunities to learn Pensacola's colonial history. Second floor exhibits explore Pensacola's military, maritime, industrial, multicultural, Native American, and Civil War history.
- In the Pensacola Historical Village, the University offers a downtown residence for graduate students, providing them an ideal location for hands-on learning and an opportunity to immerse themselves in the city's historic districts, museums, activities, business, and cultural events.
- UWF, along with Gulf Power Company and West Florida Historic Preservation, Inc. (now UWF Historic Trust), unveiled plans to transform the Beacon Building into “The Voices of Pensacola,” a multicultural resource center highlighting the city’s diverse history.
- UWF helped design and build Governor’s Garden as Florida celebrates its 500th anniversary.
- Viva 500 choose Next Exit History (NEH) as the featured mobile application for the statewide celebration commemorating 500 years of Florida's recorded history.

Public-Private Partnerships

In 2012-2013, UWF increased its levels of engagement with business and community partners through the efforts of the University’s direct support organization, UWF Business Enterprises, Inc. (BEI). Established to build and manage public-private partnerships, BEI creates new services and businesses supporting the campus community, enhances current auxiliaries and businesses providing increased alternate sources of revenue as State funds continue to dwindle.

- On July 1, 2012, BEI purchased the Scenic Hills Country Club. By Fall 2012, the University's athletic and academic programs incorporated the golf course and Country Club into the University's athletic and academic programs.

University Advancement

Business and community partnerships lead to increased visibility and affinity, and often result in scholarship support for the students and financial support for the institution. During 2012-2013,

- Quint and Rishy Studer established the Pensacola Pledge Scholars Program, providing local high school graduates with an opportunity to earn a college degree. UWF welcomed 24 Pensacola Pledge Scholars in Fall 2012.
- Overall, UWF increased private funding for student scholarships, awarding more than \$1.2 million in scholarship support.
- UWF completed a feasibility study for the University’s 50th Anniversary Capital Campaign that identified a \$43.7 million target, with six campaign initiatives: Scholarships, STEM, Health Sciences, Business and Economic Development and Valued Partnerships, Athletics, and Historic Preservation, Education, and Tourism.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Preparing Students for Professional Success

UWF’s mission is to optimize graduates’ prospects for personal and professional success by emphasizing 21st Century skills that empower alumni to contribute responsibly and creatively to a complex global society. UWF believes that one of the best ways to achieve the learning outcomes associated with professional readiness and career development is to collaborate with community and business partners and engage students in rigorous, high-impact learning experiences such as learning communities, undergraduate research, service learning, mentoring programs, internships, study abroad, and capstone projects. In 2012-2013,



- UWF's Career Services collected "Report a Hire" data from employers who actively engaged in recruitment on campus. UWF surveyed these participants to assess their experience and inquire if they hired students. In the survey, 144 employers responded that they hired 116 UWF students through these various recruiting methods.
- Responding to feedback from constituents, Career Services redesigned recruiting programs to appeal to unique industry needs. Career Services created industry-specific recruiting events and employer panels providing students with discipline-specific career education and opportunities for networking. Industry-specific events yielded a 77% increase in attendance by employers and a 15% increase in student attendance.
- Focusing on enhancing the quality and diversity of employers, Career Services increased the total number of employers actively recruiting (online or by attending an event) by 41%.

Enhancing Student Learning Through Community and Business Partnerships

In 2012-2013, UWF continued to seek ways to take full advantage of critical business and community partnerships to help prepare graduates to meet identified workforce needs. For instance:

- A collaborative effort between the UWF School of Education and the Santa Rosa County School District led to the implementation of a Teachers Teaching Teachers (3T) program for teachers wishing to gain an unparalleled level of practical experience working in community schools.
- UWF's College of Business initiated a highly successful Executive Mentor Program, placing 30 students with outstanding, local business leaders. This program provided unique opportunities for student professional development, and an avenue for executive engagement with the College.
- The College of Business completed its sixth year of a Pensacola Internship Program partnership with Pensacola Young Professionals.
- The College of Business conducted its annual "Meet the Firms" program to introduce upcoming graduates to local business and industry in the areas of Finance and Accounting.
- The MacQueen Hospitality and Resort Management Program strengthened its mutually beneficial partnership with Innisfree, which provides UWF hospitality students with onsite and field opportunities to participate and learn at Innisfree properties along Florida's Gulf Coast and in neighboring Alabama.

Job Placement and Advanced Education

UWF takes an active role in assisting students with their post-graduation goals. Great careers and graduate school opportunities result from a progressive education, solid career planning, and opportunities to acquire real-world experience.

- According to the most recent data posted on the FETPIP (Florida Education and Training Placement Information Program) Web site, 61% (slightly above target) of the 2010-2011 UWF baccalaureate graduates captured for the study were employed in Florida in Fall 2011.
- Payscale.com reported UWF baccalaureate graduates had a median starting salary of \$38,000 in 2012-2013, up just 0.5% from 2011-2012, but up 8% from 2010-2011, significantly decreasing the gap between results for UWF and those for UWF's peer and aspirant peer institutions.
- The FETPIP Web site posted 18% (below target) of 2010-2011 UWF baccalaureate graduates captured for the study were enrolled in continuing higher education in Florida in Fall 2011.
- National Student Clearinghouse data (as provided by Board of Governors staff) indicated that an additional 5% of the UWF 2010-2011 baccalaureate graduates continued their education out of state in 2011-2012.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$56,542,963	\$57,860,010	\$52,322,084	\$52,553,848	\$66,016,421
Non-Recurring State Funds	\$381,088	\$837,797	\$595,446	-\$7,694,722	\$2,000,000
Tuition	\$29,018,478	\$32,074,779	\$34,238,538	\$37,109,812	\$36,166,806
Tuition Differential Fee	\$1,017,329	\$2,600,681	\$4,327,513	\$7,846,391	\$8,356,296
Misc. Fees & Fines	\$1,295,376	\$1,380,486	\$1,482,352	\$1,224,537	\$1,380,339
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$4,516,517	\$4,321,645	\$0	\$0	\$0
SUBTOTAL	\$92,771,751	\$99,075,398	\$92,965,933	\$91,039,866	\$113,919,862
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$92,771,751	\$99,075,398	\$92,965,933	\$91,039,866	\$113,919,862

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	\$48,773,802	\$50,364,679	\$49,225,756	\$59,142,520	\$67,776,231
Administration and Support	\$13,094,301	\$13,539,305	\$12,719,166	\$16,344,356	\$17,392,007
PO&M	\$9,907,685	\$10,164,228	\$10,081,248	\$10,053,167	\$10,996,747
Student Services	\$5,566,721	\$6,584,071	\$6,895,525	\$9,763,065	\$9,150,093
Library/Audio Visual	\$3,101,604	\$3,128,174	\$3,045,394	\$3,666,847	\$3,403,772
Other	\$1,064,878	\$1,204,803	\$1,177,986	\$1,287,378	\$5,201,012
TOTAL	\$81,508,991	\$84,985,260	\$83,145,075	\$100,257,333	\$113,919,862
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
TOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
TOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$81,508,991	\$84,985,260	\$83,145,075	\$100,257,333	\$113,919,862

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

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services**: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M**: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services**: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other**: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	\$7,002	\$5,788	\$5,593	\$4,771	\$4,051
Lottery Funds	\$750	\$623	\$687	\$746	\$559
Tuition & Fees	\$3,399	\$3,555	\$3,444	\$4,229	\$5,348
Other Trust Funds	\$0	\$509	\$462	\$0	\$0
TOTAL	\$11,151	\$10,475	\$10,186	\$9,745	\$9,958
Actual Funding per FTE					
Tuition & Fees	\$3,176	\$3,529	\$3,857	\$4,175	\$4,746
TOTAL	\$10,928	\$10,448	\$10,599	\$9,691	\$9,356

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	\$14,648,590	\$16,202,669	\$17,541,096	\$20,426,712	\$19,380,782
Expenditures	\$12,786,119	\$14,394,299	\$15,208,040	\$18,233,451	\$20,541,138
Contracts & Grants					
Revenues	\$20,167,307	\$19,619,573	\$18,183,284	\$22,330,521	\$30,254,249
Expenditures	\$20,032,084	\$19,690,176	\$18,355,005	\$21,134,830	\$31,856,797
Local Funds					
Revenues	\$72,296,518	\$78,825,868	\$85,727,233	\$97,604,224	\$99,376,423
Expenditures	\$71,030,626	\$78,409,422	\$84,562,118	\$96,406,954	\$98,027,815
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2007-08	2008-09	2009-10	2010-11*	2011-12	2012-13
Endowment Value (\$1000s)	\$61,353	\$47,437	\$50,356	\$55,688	\$47,676	\$53,687
Gifts Received (\$1000s)	\$6,033	\$2,668	\$3,128	\$2,602	\$3,063	\$2,911
Percentage of Alumni Donors	4.3%	3.9%	3.9%	4.0%	4.5%	4.1%

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.

* Note - the 2010-11 "Gifts Received" reflects the VSE reported amount, \$2,601,979. The actual total of "Gifts Received" for 2010-11 was \$2,809,806 with almost \$208,000 of Museum funds being redirected to programs and scholarships. UWF's submittal to VSE for 2010-11 provided a footnote to the \$2.6m total, and VSE recommended for all other reporting activities that the total activity be reported. Thus, one may find discrepancies in various reports for 2010-11.

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$2,600,681	\$4,327,513	\$7,846,391
Students Receiving TDF Funded Award	554	675	1,577
Total Value of TDF Funded Financial Aid Awards	\$1,128	\$1,242	\$806

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	3,450	4,058	4,508
Number Receiving a TDF Waiver	317	319	359
Total Value of TDF Waivers	\$263.77	\$481.70	\$867.36

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



Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	155	157	161	164	157
Tenure-track Faculty	69	57	50	56	70
Non-Tenure Track Faculty	106	104	100	86	99
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	758	732	740	752	772
FULL-TIME SUBTOTAL	1,088	1,050	1,051	1,058	1,098
Part-time Employees					
Tenured Faculty	2	2	2	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	0	3	1	1	0
Instructors Without Faculty Status	***	192	239	244	313
Graduate Assistants/Associates*	401	358	361	311	257*
Non-Instructional Employees**	6	9	9	8	265**
PART-TIME SUBTOTAL	475	564	612	564	835
TOTAL	1,563	1,614	1,663	1,622	1,933

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. . * **Because of the change in the IPEDS definition in 2012, some Graduate Assistants/Associates who would have been reported in earlier years are no longer included. Thus, growth rates for this category at the University will not be comparable between Fall 2012 and any previous year.** ** Beginning in Fall 2012, UWF reported all OPS non-casual part-time employees to IPEDS and will do so in subsequent years. Thus, growth rates for this category of employees and for total employees at the University will not be comparable between Fall 2012 and any previous year. *** Denotes missing data.



Section 3 – Enrollment

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

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	1,886	2,247	1,886	2,332	1,886	2,566
UPPER-DIVISION	3,232	3,415	3,232	3,475	3,232	3,365
MASTER'S (GRAD I)	599	672	599	652	599	605
DOCTORAL (GRAD II)	54	73	54	69	54	64
TOTAL	5,771	6,407	5,771	6,528	5,771	6,599
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	192	.	221	.	231
UPPER-DIVISION	.	243	.	265	.	267
MASTER'S (GRAD I)	.	155	.	166	.	187
DOCTORAL (GRAD II)	.	14	.	15	.	14
TOTAL	444	604	444	667	444	699
TOTAL FTE						
LOWER-DIVISION	.	2,439	.	2,553	.	2,797
UPPER-DIVISION	.	3,658	.	3,740	.	3,631
MASTER'S (GRAD I)	.	827	.	818	.	791
DOCTORAL (GRAD II)	.	87	.	84	.	78
TOTAL	6,215	7,011	6,215	7,195	6,215	7,298
TOTAL US Definition	8,287	9,348	8,287	9,593	8,287	9,730

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	1,128	1,524	1,883
UPPER-DIVISION	1,527	1,860	1,876
MASTER'S (GRAD I)	194	253	263
DOCTORAL (GRAD II)	30	37	31
TOTAL	2,879	3,674	4,054
HYBRID			
LOWER-DIVISION	852	610	380
UPPER-DIVISION	998	738	424
MASTER'S (GRAD I)	185	139	68
DOCTORAL (GRAD II)	23	14	17
TOTAL	2,058	1,501	888
DISTANCE LEARNING			
LOWER-DIVISION	459	420	535
UPPER-DIVISION	1,133	1,142	1,331
MASTER'S (GRAD I)	448	426	460
DOCTORAL (GRAD II)	34	32	30
TOTAL	2,075	2,020	2,356
TOTAL			
LOWER-DIVISION	2,439	2,553	2,797
UPPER-DIVISION	3,658	3,740	3,631
MASTER'S (GRAD I)	827	818	791
DOCTORAL (GRAD II)	87	84	78
TOTAL	7,011	7,195	7,298

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

* Note: Hybrid numbers across years show adjustments as UWF incorporates better ways to more systematically delineate and track FTE associated with blended/hybrid courses, as opposed to traditional delivery methods.



Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
none					
Terminated Programs					
Pre-Elem/Early Childhood Teach Ed	13.121	B	6/14/2012	Fall 2012	
Oceanography/Marine Science	40.0607	B	3/16/2013	Fall 2013	
Inactive Programs					
French Language and Literature	16.0901	B			
Spanish Language and Literature	16.0905	B			
Sociology	45.1101	B			
Art History, Criticism and Conservation	50.0703	B			
New Programs Considered By University But Not Approved					
none					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

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

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

Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

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



Section 4 – Undergraduate Education *(continued)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	1,033	1,123	1,177	1,237	1,620
% Retained	79%	73%	74%	71%	70%
% Retained with GPA of 2.0 or higher	73%	67%	69%	63%	63%

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

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	815	858	829	861	912
% Graduated	45%	47%	48%	45%	42%
% Still Enrolled	10%	9%	7%	8%	7%
% Success Rate	55%	56%	55%	53%	49%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	932	996	1,028	1,099	1,199
From Same University					
% Graduated	22%	22%	20%	26%	25%
% Still Enrolled	36%	34%	34%	36%	32%
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	5%	4%	7%	5%	4%
From State University System					
% Graduated	24%	24%	22%	28%	27%
% Still Enrolled	41%	38%	41%	41%	36%
% Success Rate	65%	62%	63%	69%	63%
6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	929	951	932	996	1,028
From Same University					
% Graduated	43%	46%	46%	44%	42%
% Still Enrolled	10%	9%	8%	8%	7%
From Other SUS University					
% Graduated	6%	6%	6%	6%	8%
% Still Enrolled	3%	2%	2%	1%	3%
From State University System					
% Graduated	49%	52%	52%	50%	50%
% Still Enrolled	13%	11%	10%	9%	10%
% Success Rate	62%	63%	62%	59%	60%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	712	662	747	730	749
From Same University					
% Graduated	30%	27%	29%	31%	23%
% Still Enrolled	51%	55%	54%	48%	57%
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	1%	2%	2%	2%	1%
From State University System					
% Graduated	30%	27%	29%	31%	23%
% Still Enrolled	52%	57%	56%	50%	58%
% Success Rate	82%	84%	85%	81%	81%
4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	565	606	712	662	747
From Same University					
% Graduated	68%	69%	61%	66%	65%
% Still Enrolled	11%	10%	9%	8%	9%
From Other SUS University					
% Graduated	2%	1%	1%	1%	2%
% Still Enrolled	1%	0%	1%	0%	1%
From State University System					
% Graduated	70%	70%	62%	67%	67%
% Still Enrolled	12%	10%	10%	8%	10%
% Success Rate	82%	80%	72%	75%	77%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	704	683	724	724	654
<i>From Same University</i>					
% Graduated	54%	56%	55%	52%	52%
% Still Enrolled	5%	6%	6%	6%	7%
<i>From Other SUS University</i>					
% Graduated	2%	3%	2%	2%	2%
% Still Enrolled	0%	0%	1%	0%	1%
<i>From State University System</i>					
% Graduated	56%	59%	57%	54%	54%
% Still Enrolled	5%	6%	7%	6%	8%
% Success Rate	61%	65%	64%	60%	62%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	1,799	1,702	1,903	2,053	1,969

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	283	285	320	336	363
Health Professions <i>*only disciplines in critical need</i>	66	59	119	132	135
Security and Emergency Services	104	96	91	89	88
Globalization	78	89	102	103	95
Education <i>*only disciplines in critical need</i>	153	114	149	103	90
SUBTOTAL	684	643	781	763	771
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	36%	37%	40%	37%	39%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

**See important footnote about race/ethnicity trends.*

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	155	146	157	214	159
Percentage of Degrees	9%	9%	8%	11%	8%
Hispanic					
Number of Degrees	82	80	87	104	127
Percentage of Degrees	5%	5%	5%	5%	7%
Pell-Grant Recipients					
Number of Degrees	671	647	811	965	956
Percentage of Degrees	38%	39%	43%	48%	50%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	59%	55%	55%	60%	49%
AA Transfers	76%	76%	75%	76%	75%
Other Transfers	71%	72%	69%	70%	72%
TOTAL	70%	68%	68%	70%	65%

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

Note*: Improvements were made to data collection process beginning with 2012-13 data.

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	828	869	886	1,054	938
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	53%	60%	59%	64%	59%
30 to 49 Students	29%	32%	33%	29%	30%
50 to 99 Students	7%	7%	7%	6%	9%
100 or More Students	2%	2%	1%	1%	1%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	67%	62%	64%	62%	62%
Adjunct Faculty	26%	30%	27%	30%	32%
Graduate Students	5%	5%	5%	5%	5%
Other Instructors	3%	3%	3%	2%	2%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	22.5	22.1	23.0	23.8	23.5

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	31	33	32	29	38
Pass Rate	94%	94%	94%	93%	100%
National Benchmark	88%	90%	89%	89%	92%

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
none						
Terminated Programs						
none						
Inactive Programs						
none						
New Programs Considered By University But Not Approved						
none						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

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

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

Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	476	496	621	581	625
Masters and Specialist	450	475	594	563	588
Research Doctoral	26	21	27	18	37
Professional Doctoral	0	0	0	0	0
<i>a) Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>b) Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>c) Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	61	83	100	77	93
Health Professions <i>*only disciplines in critical need</i>	4	6	11	17	23
Security and Emergency Services	0	2	7	10	12
Globalization	19	7	13	19	19
Education <i>*only disciplines in critical need</i>	27	44	26	35	36
SUBTOTAL	111	142	157	158	183
<i>Percent of All Graduate Degrees</i>	23%	29%	25%	27%	29%

Notes: This is a count of graduate degrees 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). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

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



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11*	2011-12
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$14,137	\$13,288	\$17,757	\$21,710	\$16,221
Federally Funded (\$ 1,000s)	\$10,167	\$10,265	\$11,038	\$13,156	\$12,858
Percent Funded From External Sources	82%	93%	67%	65%	85%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$59,903	\$59,321	\$82,977	\$102,891	\$73,732
Technology Transfer					
Invention Disclosures	3	3	1	3	1
U.S. Patents Issued	0	0	0	0	0
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	0	0	0	0	0
Licenses/ Options Executed	1	0	0	5	1
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0

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

Note: * 2010-2011 data spike was due to large FGW (Florida's Great Northwest) cost share commitment (\$3.8M).