

2013-14

Annual Accountability Report

THE UNIVERSITY OF WEST FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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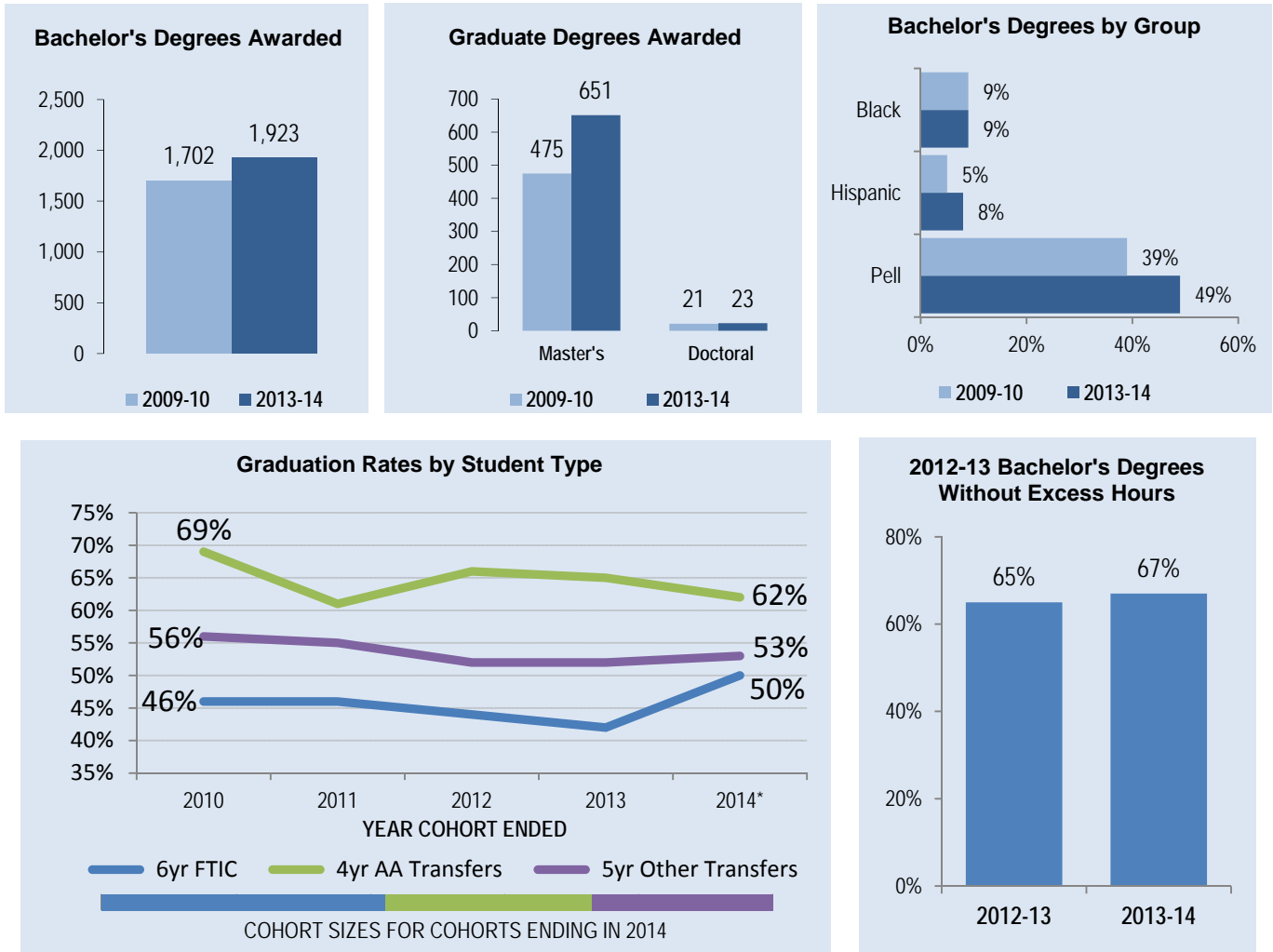
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Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications		
				Faculty (Fall 2013)	Full-Time	Part-Time			
TOTAL	12,607	100%	-1%	TOTAL (as of Spring 2014)			Basic:	Doctoral/Research Universities	
White	8,595	68%	-4%	Baccalaureate			49	Undergraduate Instructional Program:	Balanced arts & sciences, some graduate
Hispanic	1,030	8%	5%	Master's			27		
Black	1,557	12%	3%	Research Doctorate			1	Graduate Instructional Program:	Single doctoral (education)
Other	1,425	11%	13%	Professional Doctorate			0		
Full-Time	8,219	65%	1%					Size and Setting:	Medium four-year, primarily nonresidential
Part-Time	4,388	35%	-3%						
Undergraduate	9,755	77%	-2%	TOTAL	324	0	Community Engagement:	n/a	
Graduate	1,990	16%	3%	Tenure & Ten. Track	226	0			
Unclassified	862	7%	9%	Non-Tenured Faculty	98	0			

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

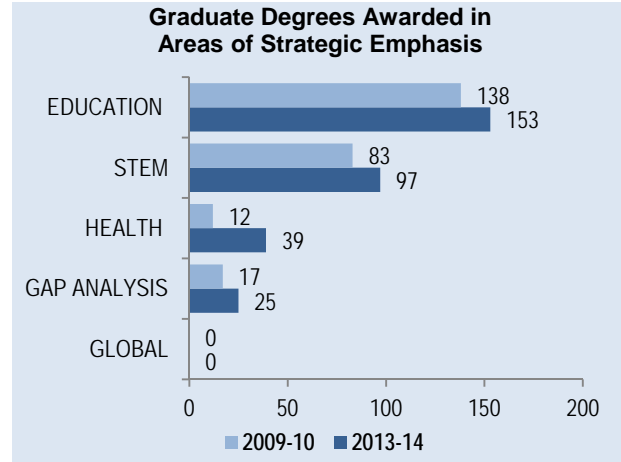
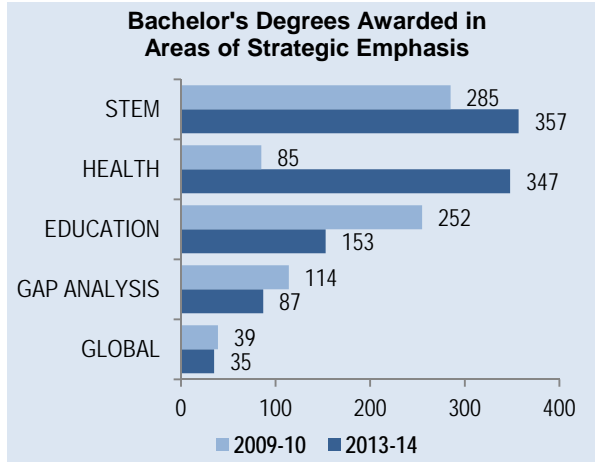


* Based on 2014 preliminary data



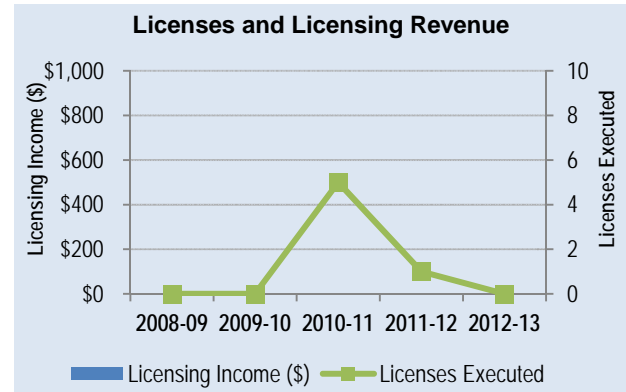
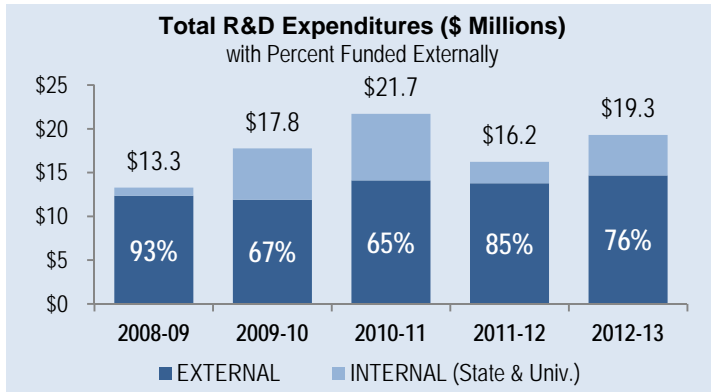
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

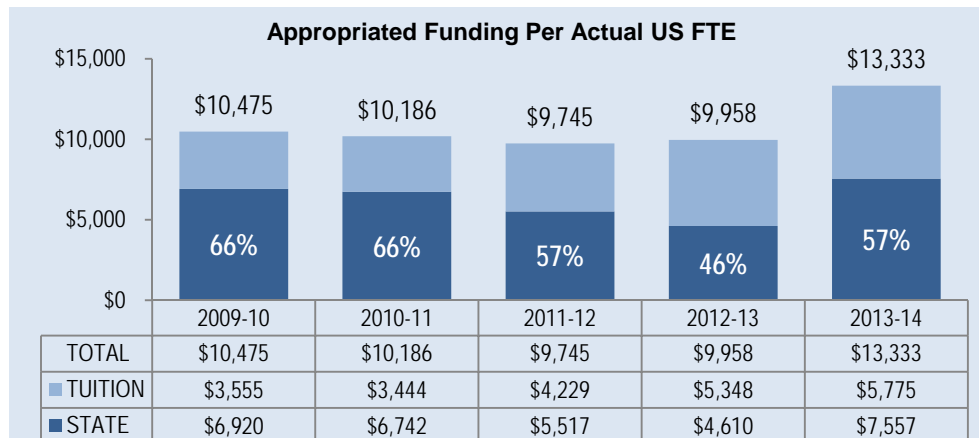


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

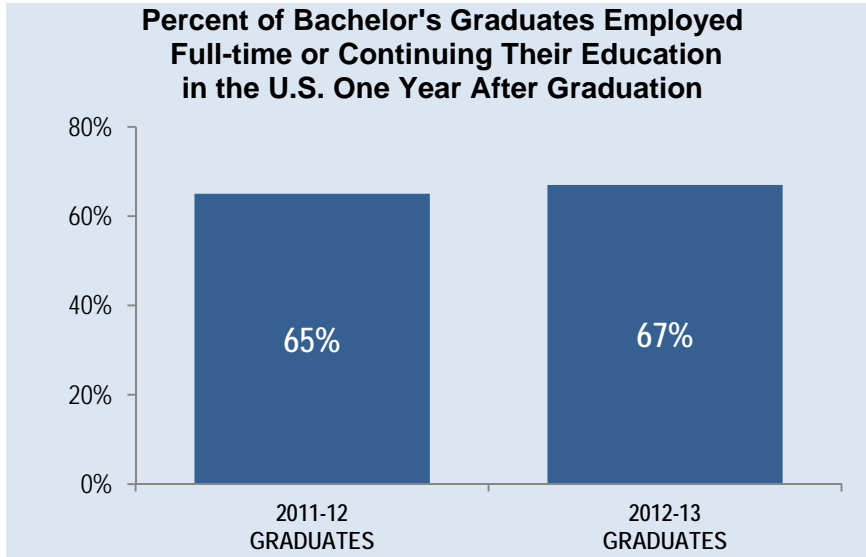


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12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

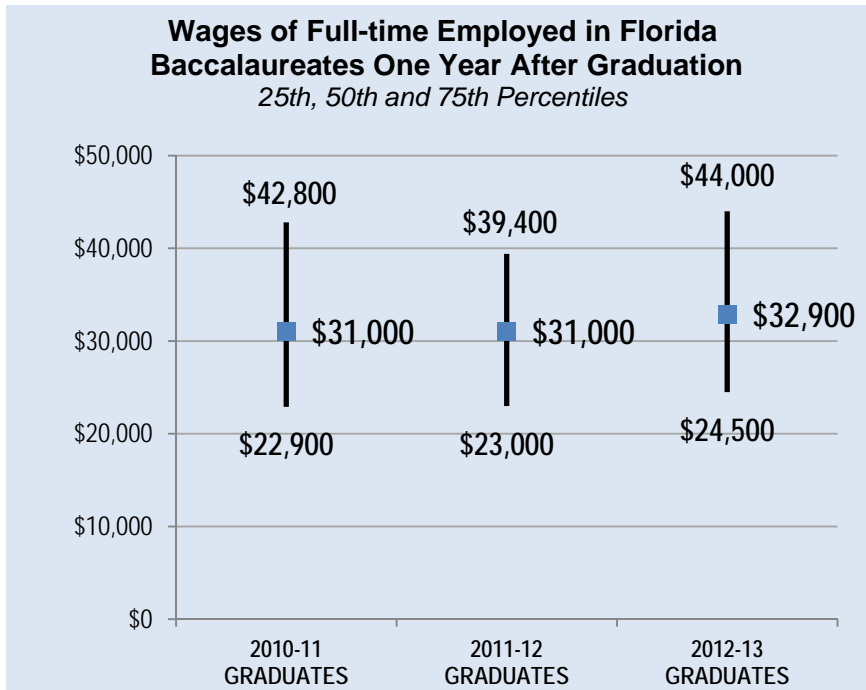


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. 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 87% and 90% of the total graduating class for 2011-12 and 2012-13, respectively. For more details see table 4O within this report.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 45%, 46% and 45% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



Key Achievements (2013 -2014)

STUDENT AWARDS/ACHIEVEMENTS

1. MBA student, David Brinson, earned the title "Grand Champion" in the Best Strategy Invitational, a global competition in which student teams operate simulated athletic footwear companies.
2. Pianist James Matthews became a national celebrity after winning an honorable mention and a Carnegie Hall invitation at the American Protégé International Piano and Strings Competition.
3. Timothy Jones received the President's Volunteer Service Award; the Student Veterans of America's national office selected Jones for his dedication to helping fellow veterans at UWF.

FACULTY AWARDS/ACHIEVEMENTS

1. Engineering professor, Dr. Muhammed Rashid, won a 2013 Outstanding Achievement Award from the Industry Application Society, one of the largest societies of the International Institute of Electrical and Electronics Engineers.
2. The National Association of Social Workers (NASW), Florida Chapter, named Dr. Chris Cotten as the NASW Educator of the Year for Florida.
3. Marketing & Economics professor, Dr. Scott Keller, was named as the inaugural recipient of the John C. Pace Distinguished Business Professorship.

PROGRAM AWARDS/ACHIEVEMENTS

1. The UWF Health Occupational Students of America team took home the Regional Outstanding HOSA Chapter Award at the 2014 Regional Conference; four students also placed in the Top 10 in their respective categories at the 2013 HOSA National Leadership Conference.
2. Public Relations students from the UWF Communication Arts Department were honored with a Golden Image Award and a Grand All Golden Image Award from the Florida Public Relations Association for their rebranding campaign for the Imogene Theatre. Public Relations students also were honored with an Award of Distinction from the Florida Public Relations Association for their Friends of the West Florida Public Library campaign.
3. UWF Music students won 1st, 2nd, 3rd, and honorable mention at the college-level Sonata and Concerto Competition.

RESEARCH AWARDS/ACHIEVEMENTS

1. UWF received a National Institutes of Health grant, Maximizing Access to Research Careers - Undergraduate Student Training in Academic Research, to aid underrepresented undergraduate students pursuing PhD or MD/PhD degrees in biomedical and behavioral sciences.
2. UWF established the Center for Cybersecurity, funded through an IT Performance Grant, to sponsor academic programs and certificates that are connected to the Northwest Florida technology community and industry, addressing a critical need for cybersecurity jobs.
3. UWF students in Networking and Telecommunications online courses can conduct experiments with robots remotely through the Robo Explore Lab, a first of its kind in the nation. Funding for the lab was provided in part by iSpace, as well as an Instructional Technology Enhancement Project, or ITEP, grant.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UWF was selected to participate in the NASPA Lead Initiative, a national effort centered on civic learning and democratic engagement.
2. UWF was named among 2014 "Best of the Best" for Top Veteran-Friendly Colleges by U.S. Veterans Magazine.
3. UWF achieved the designation of Chronicle of Higher Education Great Places to Work.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

In 2013-2014, UWF earned positive state, regional, and national attention on numerous ranking indices. UWF was:

- Designated as a "Best Southeastern College" by the Princeton Review. (2003-2014)
- Listed in Princeton Review's "Guide to 311 Green Colleges." (2011-2013)
- Ranked No. 20 for Most Affordable Online Colleges in Florida by Affordable Colleges Online. (2013)
- Listed in the "Great Colleges to Work For" by The Chronicle of Higher Education. (2008, 2009, 2011, 2012, 2014)
- Named a "Best for Vets" college by Military Times. (2014)
- Named a top military-friendly school by G.I. Jobs magazine. (2008-2014)
- Named No. 38 for Best Online Bachelor's Programs for Veterans by U.S. News and World Report. (2014)
- Featured in Military Advanced Education's Guide to Military-Friendly Colleges and Universities. (2008 –2013)
- Ranked No. 13 in the "Top Colleges for Future Service Members in Florida" by The College Database. (2013)
- Awarded eight Gulf South Conference athletic titles for a total of 79 in UWF history (more than any other school in the GSC).

In 2013-2014, UWF's Division of Academic Affairs reviewed its three-college structure and planned a reorganization that would increase operational efficiencies, increase visibility and community engagement, and fulfill core needs through natural alliances.

- The newly proposed structure includes a College of Arts, Humanities, and Social Sciences; College of Business; College of Education and Professional Studies; and College of Science, Engineering, and Health. Additionally, in an effort to align services that support student success, Academic Affairs formed University College. University College houses the First-Year Advising Center, the newly named Kugelman Honors Program, the General Studies Program, and professional readiness initiatives at UWF.

In 2013-2014, 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. UWF was:

- Ranked No. 5 in the U.S. for first-time pass rates by small accounting programs on the CPA exam by the National Association of State Boards of Accountancy. (2013)
- Named the No. 8 "Top College in Florida for Teacher Education" by The College Database. (2013)
- Listed in "The Best Education Graduate Schools for 2013-2014" by MastersDegreeOnline.com.
- Ranked No. 10 for "25 Best Online Master in Educational Leadership Degree Programs" by TheBestSchools.org. (2014)
- Ranked No. 24 for "25 Best Bachelor in Legal Studies Programs" by TheBestSchools.org. (2014)
- Ranked by GraduatePrograms.com for the Top Student Ranked Online Graduate Programs.
 - No. 17 out of the "Top 50 Online Graduate Programs." (2013)
 - No. 10 for "Top Student Rated Online Education Schools." (2013)



- Ranked No. 22 for "Best Value Online Public Health Degrees" by OnlineU.org. (2014)
- Ranked by GraduatePrograms.com for the "Top Online Public Health Program." (2014)
- Ranked by GetEducated.com in the "Best Buy Online Masters Degrees." (2013)
 - No. 4 for "Online Master's of Public Health Degree."
 - No. 6 for "Online Master of Science in Computer Science."
 - No. 12 for "Master of Science in Nursing."
- Selected as one of the "Top 200 Schools" by the American Indian Science and Engineering Society. (2013)
- Included in the "Top 10 Online IT Colleges of 2013" by the Online Education Database. (2013)
- Ranked No. 5 for "Top Online Engineering Colleges" by Open Education Database. (2014)

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The increasing diversification of the University offers great opportunities for students to develop an awareness of and celebrate "the ways in which people and ideas are different and the ways in which they are similar" (from UWF Strategic Plan). In the 2013-2014, UWF's student body reflected a diverse population.

- Of the 12,607 students enrolled in Fall 2013, 77.4% were undergraduate degree-seeking students, 15.8% were graduate degree-seeking students, and 6.8% were non-degree-seeking students.
- Women comprised 58.4% of the student population.
- The average age of all students was 27 (undergraduate, 25; graduate, 34). Approximately 32% of undergraduates were 25 or older.
- The student body was composed of students from 49 of the 50 states (excepting North Dakota). Fifty-seven percent originated from UWF's eight-county service area.
- Fall 2013 enrollment demographics showed a varied ethnic student population: Non-Resident Alien, 3%; African American, 12%; American Indian/Alaskan Native, 1%; Asian, 3%; Hispanic, 8%; Native Hawaiian or Pacific Islander, <1%; White, 68%; Not reported or Two or More Ethnicities, 5%. UWF enrolled 310 international students (not including Intensive English Program students) with student visas (F-1 and J-1 classifications).
- In the 2013 fall term, 1,243 military-related students were enrolled at UWF (active duty, veterans, and dependents).
- Among undergraduates, almost 40% had Pell Grants in Fall 2013.
- The average ACT, SAT, and high school GPAs for newly enrolled FTICs rose slightly in Fall 2013.

In 2013-2014, UWF continued to focus on facilitating students' access to and choice of UWF to meet their higher education needs, and to improve student persistence and timely progression to degree attainment.

- UWF created a standing Strategic Enrollment Planning and Management Council to monitor, evaluate, and revise strategic enrollment plans; track enrollment key performance indicators (KPIs), benchmarks, and assessments; and coordinate the work of the various units involved in enrollment planning and management.
- UWF developed a Strategic Enrollment Plan, a Strategic Retention Plan, and a Diversity Plan to help focus attention on key priorities.
- UWF continued to implement the University-wide comprehensive plan to improve undergraduate student persistence and timely degree completion (e.g., hired a Chief Diversity Officer, maintained strong academic programs, enhanced academic and student support services like improved academic advising and career services, developed more experiential learning opportunities, provided support for students in high-risk courses, enhanced student life, leveraged financial aid for students with demonstrated need, improved customer service, etc.)



- UWF continued to promote the reporting of at-risk students through an Academic Early Warning System, a program designed to assist freshmen and athletes early in an academic term who demonstrate academic hardship or red-flag behaviors. In Spring 2014, 97% of faculty teaching freshmen participated in the reporting of students needing assistance, up from 96% in Spring 2013 and 89% in Spring 2012. Approximately 85% of students who received an alert saw their advisor for guidance and assistance. Data indicate that students who met with their advisors after receiving an early warning notice had an average GPA 73% higher than those who did not meet with their advisors.
- Tallahassee Community College and Pensacola State College joined Northwest Florida State College and Gulf Coast State College as members of the 2UWF program, increasing advising support for students who begin their programs in the Florida College System before transferring to UWF, and easing their transition from one institution to another.
- The six-year graduation rate for full-time and part-time FTICs entering in Fall 2008 (or Summer 2008 continuing into Fall) was 50%, more than eight percentage points higher than the rate for the Fall 2007 cohort.
- UWF utilized the National Student Clearinghouse's StudentTrackerSM service to study first-time-in-college (FTIC) students who began their college careers at UWF during a fall term but who were not retained in the following fall term (2,456 students). Almost 74% (1,807) of these students had been enrolled in an institution of higher education for at least one term between June 1 of the year following departure from UWF and the date of the Clearinghouse search (December 11, 2013). Informed by the results of this analysis, UWF has continued to implement initiatives to promote student success and reduce attrition from UWF among FTIC students.

During 2013-2014, UWF continued to expand the number, scope, and quality of its online offerings.

- UWF offered 1,648 fully online course sections (up 7% from 2012-2013), representing 33% of FTE.
- UWF offered 33 complete programs online, including 8 undergraduate programs, 11 master's or specialist's programs, 1 doctoral program, and 13 credit-earning certificate programs.
- More than 50% of the students in any given term took at least one online course. In Fall 2013, 15% of undergraduate students and 63% of graduate students were taking only online courses.
- 24% of students were fully online in Fall 2013, and 25% were fully online in Spring 2014.
- 29% of undergraduate FTE and 56% of graduate FTE were generated through distance learning enrollments.
- The statewide Florida Virtual Campus (FLVC) was renamed the Complete Florida Plus Program, and all program operations are being moved to UWF.
- Between 2011 and 2013, 82 UWF faculty earned the Quality Online Instructor Certificate. During the 2013-2014 fiscal year, 17 UWF courses were certified through the Quality Matters process.

UWF plays a critical role in the State University System's efforts to increase citizens' educational attainment levels. In 2013-2014, the University awarded 2,597 degrees (first major only), including many degrees awarded to students from traditionally underrepresented groups.

- UWF awarded 1,923 baccalaureate degrees, which was below the 2,109 target established in the 2013-2014 update to the UWF Work Plan. However, the number of baccalaureate degrees awarded (first major only) represented a 13% increase from 2009-2010.
- The 674 graduate degrees awarded were substantially higher than the established target of 604.
- Approximately 49% of all baccalaureate degrees awarded at UWF in 2013-2014 were awarded to students who had received a Pell grant from an institution in the State University System within six years of graduation (up from 39% of the baccalaureate degrees awarded in 2009-2010).
- UWF awarded 181 baccalaureate degrees to Non-Hispanic Blacks (up from 146 in 2009-2010) and 149 baccalaureate degrees to Hispanics (up from 80 in 2009-2010).



INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER 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 2013-2014, UWF awarded an increased number of degrees in areas of strategic emphasis and initiated partnership programs with other Florida institutions to address identified workforce needs in Northwest Florida.

- UWF awarded 50% of its baccalaureates (up from 45% in 2012-2013) and 47% of its graduate degrees (up from 43% in 2012-2013) in areas of strategic emphasis.
- More than 18% of all undergraduate degrees and more than 14% of all graduate degrees awarded at UWF were within a science, technology, engineering, or mathematics (STEM) discipline.
- UWF collaborated with Gulf Coast State College to offer students from both colleges the opportunity to earn a bachelor's degree in Hospitality and Resort Management.
- The University of South Florida, partnering with UWF to offer a Doctor of Physical Therapy (DPT) program, designed to expand access to UWF students interested in pursuing a DPT while meeting a state-identified need for more physical therapists in Northwest Florida, welcomed its inaugural class.
- UWF entered into a partnership with the University of Florida to offer a Doctor of Nursing Practice degree program.
- UWF entered into a partnership with Stetson University College of Law to offer a 3+3 program to begin in August 2015. The program will allow high-performing students to earn bachelor's and Juris doctor (J.D.) degrees in six years—three years at UWF and three years at the Stetson University College of Law.
- The University of West Florida announced a \$1 million gift from the Bear Family Foundation, presented by Lewis Bear Jr., Chair of the UWF Board of Trustees, and his family. The gift will support the UWF Engineering and Supply Chain Logistics programs.
- UWF moved three additional high-demand nursing and education programs—Registered Nurse-to-Bachelor of Science in Nursing (RN-BSN), Master of Education with a specialization in curriculum and instruction (M.Ed., Curriculum and Instruction), and Doctor of Education with a specialization in curriculum and instruction (Ed.D, Curriculum and Instruction)—to an online format.
- The UWF Building Construction Program received a generous gift from Webb Electric to benefit the Community Outreach, Research, and Education (C.O.R.E.) Initiative. The gift will support the renovation of an existing building into a state-of-the-art, multipurpose construction lab.
- UWF celebrated the opening of the Confucius Institute, a collaborative effort between the University, China's Office of Chinese Language Council International, or Hanban, and Sichuan International Studies University, UWF's designated Chinese partner. It serves as a language program that promotes the study of Chinese language and culture among UWF students and the local community.

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 2013-2014, 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. Among the activities were the following:

- UWF hosted a Discovery Lab, designed to promote interest in STEM through discovery and exploration, foundations for science. The Lab is used for high-impact learning practices, engaging students in experiences that offer a deeper understanding of the relationships among several science disciplines through interactive and reflective activities.



- The Innovation Institute continued its partnership with TEQGames of Orlando to provide aviation-themed multi-day, fully-immersive residential programs at the National Flight Academy aboard NAS Pensacola, Florida, and at the USS Yorktown at Patriots Point Park in Charleston South Carolina.
- UWF hosted nearly 300 students from Northwest Florida's public and private schools at the third annual Northwest Regional Florida Science Olympiad. The goal of the Science Olympiad is to improve the quality of science education through competitions similar to sporting events.
- The Department of Teacher Education and Educational Leadership (TEEL) partnered with the Escambia County Early Learning Coalition to offer science, technology, engineering, and math (STEM) early-learning workshops for local teachers. This Early Childhood STEM Learning Through the Arts program is recognized internationally as a program that prepares teachers to integrate STEM subjects into early childhood curriculum.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH, AND INNOVATION

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 2013-2014,

- UWF researchers submitted 119 contract and grant proposals for a total of \$58,542,646.
- UWF researchers received 81 awards totaling \$23,953,028, only five less than in 2012-2013, in spite of the decrease in federal and state funding opportunities.
- UWF's 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. Two licensure agreements were signed in 2013-2014.
- In late June 2013, final negotiations for an exclusive license agreement with GenIUL S.L. for the Spinconcentrator were completed, and the agreement was signed on in September 2013. This agreement is UWF's first international licensing agreement.
- A license agreement between UWF and Historical Research Associates, Inc., (HRA) for an exclusive license to market Next Exit History as an additional service to the nationwide client base was signed in April 2014. Subsequently, HRA has opened a local Pensacola office to promote activities based on Next Exit History and other public history-related opportunities.
- The UWF Innovation Institute launched the Center for Cybersecurity, providing a hub for research on cybersecurity and opportunities for students to move into high-demand career fields through collaborative partnerships.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

In 2013-2014, UWF maintained its levels of research and development (R&D) expenditures, even though federal funding opportunities declined.

- UWF posted \$18.9 million in total R&D expenditures in 2013-2014.
- UWF posted \$12.0 million in federally funded R&D in 2013-2014.
- UWF recorded \$85,163 in total R&D expenditures per full-time, tenured/tenure-earning faculty members in 2012-2013 (up almost 44% from 2008-2009).
- UWF's newly established Faculty Catalyst Initiative awarded funding to seven faculty projects out of 13 applications received. The Catalyst initiative promotes research and creative 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 2013-2014:



- 123 students participated in the 2014 Student Scholars Symposium. This event featured scholarly and creative projects produced through collaboration between UWF students and faculty.
- UWF received a gift to establish the Burr Family Undergraduate Research Endowment to support summer student research in the College of Science, Engineering, and Health.
- UWF students completed oral histories, developed public programming elements, and designed and installed a complementary exhibit for the T.T. Wentworth Museum in Historic Pensacola Village concerning the Guantánamo Public Memory Project.
- UWF students worked with the Whitmire Cemetery Association to research historic grave sites and create interpretive materials for a future walking tour of the site.
- UWF students created gaming materials for the Next Exit History database on historic sites across the American Southwest.
- A growing number of UWF students were included as co-authors with faculty on peer-reviewed journal articles.
- A growing number of UWF students presented at state, regional, and national professional meetings; competed in disciplinary competitions; or held off-campus exhibitions or recitals.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

UWF continues to build out mutually beneficial partnerships that support collaboration on research projects. In 2013-2014, some of these collaborative efforts included the following:

- External entities funded 89% of research and development expenditures (consistent with 2012-2013 funding).
- Sponsors and funding agencies included 24 federal agencies, 11 private for-profit agencies, 13 private nonprofit agencies, and 17 state and local government entities.
- The Northwest Florida Presidential Coalition, whose grant members represent six institutions, (UWF, PSC, NWFSC, GCSC, Chipola College, and TCC) 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 and the Doolittle 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);
 - Eight out-of-state universities (Appalachian State, Louisiana State, and Tulane Universities, and Universities of Alabama, Georgia, North Carolina, Maryland, and Southern Mississippi).
 - Five institutions from the Florida College System (Pensacola State, Chipola, Gulf Coast State, Northwest Florida State, and Tallahassee Community).
 - Seven State of Florida agencies (Education, Emergency Management, Fish & Wildlife Conservation, Health, Children & Families, Senate, and State).
 - Five school districts (Escambia, Gadsden, Santa Rosa, Okaloosa, and Walton Counties).
 - Twelve state or local government entities (AL Department of Forensic Science, CareerSource Okaloosa-Walton, City of Destin, City of Pensacola, Florida Departments of Economic Opportunity, Department of Education, and Fish & Wildlife Conservation Commission, Santa Rosa County, and Town of Century).
 - Thirty-five private entities (e.g., BP Exploration & Production, Inc., Corporation for Public Broadcasting, Citi Foundation, Enterprise Florida, Florida Committee on Southern Association of Colleges & Schools: Secondary and Middle Schools, Florida Humanities Council, Florida Sports Foundation, Gulf of Mexico Alliance, Historical Research Associates, The Japan Foundation, National Center for Responsible Gaming, Partnership for Public Health (Escambia), Petroleum Research Fund, and TEQGames, LLC.).



In 2013-2014, UWF continued to play a critical role in supporting the economic development of the region.

- UWF oversaw the successful completion of the Regional Economic Development Institute (REDI) program, which included a \$30M investment into the Northwest Florida economy. UWF distributed \$10M in 2013-2014, which created 2,074 jobs.
- UWF's Haas Center completed/contracted for 16 economic research studies for regional, state, national, and UWF community partners. The Center had \$820,501 in new sponsored research/contracts, along with several 2012-2013 contracts that were completed in 2013-2014 for a total of \$1,430,401, including one in-kind.
- The Haas Center created a new call center enabling research polling; entered into three significant IT development projects for community and UWF partners; launched a new economic data application; and implemented a "Saturday Consultant" program, whereby staff members volunteer in the community to promote services of Haas Center and aid non-profits.
- UWF's Office of Economic Development and Engagement (OEDE) negotiated a Business Plan Competition with Space Florida and Innovation Coast.
- The Florida Small Business Development Center (FSBDC) provided assistance to local small businesses affected by the 100-year flooding in Northwest Florida in April 2014. Within one week of official Disaster Declarations, FSBDC set up temporary offices for two FSBDC Disaster Consultants and two offices for SBA Disaster Team Members in the Greater Pensacola Chamber facility.
- FSBDC established a formal partnership with Santa Rosa County Economic Development Office.
- SBDC clients reported economic impacts as follows: 1,583 clients; 15 loans approved for \$22,228,000; 35 owner/other investment for \$4,960,000; \$27,188,100 total capital infusion; \$2,699,500 sales increase; 53 business starts; 152 jobs created; 125 jobs retained; 114 training events (1,514 attendees); and 5,499.83 consulting hours.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

During 2013-2014, 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.

- UWF completed documentation and submitted an application for Carnegie's Community Engagement classification on April 15, 2014. Results will be announced in January 2015.
- The Combined Rotary Clubs of Pensacola and UWF's College of Business partnered to present Ethics in Business Awards in the community.
- Through Business Enterprises, Inc., (BEI), UWF continued to work on agreements to finance, design, and construct, lease, lease-purchase, and/or purchase the operations and facilities necessary and desirable to meet UWF's mission and strategic priorities (e.g., East Campus Development, University Park, NW Retirement Village).
- BEI broke ground on the 14,000 square foot East Campus Restaurant Development site, which is scheduled for occupancy in Summer 2015.
- BEI selected a Master Developer for University Park and Northwest Village projects; the Master Developer completed a feasibility study for West Campus, giving a positive recommendation to proceed with independent and assisted living housing.
- UWF Historic Trust renovated the TT Wentworth, Jr., Florida State Museum to accommodate the City of Five Flags Exhibit.
- UWF Historic Trust built the Governor's Garden to help celebrate Florida's 500th anniversary.



- The UWF Foundation partnered with Gulf Power to develop the Voices of Pensacola Multicultural Center at the Beacon Building.
- Argo Pantry was created to provide a campus pantry that will sustain currently enrolled UWF students with free, healthy food and basic personal care items for times of need.
- Partnering with the City of Pensacola, UWF led an initiative to promote music appreciation throughout Pensacola by installing pianos in various locations for public use.
- WUWF launched the Florida Public Radio Emergency Network (FPREN), a partnership with the Florida Division of Emergency Management and Florida public radio stations.
- WUWF redesigned its website to a news-rich platform through a strategic partnership with NPR.
- UWF partnered with Gulf Islands National Seashore, bringing educational opportunities to the park.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Among many areas in University Advancement, managing fundraising and gift giving activities are ventures that further strengthen relationships between UWF and its community and business partners.

- Private gifts in 2013-2014 exceeded the 2012-2013 fundraising goal (\$4.1 million in total gifts).
- Additionally, faculty and staff giving achieved the highest participation rate in University history.
- As UWF's 50th Anniversary approaches in 2017, UWF has embarked on historic and ambitious multimillion dollar comprehensive campaign to help raise funds and awareness for the strategic priorities of the University and to ensure the University's place among the nation's top comprehensive universities, further raise UWF's visibility nationally and internationally, and maintain UWF's legacy and heritage as a center of higher education excellence for the future.
- The 50th Anniversary celebration will include a focus on alumni and community engagement, a comprehensive communications plan, and a major gift fund-raising campaign.

In 2013-2014, UWF's Division of Continuing Education continued to attract and enroll a diverse and talented group of non-traditional students in the pursuit of lifelong learning, as well as students seeking for-credit degrees and certificates online. The students included executives, professionals, educators, career-changers, military personnel, and many others. Continuing Education:

- Offered credit and non-credit courses that focused on developing skilled professionals in specific fields to meet local, regional, and state workforce needs.
- Offered opportunities for workforce development with the Pharmacy Technician Exam Prep Course, Medical Billing and Coding Professional Course, Project Management Professional Exam Prep Course, and IT training through the Florida Hire Ed program.
- Was recognized by the United States Department of Labor for the Florida Hire Ed grant program for its ability to provide effective strategies to meet the job placement goals of its participants.
- Provided Navy Federal Credit Union, the world's largest credit union, with numerous credit and non-credit courses that support the professional needs of employees and help prepare them for advancement into positions of greater responsibility. UWF awarded 29 certificates in areas such as Financial Institutions, Human Resources Management, and Management Development.
- Conducted training needs assessments to determine employers' training gaps and obtained funding for a variety of training opportunities at UWF (e.g., Lean Manufacturing, which is a process improvement method that eliminates waste; management development workshops to the 23 firms associated with the Workforce Development Board of Okaloosa and Walton Counties' TeCMEN consortium).
- Managed online for-credit certificate programs in Intelligence Analysis, Geographic Information Science, Human Performance Technology, Network Management and Design, and Arabic Language and Culture.
- Managed online graduate level courses that prepare professionals for certifications in the field of Applied Behavior Analysis.



- Supported PK-12 education by providing an online alternative teacher certification program and practicing educators with training and education to meet continuing education requirements.
- Offered 36 Explore Summer Camps (ESC) focusing on STEM skills, art, music, and history to more than 744 young people. Of the students participating in ESC, 10% have elected to attend UWF.
- UWF's Leisure Learning Society continued to provide social and educational opportunities for adults 55 and older.

UWF students and student organizations, faculty, and staff were actively engaged in the community in 2013-2014:

- 176 unique student organizations volunteered 4,593 hours.
- Service learning and field study course students volunteered 21,964 service hours.
- UWF clocked 35,364 hours of public and community service overall.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

A core component of UWF's mission is to foster student learning and development to include the knowledge, skills, and dispositions that optimize students' prospects for personal and professional success. In 2013-2014:

- UWF garnered broad-based involvement by the UWF community to develop a Quality Enhancement Plan that addresses a well-defined and focused topic or issue vital to the long-term improvement of student learning at UWF, while fulfilling a requirement of the regional accrediting body (SACSCOC). The focus of UWF's QEP will be "Communication for Professional Success: Using High-Impact Practices to Improve Students' Written and Oral Communication."
- UWF collaborated with business, educational, and community partners to expand opportunities for students to engage in high-impact, experiential learning activities that educational research indicates improve student engagement, learning, retention, and subsequent job placement and professional success (e.g., internships, research, service learning, study abroad, practicum placements, and related professional experiences).
- UWF's College of Business partnered with Pensacola Young Professionals and the Greater Pensacola Chamber to create Internship Pensacola, which provides students with summer internships with local businesses and industry. Seventy percent of participants were either hired by the company hosting the internship or immediately at another company via new contacts made by the Pensacola Young Professionals.
- The FL Department of Education identified UWF's Executive Mentor program as a "Best Practice." The Executive Mentor Program expanded to 50 pairs of business leaders and College of Business students in both the Fall 2013 and Spring 2014 semesters.
- The College of Business and Executive Mentor program sponsored the first annual Women in Leadership conference, attracting over 400 attendees.
- Career Services created industry-specific recruiting events: Summer Job and Internship Fair, Reverse Career Fair highlighting leaders in student organizations, and inaugural Careers in Healthcare Panel. Results included a 91% increase in employer attendance and an 18% increase for students; student attendance at employer-hosted events increased by 33% from 2012-2013.
- Career Services hosted on-the-go career services on 96 separate occasions and served more than 250 students through this service.
- Career Services observed a 15% increase in the number of full-time jobs posted on JasonQuest. A new "request a consult" link on the website led to a 75% increase in employer consultations.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$57,860,010	\$52,322,084	\$52,553,848	\$67,506,358	\$70,475,253
Non-Recurring State Funds	\$837,797	\$595,446	-\$7,694,722	\$3,496,375	\$11,504,356
Tuition	\$32,074,779	\$34,238,538	\$37,109,812	\$36,968,684	\$36,262,140
Tuition Differential Fee	\$2,600,681	\$4,327,513	\$7,846,391	\$8,144,616	\$8,156,296
Misc. Fees & Fines	\$1,380,486	\$1,482,352	\$1,224,537	\$892,387	\$1,380,339
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$4,321,645	\$0	\$0	\$0	\$0
SUBTOTAL	\$99,075,398	\$92,965,933	\$91,039,866	\$117,008,420	\$127,778,384

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 2013-14 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 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 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	\$48,773,802	\$50,364,679	\$49,225,756	\$59,142,520	\$61,133,744
Administration and Support	\$13,094,301	\$13,539,305	\$12,719,166	\$16,344,356	\$14,450,018
PO&M	\$9,907,685	\$10,164,228	\$10,081,248	\$10,053,167	\$11,294,737
Student Services	\$5,566,721	\$6,584,071	\$6,895,525	\$9,763,065	\$11,006,977
Library/Audio Visual	\$3,101,604	\$3,128,174	\$3,045,394	\$3,666,847	\$3,697,323
Other	\$1,064,878	\$1,204,803	\$1,177,986	\$1,287,378	\$5,023,810
TOTAL	\$81,508,991	\$84,985,260	\$83,145,075	\$100,257,333	\$106,606,609

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

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



Section 1 – Financial Resources *(continued)*

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	\$5,788	\$5,593	\$4,771	\$4,051	\$6,860
Lottery Funds	\$623	\$687	\$746	\$559	\$697
Tuition & Fees	\$3,555	\$3,444	\$4,229	\$5,348	\$5,775
Other Trust Funds	\$509	\$462	\$0	\$0	\$0
TOTAL	\$10,475	\$10,186	\$9,745	\$9,958	\$13,333
Actual Funding per FTE					
Tuition & Fees	\$3,529	\$3,857	\$4,175	\$4,746	\$4,897
TOTAL	\$10,448	\$10,599	\$9,691	\$9,356	\$12,454

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	\$14,648,590	\$16,202,669	\$17,541,096	\$20,426,712	\$21,353,837
Expenditures	\$12,786,119	\$14,394,299	\$15,208,040	\$18,233,451	\$21,991,945
Contracts & Grants					
Revenues	\$20,167,307	\$19,619,573	\$18,183,284	\$22,330,521	\$23,159,318
Expenditures	\$20,032,084	\$19,690,176	\$18,355,005	\$21,134,830	\$22,554,489
Local Funds					
Revenues	\$72,296,518	\$78,825,868	\$85,727,233	\$97,604,224	\$97,988,654
Expenditures	\$71,030,626	\$78,409,422	\$84,562,118	\$96,406,954	\$96,777,830
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$50,356	\$55,688	\$47,676	\$53,687	\$61,824
Gifts Received (\$1000s)	\$3,128	\$2,602**	\$3,063	\$2,911	\$4,204
Percentage of Alumni Donors	3.8%*	3.3%*	3.3%*	4.1%	3.9%

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.

NOTES: * Corrections made to "Alumni Donor" data. Will not match numbers recorded in previous Annual Accountability Reports. ** The 2010-11 "Gifts Received" reflect the VSE reported amount. The actual total of "Gifts Received" 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 \$2.6 million 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)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$4,327,513	\$7,846,391	\$8,144,616
Students Receiving TDF Funded Award	675	1,293*	1672
Total Value of TDF Funded Financial Aid Awards	\$1,242	1,405*	\$1,759

Florida Student Assistance Grant (FSAG) Eligible Students

	2011-12	2012-13	2013-14
Number of Eligible Students	4,058	4,508	4,467
Number Receiving a TDF Waiver	319	359	325
Total Value of TDF Waivers	\$482	\$867	\$925

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 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.

Note: * Corrections made to data that were reported in the 2012-13 Annual Accountability Report.



Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	157	161	164	157	147
Tenure-track Faculty	57	50	56	70	79
Non-Tenure Track Faculty	104	100	86	99	98
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	732	740	752	772	806
FULL-TIME SUBTOTAL	1,050	1,051	1,058	1,098	1,130
Part-time Employees					
Tenured Faculty	2	2	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	3	1	1	0	0
Instructors Without Faculty Status	192	239	244	313	289
Graduate Assistants/Associates*	358	361	311	257*	253
Non-Instructional Employees**	9	9	8	265**	286
PART-TIME SUBTOTAL	564	612	564	835	828
TOTAL	1,614	1,663	1,622	1,933	1,958

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.

Note* 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.

Note** 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.



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	11,192	11,645	11,990	12,679	12,607
UNDERGRADUATE					
FTIC (Regular Admit)	3,702	3,894	3,999	4,574	4,430
FTIC (Profile Admit)	196	178	361	527	501
AA Transfers	2,787	2,915	2,980	2,706	2,576
Other Transfers	2,020	2,146	2,128	2,151	2,248
Subtotal	8,705	9,133	9,468	9,958	9,755
GRADUATE					
Master's	1,413	1,567	1,598	1,744	1,843
Research Doctoral	202	189	183	186	147
Professional Doctoral	0	0	0	0	0
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Nursing Practice</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Subtotal	1,615	1,756	1,781	1,930	1,990
UNCLASSIFIED					
	872	756	741	791	862

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.



Section 3 – Enrollment *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	1,886	2,332	1,886	2,566	.	2,386
Upper-Division	3,232	3,475	3,232	3,365	.	3,359
Master's (GRAD I)	599	652	599	605	.	559
Doctoral (GRAD II)	54	68	54	64	.	51
Subtotal	5,771	6,527	5,771	6,599	.	6,355
NON-FLORIDA RESIDENTS						
Lower-Division	.	221	.	231	.	232
Upper-Division	.	265	.	267	.	260
Master's (GRAD I)	.	166	.	187	.	189
Doctoral (GRAD II)	.	15	.	14	.	11
Subtotal	444	667	444	699	.	691
TOTAL FTE						
Lower-Division	.	2,553	.	2,797	2,036	2,618
Upper-Division	.	3,740	.	3,631	3,446	3,619
Master's (GRAD I)	.	818	.	791	656	748
Doctoral (GRAD II)	.	83	.	78	77	62
Total	6,215	7,194	6,215	7,298	6,215	7,046
Total (US Definition)	8,287	9,592	8,287	9,730	8,287	9,395

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



Section 3 – Enrollment *(continued)*

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

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

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



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	38	27	30	30
Undergraduate	444	723	792	776
Master's (GRAD 1)	123	185	206	160
Doctoral (GRAD 2)	9	16	15	16
Total	614	951	1,043	982
ELIGIBLE DEPENDENT				
Unclassified	0	1	2	3
Undergraduate	124	218	242	235
Master's (GRAD 1)	9	11	19	22
Doctoral (GRAD 2)	1	2	2	1
Total	134	232	265	261
NON-MILITARY				
Unclassified	716	711	759	829
Undergraduate	8,567	8,529	8,924	8,744
Master's (GRAD 1)	1,363	1,342	1,479	1,634
Doctoral (GRAD 2)	251	225	209	157
Total	10,897	10,807	11,371	11,364

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

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	2,600	3,179	3,576	3,916	3,888
Percent with Pell Grant	30%	35%	38%	40%	40%

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



Section 4 – Undergraduate Education

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

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

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	1,123	1,177	1,237	1,625	1,316
% Retained	73%	74%	71%	70%	74%
% Retained <i>with GPA of 2.0 or higher</i>	66%	68%	62%	61%	65%

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

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	858	829	861	912	1,033
% Graduated	47%	48%	45%	42%	51%
<i>% Still Enrolled</i>	9%	7%	8%	7%	7%
<i>% Success Rate</i>	56%	55%	53%	49%	58%

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



Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	996	1,028	1,099	1,199	1,237
Same University	22%	20%	26%	25%	25%
Other SUS University	2%	2%	2%	2%	2%
TOTAL	24%	22%	28%	27%	27%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	951	932	996	1,028	1,099
Same University	46%	46%	44%	42%	50%
Other SUS University	6%	6%	6%	8%	5%
TOTAL	52%	52%	49%	50%	56%

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data for students in the cohort who graduated from a different SUS institution.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	662	747	730	749	635
Same University	27%	29%	31%	23%	24%
Other SUS University	0%	0%	0%	0%	0%
State University System	27%	29%	32%	23%	24%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	606	712	662	747	730
Same University	69%	61%	66%	65%	62%
Other SUS University	1%	1%	1%	2%	1%
State University System	70%	63%	68%	67%	63%

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

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2009-14 Preliminary
Cohort Size	683	724	724	654	675
Same University	56%	55%	52%	52%	53%
Other SUS University	3%	2%	2%	2%	2%
State University System	59%	56%	54%	54%	55%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	1,702	1,903	2,053	1,969	1,923
TOTAL (Second Majors)	58	35	29	28	34

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

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	285	320	336	363	357
HEALTH	85	183	226	251	347
GLOBALIZATION	39	36	35	36	35
EDUCATION	252	269	175	161	153
GAP ANALYSIS	114	118	78	88	87
SUBTOTAL	775	926	850	899	979
PSE PERCENT OF TOTAL	44%	48%	41%	45%	50%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	146	157	214	159	181
Percentage of Degrees	9%	8%	11%	8%	9%
Hispanic					
Number of Degrees	80	87	104	127	149
Percentage of Degrees	5%	5%	5%	7%	8%
Pell-Grant Recipients					
Number of Degrees	647	811	965	956	932
Percentage of Degrees	39%	43%	48%	50%	49%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	55%	55%	60%	50%	52%
AA Transfers	76%	75%	76%	75%	78%
Other Transfers	72%	69%	70%	72%	72%
TOTAL	68%	68%	70%	65%	67%

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

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	866	885	915	938	932

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	60%	58%	58%	59%	60%
30 to 49 Students	32%	33%	33%	30%	31%
50 to 99 Students	6%	7%	7%	9%	8%
100 or More Students	2%	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.

* Note: Numbers may not match numbers (production data) provided in previous Annual Accountability Reports. Data have been corrected to match data submitted to the Board of Governors via the Final Student Instruction Files.



Section 4 – Undergraduate Education *(continued)*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	62%	64%	62%	62%	63%
Adjunct Faculty	30%	27%	30%	32%	32%
Graduate Students	5%	5%	5%	5%	2%
Other Instructors	3%	3%	2%	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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	22.1	23.0	23.8	23.0	24.0

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2009	2010	2011	2012	2013
Examinees	33	32	29	38	34
First-time Pass Rate	94%	94%	93%	100%	88%
<i>National Benchmark</i>	90%	89%	89%	92%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2008-09	2009-10	2010-11*	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	60%	65%	67%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>86%</i>	<i>87%</i>	<i>88%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.

Note*: Non-Florida employment data was not included in 2010-11 data.

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

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

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

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$31,000	\$31,000	\$32,900
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>45%</i>	<i>46%</i>	<i>49%</i>

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



Section 5 – Graduate Education

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

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

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	496	621	581	625	674
TOTAL (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	475	594	563	588	651
Research Doctoral (first majors)	21	27	18	37	23
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</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 Areas of Strategic Emphasis
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	83	100	77	93	97
HEALTH	12	20	23	28	39
GLOBALIZATION	0	0	0	0	0
EDUCATION	138	159	129	121	153
GAP ANALYSIS	17	22	15	29	25
SUBTOTAL	250	301	244	271	314
PSE PERCENT OF TOTAL	50%	48%	42%	43%	47%

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



Section 5 – Graduate Education *(continued)*

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$13,288	\$17,757	\$21,710	\$16,221	\$19,332
Federally Funded (\$ 1,000s)	\$10,265	\$11,038	\$13,156	\$12,858	\$12,927
Percent Funded From External Sources	93%	67%	65%	85%	76%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$59,321	\$82,977	\$102,891	\$73,732	\$85,163
Technology Transfer					
Invention Disclosures	3	1	3	1	0
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	0	0	5	1	0
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: *2010-11 data spike was due to large FGNW (Florida's Great Northwest) cost share commitment (\$3.8M).