2014-15

Annual Accountability Report

UNIVERSITY OF WEST FLORIDA

BOT APPROVED 3/01/2016

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

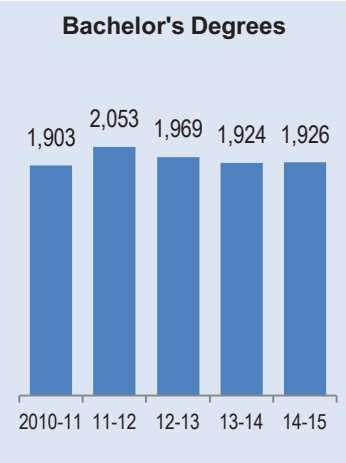
Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change
TOTAL	12,627	100%	0%
White	8,383	66%	-2%
Hispanic	1,014	8%	-2%
Black	1,485	12%	-5%
Other	1,745	14%	22%
Full-Time	8,006	63%	-3%
Part-Time	4,621	37%	5%
Undergraduate	9,691	77%	-1%
Graduate	2,178	17%	9%
Unclassified	758	6%	-12%

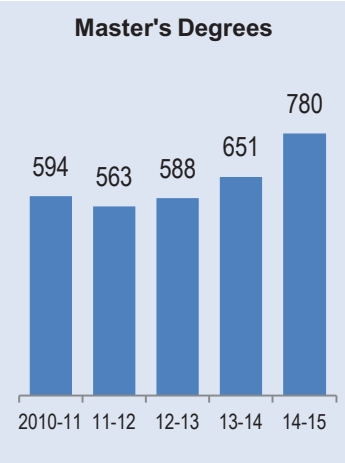
Degree Programs Offered	
TOTAL *(as of Spring 2015)*	77
Baccalaureate	49
Master's	27
Research Doctorate	1
Professional Doctorate	0

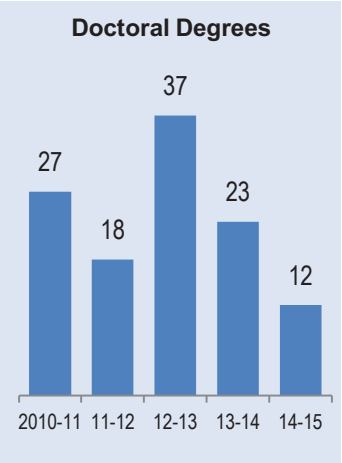
Faculty (Fall 2014)	Full-Time	Part-Time
TOTAL	331	0
Tenure & Ten. Track	229	0
Non-Tenured Faculty	102	0

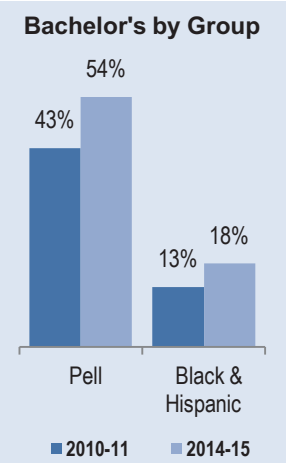
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Limited Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences, some graduate
Graduate Instructional Program:	Single doctoral (education)
Size and Setting:	Four-year, medium, primarily nonresidential
Community Engagement:	Yes

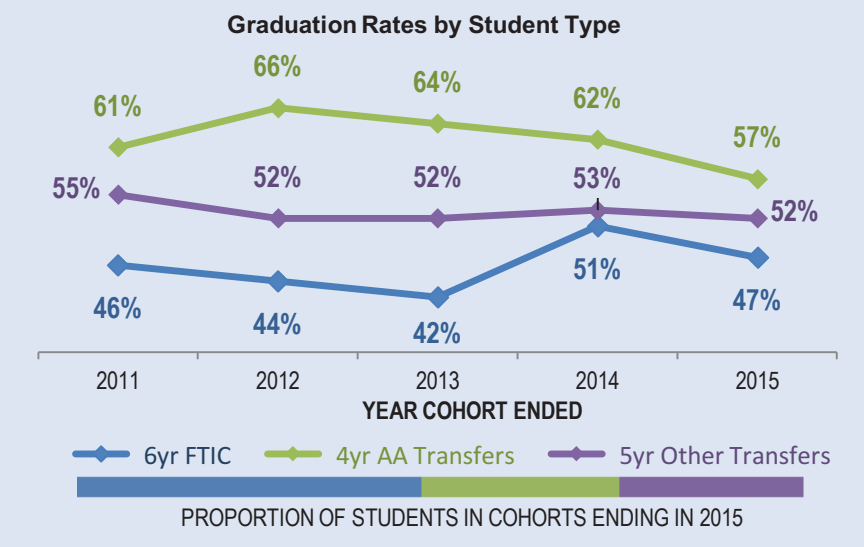
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

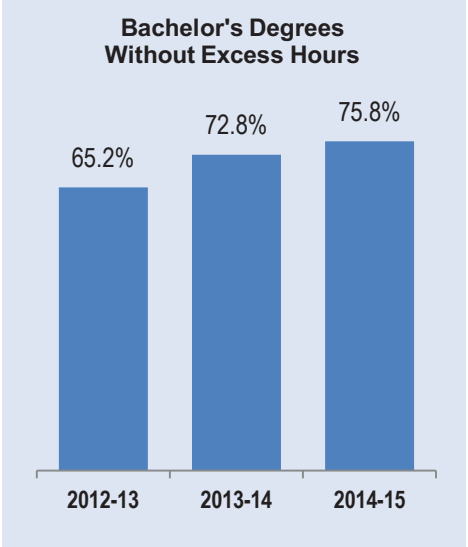






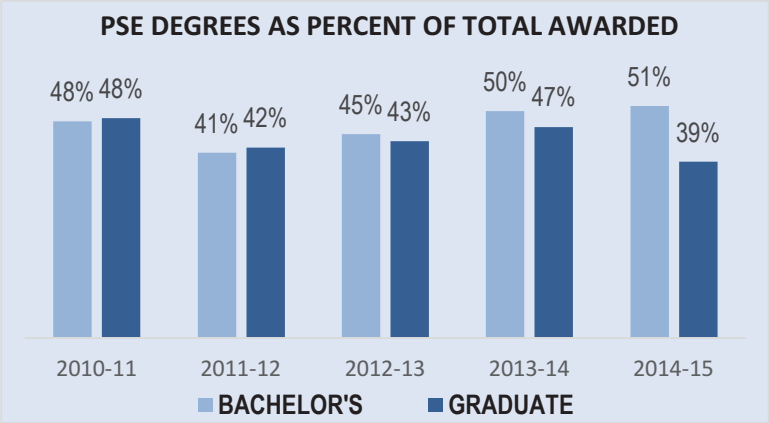


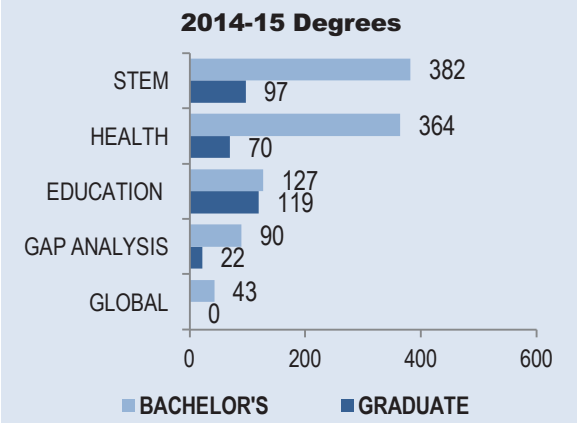




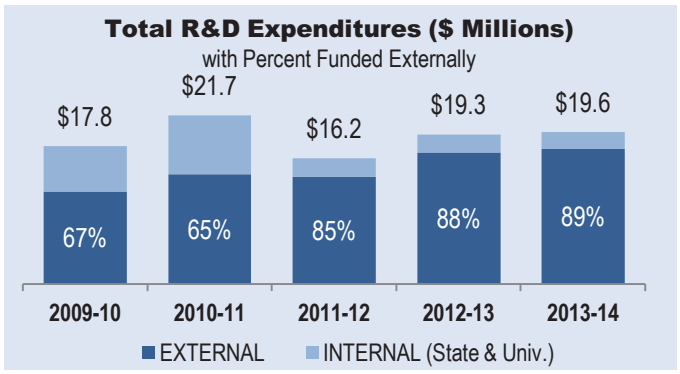
Dashboard

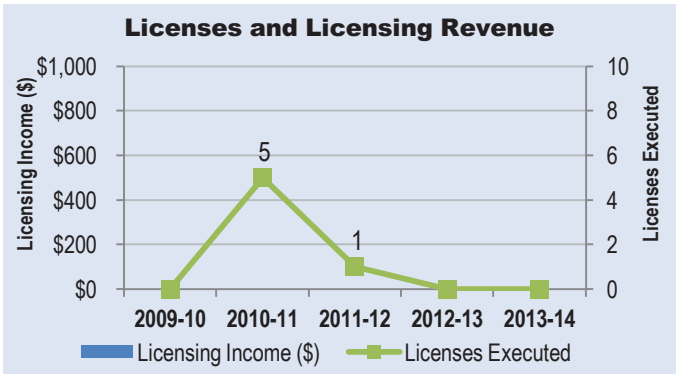
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



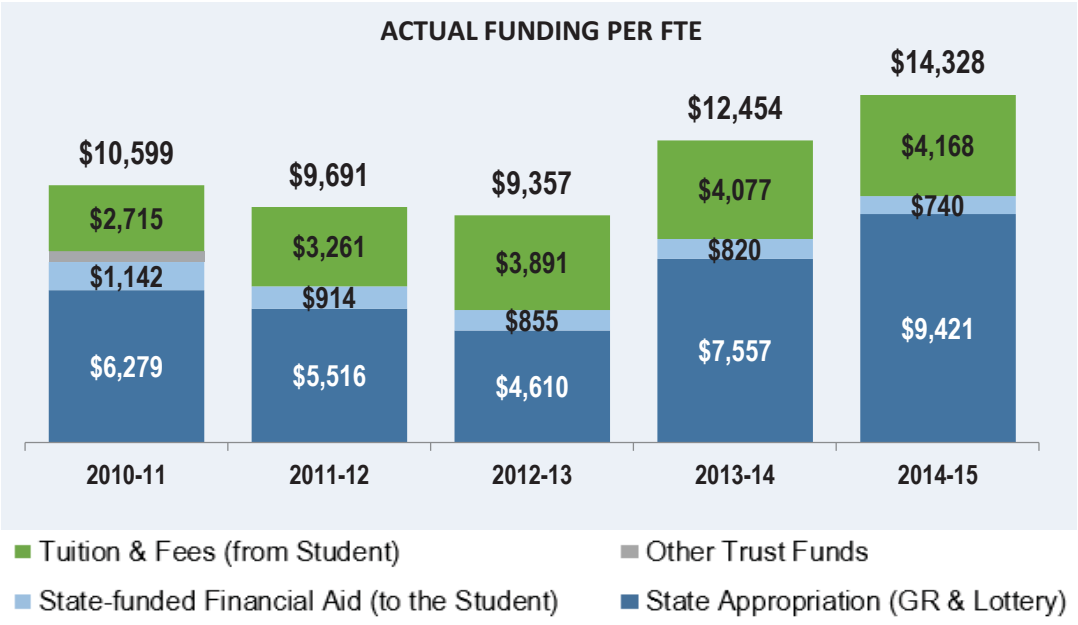


RESEARCH AND COMMERCIALIZATION ACTIVITY





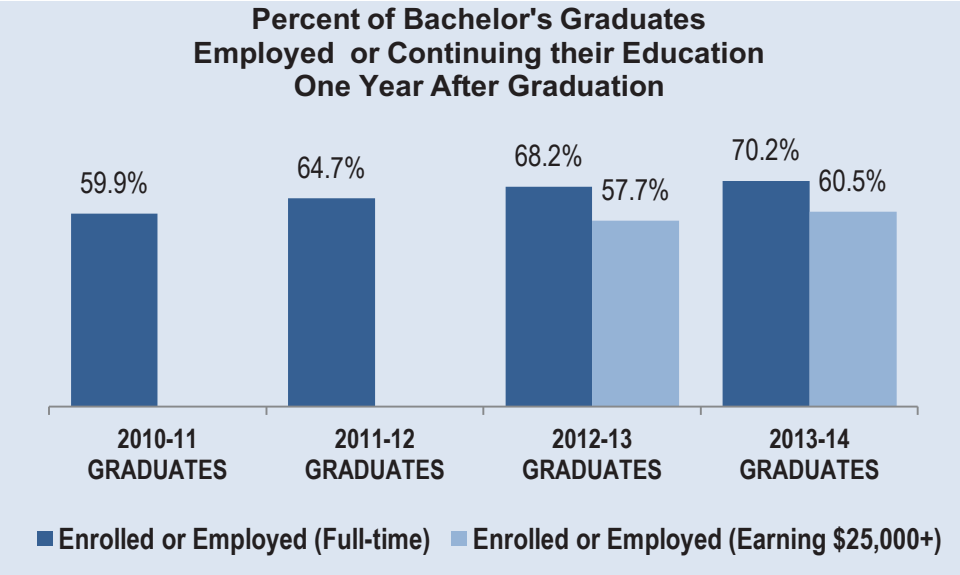
RESOURCES



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

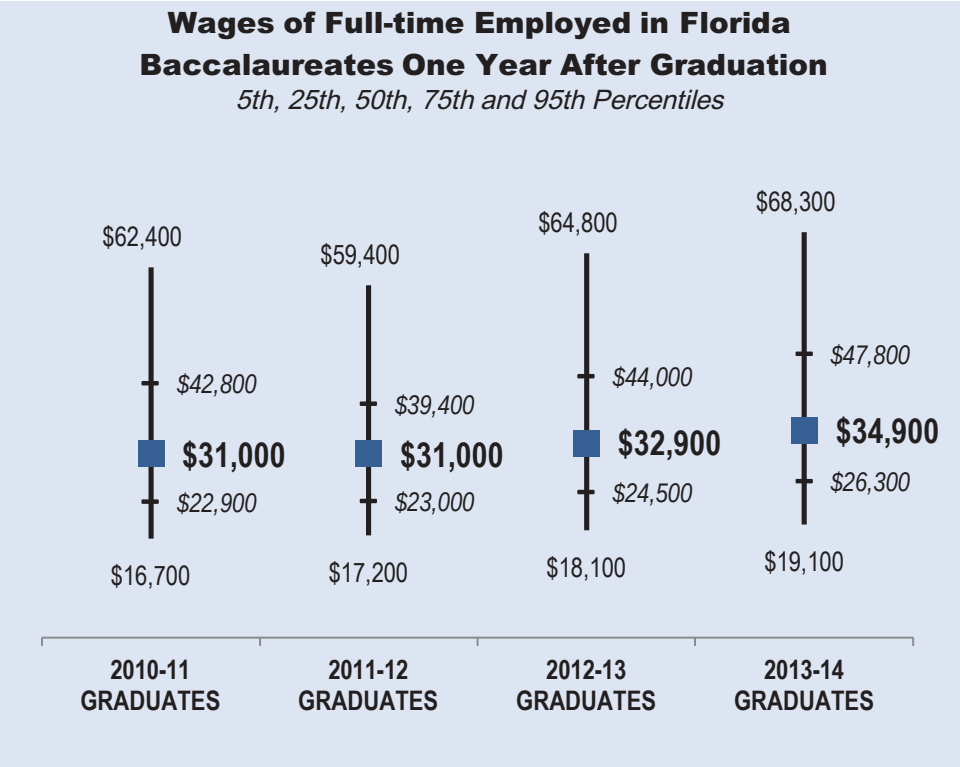
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. BOG staff 'found' 90% of UWF's 2013-14 bachelor's recipients.

See Table 4O within this report for additional information about this metric.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 46% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	68.24%	70.15%	1.9%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	$32,900	$34,900	6.1%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	$31,660	$31,830	0.5%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	50.55%	46.67%	-3.9%pts
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	64.64%	64.33%	-0.3%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	50.05%	51.14%	1.1%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	40.48%	40.63%	0.1%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	46.59%	38.84%	-7.7%pts
		2013-14	2014-15	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	72.78%	75.78%	3.0%pts
		FALL 2013	FALL 2014	CHANGE
10	*Board of Trustees Choice Metric:* Percent of Adult (Aged 25+) Undergraduates Enrolled	32.03%	30.85%	-1.2%pts

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Biochemistry major Jini Curry named Student of the Year by The National Collegiate Honors Council.
2. The Institute of Electrical & Electronics Engineers Industry Applications Society awarded a team of UWF engineering students the 2nd place award in the Myron Zucker Student Design Contest.
3. International Studies and Finance major, and 1st generation college student, Joseph Smith, received the Benjamin A. Gilman International Scholarship to fund his spring 2015 semester of study in Morocco.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Della Scott Ireton, Florida Public Archaeology Network Associate Director, received the 2015 Senator Bob Williams Award for her contribution to exceptional historic preservation in Florida.
2. Dr. Daniel Miller presented the keynote address for the World Federation of Tourist Guide Associations, XVI Congress in Prague, Czech Republic to 333 participants from 41 countries.
3. Dr. Hedi Salanki-Rubardt was appointed Visiting Professor and Overseas Adviser for China's Zinghai Normal University Music Department. Dr. Salanki-Rubart gave lectures, taught master classes, and played a seven concert tour in China.

PROGRAM AWARDS/ACHIEVEMENTS

1. UWF tied with Stanford University with the second highest number of American Chemical Society Scholars in the nation. UWF came in second to Massachusetts Institute of Technology.
2. A team of 7 electrical and computer engineering students from UWF's Emerald Coast placed 1st among the Florida SUS institutions at the Institute of Electrical & Electronics Engineers SoutheastCon Hardware Competition, held April 2015, in Fort Lauderdale, Florida.
3. The National Student Affairs Administrators in Higher Education presented the Most Outstanding Prevention Program to UWF's Wellness team for their August 2014 Rock Out the RedZone event.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. John Bratten, Dr. Gregory Cook, and the UWF Archaeology Institute were awarded a $293,134 Special Category Grant from the Florida Division of Historic Resources for archaeological work associated with the 1559 Emanuel Point 2 Shipwreck.
2. Dr. Debra M. Vinci, Associate Professor in Health Leisure & Exercise Science, received $199,675 from the Florida Department of Health for the project Promoting Physical Activity and Nutrition Education in Child Care Settings.
3. The Art Gallery (TAG) used a $55,000 grant to bring the first 3D Paintscaping mapping performance to Pensacola. Produced byTAG, "A Tale of Five Flags," projected onto the historic Custom's House and Post Office building, was a free public event that attracted over 15,000 attendees.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Successful decennial reaffirmation by SACSCOC was earned by UWF.
2. UWF was awarded the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.
3. UWF was named a "Purple Heart University" by the Military Order of the Purple Heart.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

UWF's Center for University Teaching Learning and Assessment (CUTLA) facilitated the university's efforts to promote the highest quality of teaching and learning. In academic year 2014-15 CUTLA:

- Collaborated with faculty on projects in the scholarship of teaching and learning as well as grant submissions
- Promoted new approaches to teaching and learning through resource pages on the CUTLA web site and through faculty development collaborations
- Posted new approaches to teaching and learning through weekly teaching tips on the CUTLA web site and sent tips directly to faculty
- Submitted selected tips to the Teaching Tips Writing Consortium, comprised of 30 Directors of teaching centers in the United States and Canada
- Teaching tips appeared on the Noba web site (http://nobaproject.com/)
- 88 web sites hosted by universities and other higher education organizations across the country refered an average of 329 visitors per month to the CUTLA web site
- Responded to 39 external requests regarding faculty development and assessment of student learning and requests for permission to use materials on the CUTLA web site (5 consultations with Florida institutions, 27 consultations national institutions, and 5 international consultations)
- Facilitated the Teaching Partners (peer class observation) Program
- Addressed faculty development in 39 workshops including grant-writing, preparing a portfolio for tenure and promotion, sabbaticals, and managing conflict
- Hosted workshops designated as support for NSF ADVANCE Scholars
- Facilitated Virtual Writers, an electronic support group for professional writing. Members of the group produced 1 published article, 2 articles *in press*, 7 articles accepted for publication, 4 articles (under review), 6 conference presentations, 3 conference submissions (under review), and 1 grant proposal (under review)

The UWF Department of Nursing was selected as one of 100 inaugural schools in the Arnold P. Gold Foundation White Coat Ceremony for Nurses. In collaboration with the American Association of Colleges of Nursing, the White Coat Ceremony for Nurses is designed to instill a commitment to providing compassionate care among future health care professionals.

UWF's Academic Technology Center (ATC) helped faculty effectively engage their students in quality online courses as measured by Quality Matters (QM) standards of excellence.

- 2014-15, ATC awarded QM status to more courses than any year to date
- 39 UWF online/blended courses achieved QM status in 2014-15
- 94 UWF online/blended courses now have QM status
- Deployed ATC Build-A-Course Workshop into UWF's eLearning Learning Management System
    - All faculty, including new faculty members, were loaded into this course with continual access to these resources

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The Complete Florida program, housed within UWF's Innovation Institute, encourages students who have stopped out of college to finish their degree. The Innovation Institute:

- Created a Common Application for all Complete Florida partners
- Formed the Back-to-College Experience to help retain non-traditional Complete Florida students
- Assessed and addressed common concerns of adult students returning to college and provided them with useful information and resources
- Recruited Complete Florida students into degree programs

UWF Complete Florida Totals:

- Fall 2014 Enrollment: 409
- Spring 2015 Enrollment: 448
- UWF Complete Florida Graduates 2014-2015: 171

UWF's Office of Equity, Diversity, and International Affairs (OEIDA) was awarded a five-year, $1.46 million grant from the US Department of Education to promote the Student Support Services Program.

Focusing on First Time in College Students (FTIC), OEIDA's 21st Century Scholars:

- Provided 133 FTICs with the resources needed to transition from high school to college and to persist from freshman to sophomore status
- Helped 83% finish the academic year in good academic standing and retained them for next year
- UWF's TRiO Program which provided Student Support Services to 189 students from disadvantaged backgrounds including:
  - Developmental advising
  - Tutoring
  - Mentoring
  - Career planning
  - Financial aid
  - Cultural and social activities

OEIDA's TRiO Program resulted in:

- 95% (181) being in good academic standing at the end of the academic year
- 86% (163) persisting at UWF
- The 6-year graduation rate for the 2008/2009 cohort at 54%
- Exceeding the projected academic standing and persistence rate for the university

The Academic Center for Excellence (ACE) offered free academic support services to all UWF students.

- Individual tutoring
- Group tutoring
- After hours tutoring in the Pace Library
- Quiet study spaces

UWF implemented Ellucian Degree Works, a comprehensive academic advising, transfer articulation, and degree audit solution aligning students, advisors, and institutions to help students graduate on time.

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

Dr. Michael Huggins, Dean of the College of Science, Engineering, and Health (CoSEH) and Dr. Karen Molek, assistant professor and director of UWF Chemistry Scholars Program were awarded the MARC Undergraduate Student Training in Academic Research grant to provide support for underrepresented undergraduate students pursuing degrees in biomedical or behavioral sciences.

CoSEH launched the Summer Undergraduate Research Program (SURP).

- Selected students spent 20-25 hours per week for 10-12 weeks working on a research project under close supervision of a faculty mentor

The Florida Defense Support Task Force provided UWF with grant funding to support an initiative focused on active military, veterans, and their families for Cybersecurity and IT.

- Awarded one scholarship with an additional 15 applicants in progress

UWF collaborated with Tulane University to promote and train Emerging Scholars and Teachers in Environmental Health Sciences.

- Public Health, Clinical, and Health Sciences, professor Dr. George L. Stewart received $102,138 from Tulane University for the project, Environmental Health: Training Local Emerging Environmental Health Leaders

UWF hosted the BEST Robotics Competition in cooperation with Gulf Power and AT&T. The theme, Blade Runner 2014, engaged students from 14 local middle and high schools in STEM education.

- Students were given six weeks to complete a robot that could perform a specific function
- Students used teamwork and innovative thinking
- Each team was evaluated on its:
    - Robot's performance
    - Marketing presentation
    - Team exhibit and interviews
    - Project engineering notebook
    - Spirit and sportsmanship

The Research Corporation for Science Advancement presented UWF Chemistry assistant professor, Dr. Tanay Kersharwani, with the Cottrell College Science Award.

- Provided funds for chemicals, equipment, and other consumables
- Supported student research and enabled further scholarship

The US Department of Education awarded $225,000 to Dr. Robert A. Markowitz in UWF's Teacher Education and Educational Leadership program for Exceptional Student Education Tuition Support:

- Through the Para-to-Teacher Statewide Program provided tuition aid and book stipends for 38 paraprofessionals to obtain a bachelor's degree and teacher certification in Exceptional Student Education
- Offered technical support through ongoing email, telephone, & web-based communications
- Served paraprofessionals attending classes at Florida's universities and colleges with state approved Exceptional Student Education programs

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

UWF merged its department of Research and Sponsored Programs into the Center for Research and Economic Opportunity (CREO). The union enabled expanded research incentives including:

- Post-Doctoral appointments
- Scientific equipment funding
- Florida Research Fellow Award Program
- UWF Graduate Student Research Travel Award Program
- Northwest Florida Industry Research Matching Grant Program
- Northwest Florida Asset Valuation and Marketing Support Program
- Improved customer service and added staffing in the department
- Increased publicity for UWF research activities
- Sponsored research proposal consultant support

UWF's Master of Science in Administration, specialization in Cybersecurity (MSA/Cybersecurity) earned the Professional Science Master's (PSM) affiliation. PSM degrees are innovative, hybrid graduate programs designed to allow students to pursue advanced training in natural science, technology, engineering, mathematics, or computational sciences, while simultaneously developing professional workplace skills that are highly valued by employers.

The Executive Mentor Program in UWF's College of Business hosted the second annual Women in Leadership: Designing Your Future Conference. Featuring thought-provoking session presentations and panel discussions from recognized industry leaders, attendees:

- Gained knowledge about the importance of building and protecting their personal brand
- Learned how communication skills can be a pathway to career success
- Gained an understanding of some of the issues that women face in various career paths
- Recognized the importance of aligning personal values with leadership behaviors

UWF launched its first Massively Open Online Course (MOOC). The six-week, low-impact, free online course entitled "Introduction to Geographic Information Systems" is open to the public via the Internet.

Funded by the PACE Grant Award, UWF's Department of Applied Science, Technology, and Administration launched UWF Discovery Lab events. The events engaged over 600 local middle school students in interactive projects relating to science, technology, engineering, and mathematics.

UWF's Community Outreach Research and Learning Center (CORAL) hosted a Lunch, Learn, & Experience Virtual Dementia event for local organizations, including the UWF Center on Aging, Phi Delta Kappa Honor Society, Covenant Hospice, Covenant Alzheimer's Services, and Superior Residence of Niceville. The event focused on the statistics, educational awareness, and latest research information associated with Alzheimer's disease and dementia.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

UWF's Haas Center for Business Research and Economic Development continued or obtained the following sponsored research projects during 2014-2015:

- Pensacola's Top Places to Work
- Town of Century Economic Services
- Comprehensive Overview City of Destin's Economy
- Pensacola Community Survey
- Santa Rosa County RESTORE
- Dewberry Escambia & Gulf County RESTORE Task Orders
- 2014 Military Transitioning Study
- Hotel Feasibility Study Century, Florida
- Emerald Coast Tourism Study
- Criminal Justice Department Police Worn Body Camera Survey (Pensacola & West Palm Beach)

UWF's Office of Economic Development and Engagement (OEDE) established:

- The Northwest Florida Industry Research Matching Grant Program (NWFL-IRMG Program) to encourage collaborations between the community and UWF faculty, staff, and students
    - $1.5 million matching grant to connect Northwest Florida businesses with UWF resources
    - Support intellectual property identification and development with potential for commercialization in the region
- The Northwest Florida Asset Valuation and Marketing Support Program
    - Provided offset funds to defray the cost of hiring UWF faculty, staff, & students to conduct market studies, create promotional campaigns, and deliver other services

UWF Associate Vice President, Dr. Richard Harper, received $300,000 from the Studer Institute, LLC for the Research and Community Engagement Project.

- Developed a dashboard of economic and social measurements highlighting indicators of the local community relative to other communities including describing income inequality, family structure, public safety, education, and training

UWF signed a licensing agreement for Next Exit History™ with Historical Research Associates, Inc. This marked the first such agreement signed from a social sciences department at the university.

Dr. Jason T. Ortegren, Professor of Earth and Environmental Science, secured a 9-month collaboration contract with the Florida Department of Health on a Centers for Disease Control sponsored Health Impact Assessment related to Northwest Florida's severe non-tropical precipitation event and flood of April-May 2014.

UWF's Building Construction Program implemented the Community Outreach Research and Education (CORE) initiative to enhance construction education at the university and in the greater Pensacola community. External funding for CORE exceeded $200,000. Local businesses, including Gulf Power and Green Simmons, worked with students to renovate an existing campus building as a prototype multipurpose construction lab. The building will serve students, industry professionals, as well as the local community.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

UWF collaborated with the local community to aid in the development of grant submissions to obtain funds allocated as a result of the **2010 Deepwater Horizon Oil spill including t**he Resources and Ecosystems Sustainability, Tourist Opportunities, and Revived Economies of the Gulf Coast States Act (**RESTORE Act).**

- UWF's Center for Research and Economic Opportunity (CREO) participated in RESTORE Act meetings and presentations in Escambia and Santa Rosa counties
- UWF's Center for Environmental Diagnostics and Bioremediation (CEDB) received $293,992 from the RESTORE Act Florida Center of Excellence to conduct artificial reef work in collaboration with the Dauphin Island Sea Lab
- UWF's Center for Applied Psychology's (CAP) Dr. Samuel R. Mathews II, received $56,716 from the National Institutes of Health to continue the project Health Impact of Deepwater Horizon Spill in Eastern Gulf Coast Communities: Developing Effective Strategies for Community-Based Outreach and Dissemination Year 4. CAP identified needs of individuals, families, communities, and small businesses in the western Florida Panhandle and the Alabama coastline impacted by the Deepwater Horizon disaster

60 UWF researchers, including faculty, staff, and students collaborated in the Gulf of Mexico Research Initiative (GoMRI). GoMRI provided scientists at the university an occasion to collaborate with their peers and provided UWF with the opportunity to train students in hands-on and real-world scientific research.

UWF in partnership with the Gulf Islands National Seashore established the Gulf Islands Research and Education Center (GIREC) which:

- Is part of a network of 19 National Park Service Research Learning Centers that work cooperatively to address regional and national environmental issues
- Enhances and promotes conservation, research, and science education by directing research to high-priority resource management issues
- Promotes greater interaction between students, scientists and resource managers
- Provides high-impact STEM educational opportunities for area students

UWF installed a weather unit on top of the John C. Pace Library. WeatherSTEM collaborated with the College of Science, Engineering, and Health to bring this technology to the university. Students, faculty, and researchers utilize the system to collect weather data and can integrate their own instruments with the system. Athletic departments at UWF and local schools utilize the WeatherSTEM lightning detection and Wet Bulb Globe Temperature features to monitor safety conditions on practice and playing fields.

UWF and Jikei Group of Colleges organized the annual Summer Semester in Japan. UWF students study at Jikei sites under the direction of UWF faculty.

UWF hosted the 17th annual US - Japan Social Welfare Symposium, where more than 150 faculty, staff, students, and members of the public listened to lectures on the current state of social welfare in both the US and Japan. Presentations included visions for the future from a human rights and dignity perspective. The symposium offered faculty and students an opportunity to share ideas and collaborate across cultures and geographic boundaries.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

UWF's Center for Research and Economic Opportunity (CREO) signed a three-year memorandum of understanding with Space Florida to encourage further development of Florida's cybersecurity technologies and help increase the number of high-tech jobs in the state.

CREO established new partnerships with:

- iTEN Wired Summit provided networking and learning opportunities for executives, entrepreneurs, technology professionals, and academics to foster local economic development efforts surrounding innovation, technology, and entrepreneurship
- Startup Weekend Pensacola featured candidates pitching their best ideas and inspiring others to join their team
- Innovation Coast Awards showcased 10 semifinalists and 10 finalists in an event enabling them to present their business cases to venture capitalists, angel investors, and financiers

Dr. Phyllis K. Pooley, Co-Director of CREO, received $10,000 from the Santa Rosa Board of County Commissioners for the project 2014 Military Transitioning Study. The Haas Center will estimate current and projected labor force expertise and the geographic location of those skill-sets inside Santa Rosa County and the Northwest Florida region.

UWF Haas Center provided economic development services to the Town of Century, Florida. Dr. Brice Harris, Director of the Haas Center:

- Received $40,000 from the Century Area Chamber of Commerce for the new project Town of Century Economic Development Services
- Worked with the Century Area Chamber of Commerce, the Town of Century's Enterprise Zone Advisory Board, Town of Century Council, and Office of the Mayor
- Established relationships with local businessman Quint Studer and Florida's Department of Economic Opportunity
- Created and funded a business plan competition called the Town of Century Business Plan Challenge
- Developed the Six Pillars Community Economic Development Strategic Plan
- Provided the Town of Century with one full-time equivalent staff person to provide the services of an Economic Development Resource Coordinator

The Studer Institute, LLC appointed UWF's Associate Vice President, Dr. Richard Harper, to serve as director of their Community Indicators Project.

UWF Emerald Coast hosted the Panhandle Job Fair in September 2014 and in April 2015 in collaboration with the Panhandle Job Fair Committee. Each job fair hosted more than 50 companies and 500 job seekers per event.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

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

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

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

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

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

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

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

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

UWF's radio station, WUWF:

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

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

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

INCREASE COMMUNITY AND BUSINESS WORKFORCE

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

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

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

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

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

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

Florida HIRE ED targeted:

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

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

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

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Section 1 – Financial Resources

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

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

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

Section 1 – Financial Resources *(continued)*

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

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

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

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

Section 1 – Financial Resources *(continued)*

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

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

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

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

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

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

Section 1 – Financial Resources *(continued)*

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

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

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

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

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

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

Section 2 – Personnel

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

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

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

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

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

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

Section 3 – Enrollment *(continued)*

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

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

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

Section 3 – Enrollment *(continued)*

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

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

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

Section 3 – Enrollment *(continued)*

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

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

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

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

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

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

Section 4 – Undergraduate Education

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

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

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

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

Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Cohort Size	*1,212*	*1,278*	*1,624*	*1,315*	1,385
% Retained *with Any GPA*	74%	71%	70%	74%	71%
% Retained *with GPA 2.0 or higher*	**68%**	**62%**[1]	**61%**	**64.64%**	**64.33%**

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.
Note 1: Board of Governors and UWF staff do not agree on the number of students from the 2011-12 cohort that were retained in Fall 2012 with at least a 2.0 GPA – BOG staff calculated 797 compared to 799 that UWF staff have determined.
BOG and UWF staff will continue to work together to resolve the discrepancies as soon as possible.

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates *for* First-Time-in-College (FTIC) Students

(includes Full- and Part-time students)

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

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

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

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

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

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

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

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

Section 4 – Undergraduate Education *(continued)*

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

(includes Full- and Part-time students)

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

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

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

TABLE 4F. Graduation Rates *for* Other Transfer Students

(includes Full- and Part-time students)

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

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

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

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

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

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

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

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

TABLE 4K. Undergraduate Course Offerings

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

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

Section 4 – Undergraduate Education *(continued)*

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

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

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

TABLE 4M. Student/Faculty Ratio

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

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Post-Graduation Metrics

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

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

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least $25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.
For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.
For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

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

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

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

Section 5 – Graduate Education

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

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

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

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

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

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

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

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

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

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

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$17,757	$21,710	$16,221	$19,332	$19,584
Federally Funded ($ 1,000s)	$11,038	$13,156	$12,858	$12,927	$11,598
Percent Funded From External Sources	67%	65%	85%	88%	89%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$82,977	$102,891	$73,732	$85,163	$86,633

Technology Transfer	2009-10	2010-11	2011-12	2012-13	2013-14
Invention Disclosures	1	3	1	0	0
Licenses & Options Executed	0	5	1	0	0
Licensing Income Received ($)	$0	$0	$0	$0	$0
Number of Start-Up Companies	0	0	0	0	0

	2010	2011	2012	2013	2014
U.S. Patents Issued [REVISED]	0	0	0	0	0

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