



INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

UWF's Florida Small Business Development Center (FL SBDC), based in UWF's College of Business, is part of a statewide service network of more than 40 centers. The FL SBDC provided tools, training, and resources to help businesses, entrepreneurs, and all industry sectors grow and succeed.

- The FL SBDC signed an agreement with the Santa Rosa County Economic Development Office to collectively champion entrepreneurial progress in Santa Rosa County
- Mr. Kelly Massey, Regional Director, received \$404,914 from the US Small Business Administration for the new project Florida Small Business Development Center Network 2015
- Mr. Michael Myhre, State Director, received \$5,989,021 from the US Small Business Administration for the new project; Florida Small Business Development Center Network 2015

UWF's Small Business Development Center (SBDC) hosted the no-cost Business Continuity and Disaster Recovery workshop at the Greater Pensacola Chamber of Commerce office. Attendees learned:

- How to develop a detailed hazard and continuity plan for their business
- What they can expect from Federal and State agencies in the event of a disaster
- What resources from the FL SBDC are available before, during, and after a storm
- About counseling, bridge loans, and essential elements to operating a business while dealing with a disaster

Dr. Carla Thompson, Director of Community Outreach, Research, and Learning (CORAL) Center conducted two grant-writing courses attended by local schools and businesses.

Through a partnership with Escambia County Elections, UWF's Student Government Association hosted a voter registration drive.

UWF Historic Trust completed the Interpretive Master Plan for the university's downtown properties. The plan:

- Is key to UWF building a cultural heritage tourism economy in Pensacola
- Strengthens relationships with strategic partners
- Provides a living laboratory for student research, work, and learning

UWF's radio station, WUWF:

- Began the Northwest Florida Oral History Cooperative Partnership focused on collecting oral histories as well as associated archival material vital to preserving the history of Northwest Florida, paying particular attention to highlighting the diversity of the region
- Continued its affiliation in the Florida Public Radio Emergency Network in partnership with the Florida Division of Emergency Management and the Association of Public Media in Florida

UWF Emerald Coast Library hosted events that improved the appeal of the library space and increased the visibility of UWF to the Emerald Coast community including:

- Three art exhibits featuring local artists
- The Okaloosa County Commission on the Status of Women's "Wall of Honor" induction ceremony and reception



INCREASE COMMUNITY AND BUSINESS WORKFORCE

UWF's Department of Continuing Education expanded job openings by collaborating with Northwest Florida businesses and organizations to offer workforce preparedness programs.

- Joined with CareerSource Escarosa to provide funding for students to enroll in courses in Pharmacy Technician Exam preparation, Medical Billing and Coding, Patient Care Technician, and Home Health Care Aid
- Partnered with Envisage, LLC by creating the only Certified Paralegal Exam Review online course in the United States
- Offered an online Autism Awareness course for professionals and community members
- Offered Capability Maturity Model Integration for Development (CMMI-DEV) Certificates
- Provided Lean Six Sigma Green Belt Training
 - 2 classes funded by state FAA certification allocation
 - 1 class funded by private industry
 - 38 Lean Six Sigma Certifications awarded

UWF's Department of Continuing Education increased the number of high skilled, high-wage workers to support the quality and airworthiness of the commercial aerospace industry overseen by the Federal Aviation Administration (FAA). UWF FAA training includes:

- FAA Representative Training in IT Security
- IT network and computer security FAA ALC-297 exam
- AS9100 Internal Auditor
- Corrective and Preventive Action Course for the Aerospace Industry (CAPA)

With a grant from the US Department of Labor, UWF's Department of Continuing Education formed Florida HIRE ED, to improve the regional economy and address the demand for high-skill workers in Northwest Florida.

- Served 151 learners in FY2014-15
- Awarded 59 industry-recognized credentials
- Advanced 318 completers to work in unsubsidized employment
- Provided education, training, and job placement assistance in the high-skill, high-wage occupations of information technology, and health care

Florida HIRE ED targeted:

- Unemployed or dislocated workers
- Veterans
- Women
- African Americans
- Low-income or under-employed individuals

UWF Career Services and the Haas Center joined together to meet the growing workforce demands in Northwest Florida through yearly projected regional and industry employment needs.

- The Haas Center distributed a survey to local employers on behalf of Career Services to determine high industry needs of the region and how to better prepare university students to enter the workforce



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Section 1 – Financial Resources

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

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$52,322,084	\$52,553,848	\$67,506,358	\$95,206,958	\$108,346,030
Non-Recurring State Funds	\$595,446	-\$7,694,722	\$3,496,375	\$11,504,356	\$5,876,438
Tuition	\$34,238,538	\$37,109,812	\$36,968,684	\$35,797,519	\$36,178,727
Tuition Differential Fee	\$4,327,513	\$7,846,391	\$8,144,616	\$7,802,707	\$8,156,296
Misc. Fees & Fines	\$1,482,352	\$1,224,537	\$892,387	\$1,135,390	\$1,463,752
TOTAL	\$92,965,933	\$91,039,866	\$117,008,420	\$151,446,930	\$160,021,243

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



Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13*	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	\$50,364,679	\$49,225,756	\$59,142,520	\$61,133,744	\$58,054,654
Administration and Support	\$13,539,305	\$12,719,166	\$16,344,356	\$14,450,018	\$16,152,232
PO&M	\$10,164,228	\$10,081,248	\$10,053,167	\$11,294,737	\$10,541,726
Student Services	\$6,584,071	\$6,895,525	\$9,763,065	\$11,006,977	\$11,319,932
Library/Audio Visual	\$3,128,174	\$3,045,394	\$3,666,847	\$3,697,323	\$3,650,767
Other	\$1,204,803	\$1,177,986	\$1,287,378	\$5,023,810	\$41,939,775
TOTAL	\$84,985,260	\$83,145,075	\$100,257,333	\$106,606,609	\$141,659,086

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

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



Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR & Lottery)</i>	\$6,279	\$5,516	\$4,610	\$7,557	\$9,421
Tuition & Fees <i>(State-funded Aid)</i>	\$1,142	\$914	\$855	\$820	\$740
Tuition & Fees <i>(from Student)</i>	\$2,715	\$3,261	\$3,891	\$4,077	\$4,168
Other Trust Funds	\$462	\$0	\$0	\$0	\$0
TOTAL	\$10,599	\$9,691	\$9,357	\$12,454	\$14,328

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

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

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	\$32,160	\$30,680	\$31,080	\$31,660	\$31,830

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



Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	\$16,202,669	\$17,541,096	\$20,426,712	\$21,353,837	\$23,558,546
Expenditures	\$14,394,299	\$15,208,040	\$18,233,451	\$21,991,945	\$23,802,127
Contracts & Grants					
Revenues	\$19,619,573	\$18,183,284	\$22,330,521	\$23,159,318	\$21,806,418
Expenditures	\$19,690,176	\$18,355,005	\$21,134,830	\$22,554,489	\$23,146,029
Local Funds					
Revenues	\$78,825,868	\$85,727,233	\$97,604,224	\$97,988,654	\$90,407,750
Expenditures	\$78,409,422	\$84,562,118	\$96,406,954	\$96,777,830	\$90,460,841

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

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value (\$1000s)	\$55,688	\$47,676	\$53,687	\$61,824	\$60,152
Gifts Received (\$1000s)	\$2,602	\$3,063	\$2,911	\$4,204	\$4,012
Percentage of Alumni Donors	3.3%	3.3%	4.1%	3.9%	4.4%

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



Section 2 – Personnel

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

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	161	164	157	147	150
Tenure-track Faculty	50	56	70	79	79
Non-Tenure Track Faculty	100	86	99	98	102
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	740	752	772	806	840
FULL-TIME SUBTOTAL	1,051	1,058	1,098	1,130	1,171
Part-time Employees					
Tenured Faculty	2	0	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	1	1	0	0	0
Instructors Without Faculty Status	239	244	313	289	279
Graduate Assistants/Associates	361	311	257	253	238
Non-Instructional Employees	9	8	265	286	346
PART-TIME SUBTOTAL	612	564	835	828	863
TOTAL	1,663	1,622	1,933	1,958	2,034

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TOTAL	11,645	11,990	12,680	12,607	12,627
UNDERGRADUATE					
FTIC (Regular Admit)	3,894	3,999	4,574	4,430	4,356
FTIC (Profile Admit)	178	361	527	501	526
AA Transfers	2,915	2,980	2,706	2,576	2,345
Other Transfers	2,146	2,128	2,151	2,248	2,221
Subtotal	9,133	9,468	9,958	9,755	9,448
GRADUATE					
Master's	1,567	1,598	1,744	1,843	2,020
Research Doctoral	189	183	186	147	158
Professional Doctoral	0	0	0	0	0
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	0	0	0	0	0
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	0	0	0	0	0
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Subtotal	1,756	1,781	1,930	1,990	2,178
UNCLASSIFIED					
HS Dual Enrolled	27	26	32	36	36
Other	729	715	760	826	965
Subtotal	756	741	792	862	1,001

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website), which includes post-bacs as undergraduates regardless of degree sought.



Section 3 – Enrollment *(continued)*

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

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	1,886	2,566	.	2,386	.	2,212
Upper-Division	3,232	3,365	.	3,359	.	3,149
Master's (GRAD I)	599	605	.	559	.	539
Doctoral (GRAD II)	54	64	.	51	.	37
Subtotal	5,771	6,599		6,355		5,937
NON-FLORIDA RESIDENTS						
Lower-Division	.	231	.	232	.	301
Upper-Division	.	267	.	260	.	392
Master's (GRAD I)	.	187	.	189	.	197
Doctoral (GRAD II)	.	14	.	11	.	10
Subtotal	444	699		691		900
TOTAL FTE						
Lower-Division	.	2,797	2,036	2,618	2,036	2,514
Upper-Division	.	3,631	3,446	3,619	3,446	3,541
Master's (GRAD I)	.	791	656	748	656	736
Doctoral (GRAD II)	.	78	77	62	77	46
Total	6,215	7,298	6,215	7,046	6,215	6,837
Total (US Definition)	8,287	9,730	8,287	9,395	8,287	9,116

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



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	1,128	1,524	1,883	1,582	1,959
Upper-Division	1,527	1,860	1,876	1,874	2,308
Master's (GRAD 1)	194	253	263	256	294
Doctoral (GRAD 2)	30	37	31	22	23
TOTAL	2,879	3,674	4,054	3,734	4,583
HYBRID					
Lower-Division	852	610	380	490	59
Upper-Division	998	738	424	470	123
Master's (GRAD 1)	185	139	68	57	23
Doctoral (GRAD 2)	23	14	17	12	6
TOTAL	2,058	1,501	888	1,029	212
DISTANCE LEARNING					
Lower-Division	459	420	535	546	496
Upper-Division	1,133	1,142	1,331	1,275	1,110
Master's (GRAD 1)	448	426	460	435	419
Doctoral (GRAD 2)	34	32	30	27	17
TOTAL	2,075	2,020	2,356	2,284	2,042
TOTAL					
Lower-Division	2,439	2,553	2,797	2,618	2,514
Upper-Division	3,658	3,740	3,631	3,619	3,541
Master's (GRAD 1)	827	818	791	748	736
Doctoral (GRAD 2)	87	84	78	62	46
TOTAL	7,011	7,195	7,298	7,046	6,837

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



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	38	27	30	30	12
Undergraduate	444	723	792	776	398
Master's (GRAD 1)	123	185	206	160	89
Doctoral (GRAD 2)	9	16	15	16	8
Subtotal	614	951	1,043	982	507
DEPENDENTS					
Unclassified		1	2	3	3
Undergraduate	124	218	242	235	455
Master's (GRAD 1)	9	11	19	22	33
Doctoral (GRAD 2)	1	2	2	1	2
Subtotal	134	232	265	261	493
NON-MILITARY					
Unclassified	716	711	760	829	743
Undergraduate	8,567	8,529	8,924	8,744	8,838
Master's (GRAD 1)	1,363	1,342	1,479	1,634	1,882
Doctoral (GRAD 2)	251	225	209	157	164
Subtotal	10,897	10,807	11,372	11,364	11,627
TOTAL	11,645	11,990	12,680	12,607	12,627

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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	3,179	3,576	3,916	3,888	3,801
Percent with Pell Grant	35.29%	38.30%	39.88%	40.48%	40.63%

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



Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Supply Chain Logistics Management	52.0203	Bachelors	3/25/2015	FALL 2015	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Art History, Criticism & Conservation	50.0703	Bachelors		SPRING 2009	
French Language and Literature	16.0901	Bachelors		SPRING 2009	
Junior High/Middle School Education and Teaching	13.1203	Bachelors		FALL 2012	
Sociology	45.1101	Bachelors		SPRING 2009	
Spanish Language and Literature	16.0905	Bachelors		SPRING 2009	
New Programs Considered By University But Not Approved					
None					

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

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	1,212	1,278	1,624	1,315	1,385
% Retained <i>with Any GPA</i>	74%	71%	70%	74%	71%
% Retained <i>with GPA 2.0 or higher</i>	68%	62% ¹	61%	64.56%	64.33%

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

Note 1: Board of Governors and UWF staff do not agree on the number of students from the 2011-12 cohort that were retained in Fall 2012 with at least a 2.0 GPA – BOG staff calculated 797 compared to 799 that UWF staff have determined.

BOG and UWF staff will continue to work together to resolve the discrepancies as soon as possible.

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size¹</i>	829	861	911	1,030	1,153
% Graduated	48%	45%	42%	51%	48%
% Still Enrolled	7%	8%	7%	7%	6%
% Success Rate	55%	53%	50%	59%	54%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February. Note 1: UWF staff have indicated discrepancies with cohort counts for the data in red font.

BOG and UWF staff will continue to work together to resolve the discrepancies as soon as possible.



Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size ¹	1,027	1,096	1,230	1,273	1,497
Same University	20%	27%	26%	26%	19%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	22%	28%	28%	28%	22%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size ¹	932	996	1,027	1,096	1,230
Same University	46%	44%	42%	50.55%	46.67%
Other University in SUS	6%	6%	8%	5%	5%
Total from System	52%	49%	50%	56%	52%

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

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

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

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

Note 1: UWF staff have indicated discrepancies with the cohort counts that BOG staff calculated (shown in red above). According to UWF staff, four-year rate cohorts should be: 1028, 1099, and 1231. According to UWF, six-year rate cohorts should be: 937, 996, 1028, 1099, and 1231.

BOG and UWF staff will continue to work together to resolve the discrepancies as soon as possible.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates for AA Transfer Students from Florida College System
(includes Full- and Part-time students)

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	715	694	707	634	608
Same University	30%	32%	24%	24%	26%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	712	662	715	694	707
Same University	61%	66%	64%	62%	57%

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

TABLE 4F. Graduation Rates for Other Transfer Students
(includes Full- and Part-time students)

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	724	724	654	675	657
Same University	55%	52%	52%	53%	52%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	1,903	2,053	1,969	1,924	1,926
Second Majors	35	29	28	34	41
TOTAL	1,938	2,082	1,997	1,958	1,967

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

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

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	320	336	363	357	382
HEALTH	183	226	251	348	364
GLOBALIZATION	36	35	36	35	43
EDUCATION	269	175	161	153	127
GAP ANALYSIS	118	78	88	87	90
SUBTOTAL	926	850	899	980	1,006
PSE PERCENT OF TOTAL	47.78%	40.83%	45.02%	50.05%	51.14%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	157	214	159	181	190
Percentage of Degrees	8%	11%	8%	9%	10%
Hispanic					
Number of Degrees	87	104	127	149	147
Percentage of Degrees	5%	5%	7%	8%	8%
Pell-Grant Recipients					
Number of Degrees	811	965	956	932	1,017
Percentage of Degrees	43%	48%	50%	49%	54%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	55%	60%	50%	66%	69%
AA Transfers	75%	76%	75%	80%	79%
Other Transfers	69%	70%	71%	72%	81%
TOTAL	68%	70%	65.22%	72.78%	75.78%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	885	915	938	932	1,344
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	58%	58%	59%	60%	63%
30 to 49 Students	33%	33%	30%	31%	29%
50 to 99 Students	7%	7%	9%	8%	7%
100 or More Students	1%	1%	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

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	64%	62%	62%	63%	66%
Adjunct Faculty	27%	30%	32%	32%	30%
Graduate Students	5%	5%	5%	2%	2%
Other Instructors	3%	2%	2%	2%	3%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	23	24	23	24	23

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2010	2011	2012	2013	2014
Examinees	32	29	38	34	39
First-time Pass Rate	94%	93%	100%	88%	82%
<i>National Benchmark</i>	89%	89%	92%	85%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	59.90%	64.70%	68.24%	70.15%
Enrolled or Employed (Earned \$25,000+)	.	.	57.72%	60.49%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	86%	87%	90%	90%

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

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

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

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

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

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$16,700	\$17,200	\$18,100	\$19,100
25th PERCENTILE WAGE	\$22,900	\$23,000	\$24,500	\$26,300
MEDIAN WAGE	\$31,000	\$31,000	\$32,900	\$34,900
75th PERCENTILE WAGE	\$42,800	\$39,400	\$44,000	\$47,800
95th PERCENTILE WAGE	\$62,400	\$59,400	\$64,800	\$68,300
<i>Percent Found</i>	45%	46%	45%	46%

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
None						
Programs Suspended for New Enrollments						
Mathematics Teacher Education	13.1311	Masters		FALL 2012		
Science Teacher Education, General	13.1316	Masters		SPRING 2009		
Social Science Teacher Education	13.1317	Masters		SPRING 2009		
New Programs Considered By University But Not Approved						
None						

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

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	621	580	625	674	792
Second majors	0	0	0	0	1
TOTAL	621	580	625	674	793
Masters and Specialist (first majors)	594	562	588	651	780
Research Doctoral (first majors)	27	18	37	23	12
Professional Doctoral (first majors)	0	0	0	0	0
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	0	0	0	0	0
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	0	0	0	0	0
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	0	0	0	0	0

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

TABLE 5C. Graduate Degrees Awarded in Programs of Strategic Emphasis (PSE)

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	100	77	93	97	97
HEALTH	20	23	28	39	70
GLOBALIZATION	0	0	0	0	0
EDUCATION	159	129	121	153	119
GAP ANALYSIS	22	15	29	25	22
SUBTOTAL	301	244	271	314	308
PSE PERCENT OF TOTAL	48.47%	42.07%	43.36%	46.59%	38.84%

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



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$17,757	\$21,710	\$16,221	\$19,332	\$19,584
Federally Funded (\$ 1,000s)	\$11,038	\$13,156	\$12,858	\$12,927	\$11,598
Percent Funded From External Sources	67%	65%	85%	88%	89%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$82,977	\$102,891	\$73,732	\$85,163	\$86,633
Technology Transfer					
Invention Disclosures	1	3	1	0	0
Licenses & Options Executed	0	5	1	0	0
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0
	2010	2011	2012	2013	2014
U.S. Patents Issued [REVISED]	0	0	0	0	0

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