

2014-15  
Annual Accountability Report

UNIVERSITY OF  
NORTH FLORIDA

BOT APPROVED 03/08/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



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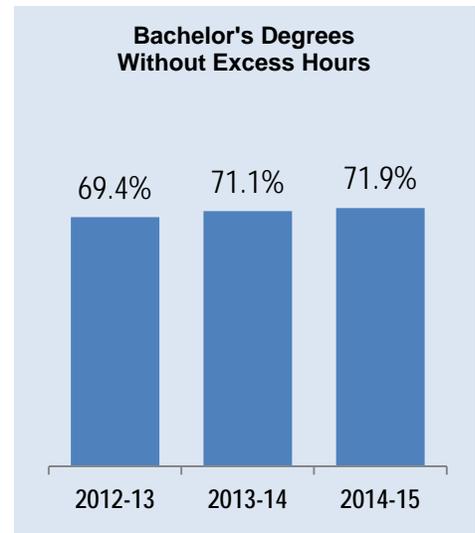
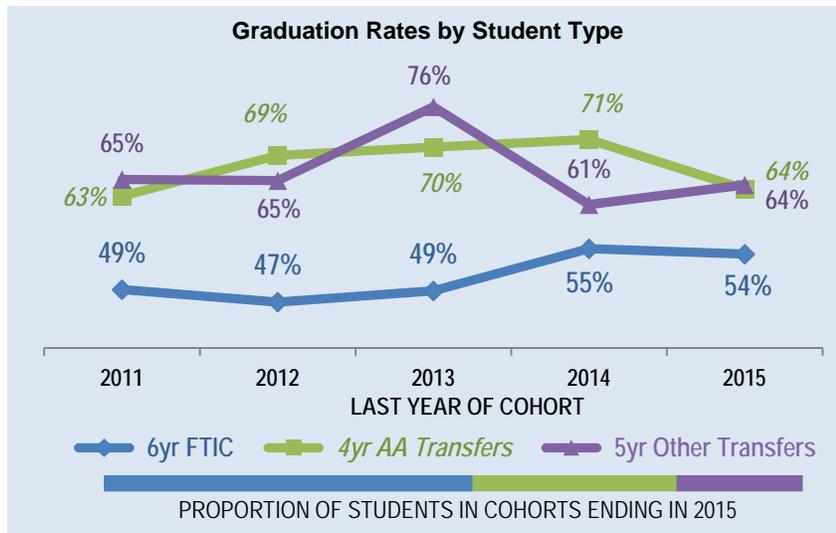
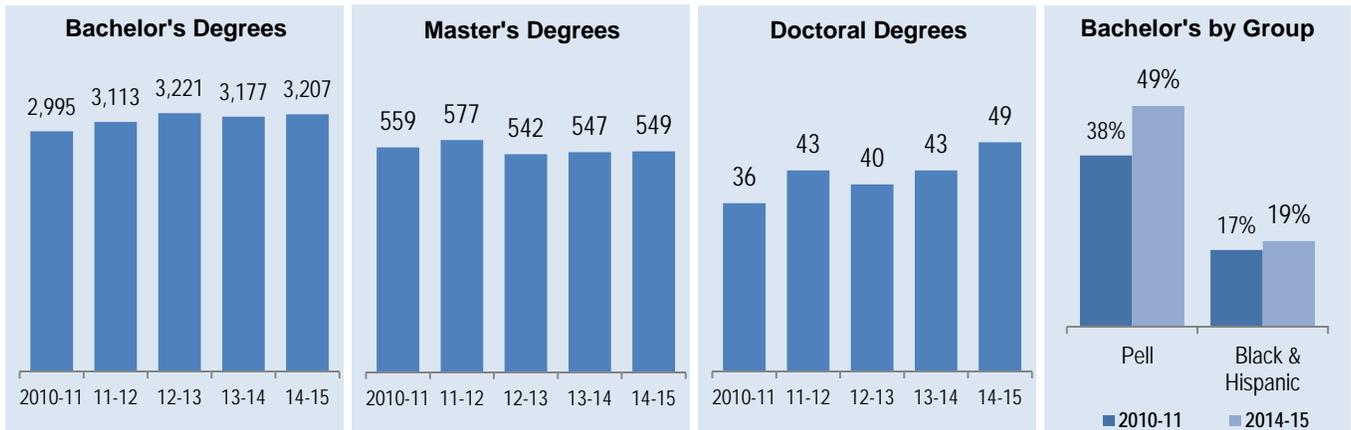
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# Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered			2015 Carnegie Classifications		
				Faculty (Fall 2014)	Full-Time	Part-Time			
<b>TOTAL</b>	<b>16,187</b>	<b>100%</b>	<b>0%</b>	<b>TOTAL (as of Spring 2015)</b>			Basic:	Master's Colleges & Universities: Large	
White	11,203	69%	-1%	Baccalaureate			54	Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate
Hispanic	1,485	9%	3%	Master's & Specialist's			27		
Black	1,562	10%	-3%	Research Doctorate			1	Graduate Instructional Program:	Research Doctoral: Single program-Education
Other	1,937	12%	5%	Professional Doctorate			2		
Full-Time	10,716	66%	-1%					Size and Setting:	Four-year, large, primarily nonresidential
Part-Time	5,471	34%	1%						
Undergraduate	13,904	86%	-1%	<b>TOTAL</b>	<b>485</b>	<b>27</b>			
Graduate	1,754	11%	4%	Tenure & Ten.Track	368	12			
Unclassified	529	3%	-6%	Non-Tenured Faculty	117	15			
							Community Engagement:	Yes	

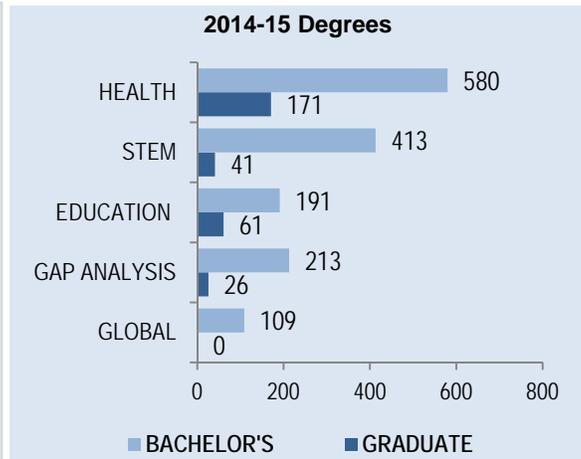
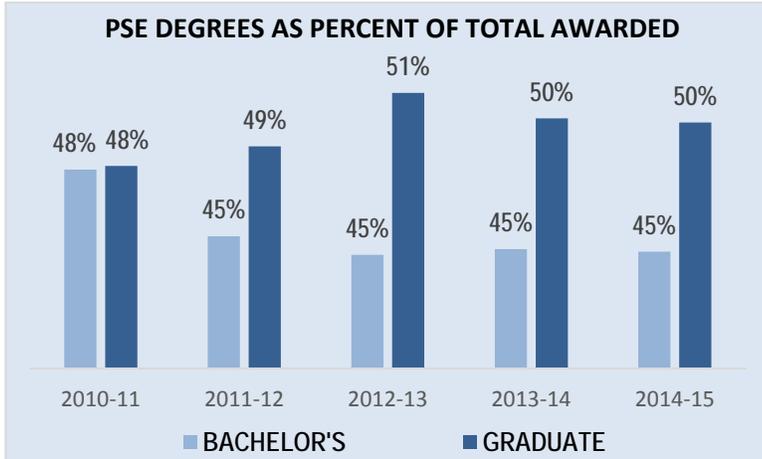
## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



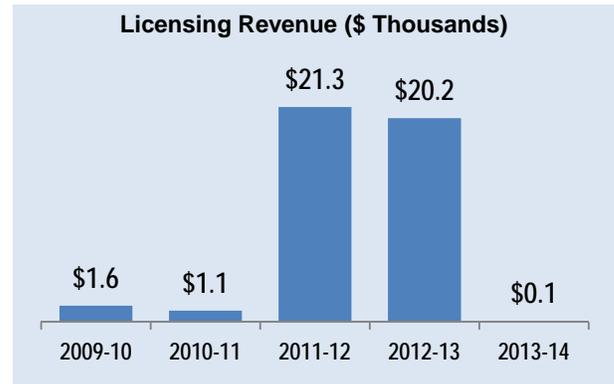
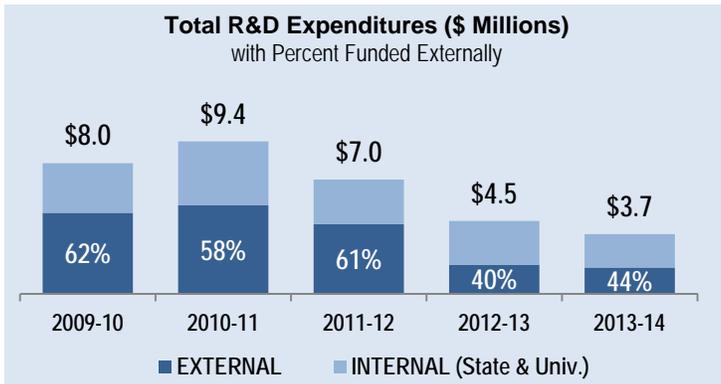


# Dashboard

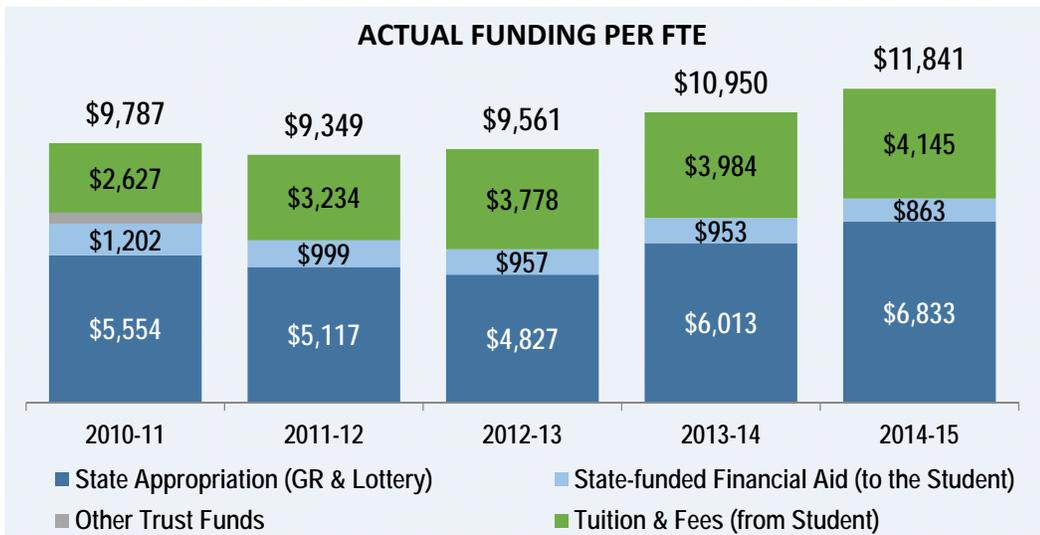
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES



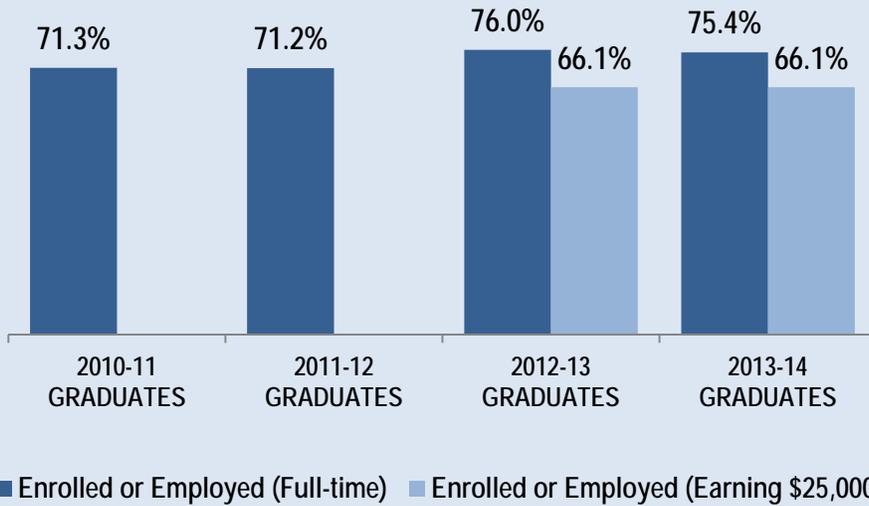
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (i.e., 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

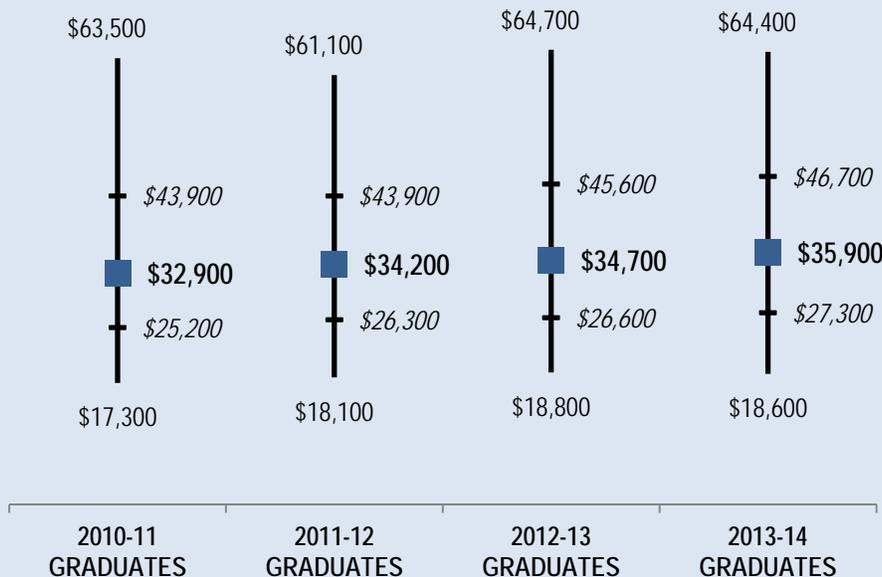
**Percent of Bachelor's Graduates  
Employed or Continuing their Education  
One Year After Graduation**



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. Board of Governors staff found 93% of UNF's 2013-14 graduating class.

See Table 40 within this report for additional information about this metric.

**Wages of Full-time Employed in Florida  
Baccalaureates One Year After Graduation  
5th, 25th, 50th, 75th and 95th Percentiles**



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 60% 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	76.04%	75.35%	-0.7%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$34,700	\$35,900	3.5%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	\$30,750	\$32,630	6.1%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	54.85%	54.04%	-0.8%
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	77.82%	74.64%	-3.2%
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	44.85%	44.74%	-0.1%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	33.49%	32.67%	-0.8%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	50.17%	50.00%	-0.2%pts
		2013-14	2014-15	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	71.07%	71.94%	0.9%pts
		2013-14	2014-15	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Percent of Course Sections Offered via Distance and Blended Learning	10.55%	13.10%	2.6%pts



## Key Achievements (2014 -2015)

### STUDENT AWARDS/ACHIEVEMENTS

1. In the Physics Department, students working with faculty and two private companies launched an ozone sensor payload in February as part of a high-altitude research flight at a record-breaking height of 102,200 feet.
2. Sandhya Turlapaty, a University of North Florida graduate student in the School of Computing, received a \$2,000 Arxan Cyber Security Scholarship for her knowledge, passion and dedication to advancements in the cyber security field. She is pursuing a master's degree in software engineering. The nationwide scholarship is awarded in the fall and spring to one student per semester.
3. Upsilon Pi Epsilon, the international honor society for the computing and information disciplines, awarded UPE special recognition scholarships totaling \$3,000 to two students, Spencer Southard and Thomas Petrocelli, in the School of Computing at the University of North Florida for leadership and excellence in the computing and information disciplines.

### FACULTY AWARDS/ACHIEVEMENTS

1. Researchers in the UNF departments of Chemistry and Physics were awarded a three-year research grant totaling \$250,000 by the National Science Foundation to develop new nanomanufacturing techniques for the electronics and communications industries.
2. David Courtwright, an internationally acclaimed UNF history professor, received a National Endowment for the Humanities grant to write a book on addiction as part of the Public Scholar Program.
3. Judy Rodriguez received the Medallion Award from the Academy of Nutrition and Dietetics, the organization's highest award.

### PROGRAM AWARDS/ACHIEVEMENTS

1. The leading resource for online learning and college affordability information ranked UNF No. 3 in the country on 2015 Best Online Nursing Schools list.
2. PT Pass Rates 100% and received number 1 ranking by Graduate Programs.
3. UNF is #1 in the nation in the number of students who are certified in Transportation and Logistics by the American Production and Inventory Control Society.

### RESEARCH AWARDS/ACHIEVEMENTS

1. Building on a string of successes in these areas, Dan Santavicca and a collaborator at MIT received more than \$500,000 from NSF to support their research on superconducting nanowires.
2. The University of North Florida College of Education and Human Services received a grant in the amount of \$512,849 funded by The Jacksonville Community Foundation's Quality Education for All Initiative, in collaboration with Duval County Public Schools, to launch the Jacksonville Teacher Residency Program.
3. National Science Foundation (NSF) Major Research Instrumentation Award of more than \$400,000 to purchase and set up a single-crystal x-ray diffractometer. The effort was led by Christos Lampropoulos.



## INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. For the seventh consecutive year, UNF was named one of the Best Colleges in the Southeast by *The Princeton Review*.
2. U.S. News & World Report's 2015 Best Online Programs rankings, placed UNF as the only local higher education institution to be listed on the bachelor's and master's degree rankings of online course offerings.
3. UNF is a national leader in study abroad opportunities for students. The University ranked No. 11 nationally on the list of "Leading Institutions by Duration of Study Abroad".

# Narrative

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

As a result of performance-based funding and special allocation of resources, UNF was able to add approximately 52 new, permanent faculty. These new faculty members reduce our reliance on part-time and visiting faculty members. UNF student-faculty ratio and smaller class sizes continue to remain aligned to our mission that "students and faculty engage together and individually in the discovery and application of knowledge".

This past year UNF added curricular programs in the areas of health, biomedical science, commerce, advanced manufacturing and materials innovation. UNF alumni presence and success in these fields will enhance the reputation of both the programs and the university.

The Library Learning Commons (LLC) initiative was completed and has quickly become a hallmark of the educational experience on the UNF campus. The LLC has included changes in areas such as collaborative study spaces, an increase in seating by 34%, an increase in technology by 42%, incorporation of the university's IT Help Desk and Call center making support available where students are studying, and a presentation practice room for students to collaborate on group projects.

Specifically, the following initiatives have demonstrated great promise in significantly strengthening our academic programs and institution:

- Complete revision of New Student Orientation to incorporate acclimation to academic rigor and set learner expectations for student success
- Transformational Learning Opportunities (including study abroad) and undergraduate research opportunities serving more than 300 students this past year
- Presidential Research Awards initiative that provide research opportunities for students in STEM fields

### INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

UNF has launched its "Culture of Completion" campaign which includes a comprehensive plan to promote student success and graduation in 6 years building on what is already an increase by 6% just in this past year. Rethinking UNF's approach to advising and student support has resulted in initiatives such as advising students in the residence halls, earlier intervention and advising for the major/intended major, collaboration with student support centers, and more successful tutoring experiences. For example, UNF has increased its support for students in "gateway courses" and particularly in difficult



STEM prerequisites by providing a Supplemental Instruction program to foster success and higher pass rates. UNF has also implemented a Peer Academic Coaching system which provides one-on-one mentoring for a range of academic skills.

UNF worked aggressively to establish much stronger articulation agreements with nearby institutions to create a more seamless transfer experience for students.

Programs such as UNF's boot camp for engineering majors and the week-long, pre-term biology prep course has led to greater and early student success in these difficult STEM programs.

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

Programs to support UNF graduate students are prioritizing STEM disciplines, as well as other areas of strategic emphasis as defined by the BOG. These include a redesigned graduate scholarship program for recruiting top students, a new graduate research grant program, and additional stipend and tuition waiver support for graduate assistants working in disciplines of strategic emphasis.

UNF is developing several new graduate programs in areas of strategic emphasis, including an M.S. in Logistics and Supply Chain Management, an M.S. in Communication Management, and a Master's in Social Work emphasizing clinical practice and engagement with area health facilities.

To enhance the offerings for students and facilitate talented workforce development, UNF is establishing several accelerated Bachelors-Master's programs that will allow undergraduates to earn graduate degrees with an additional year of coursework at UNF.

## **Narrative**

### **Scholarship, Research and Innovation**

#### **STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION**

UNF is monitoring its contribution to research and scholarship, both by measuring internal and external support of research activity and by tracking research impact as measured by publication and citation rates. Impact metrics show that UNF has increased its international impact ranking by nearly 10% over the past three years, while almost all of UNF's peer and aspirant institutions have experienced declines in this measure of research output.

The cultivation of collaborative interdisciplinary research continues to be a high priority at UNF. In addition to internal research support programs that incentivize team research, UNF is establishing new interdisciplinary research institutes. In FY15, the Institute for the Study of Race and Ethnic Relations was formally created as an "inter-disciplinary research institute on the study of racial inequality that is centered on the local and southeast region."



### **INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY**

Continuing the positive trend from last year, UNF received \$10.8 million in research and training contracts and grants in FY15, a nearly 18% increase over FY14; contract and grant expenditures were \$8.1 million, up slightly more than 24%. This includes a 30% increase in federal funding, with UNF receiving more than twice as many NSF grants in FY15 than it has received in any other fiscal year.

While small, UNF's patent portfolio of technologies created by faculty is almost fully licensed to companies of varying sizes. Several new patent applications have been submitted, representing increased activity in technology transfer at UNF. Mirroring trends seen nationwide, UNF has consistently offered very favorable licensing terms to ensure that new technologies can be rapidly developed for commercialization.

### **INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY**

UNF has continued to develop collaborative partnerships with other universities and private and public partners to increase competitiveness for external research funding. This includes recent admission of UNF into the Piedmont-South Atlantic Coast Cooperative Ecosystem Studies Unit, a collaborative engagement that streamlines the establishment of research contracts with federal agencies.

To make it easier and more desirable for industry partners to work with UNF, new research contract templates have been created that provide more favorable terms for partners, especially around the ownership of intellectual property resulting from contracted research.

An example of such partnerships is a collaboration with Johnson&Johnson which established the 3-D Printing and Netshape Technologies Center Polymer Laboratory at UNF. The new lab, in the College of Computing, Engineering and Construction, is dedicated to the study, analysis, research and development of 3-D printing technologies. The allocation of the 3-D Printing Laboratory space, housed in the Science and Engineering Building at UNF, will provide cooperative educational and research opportunities for University undergraduate and graduate students as well as faculty researchers in the engineering, chemistry, biology and physics disciplines. The Laboratory will also assist MD&D Global Services, LLC in its efforts to personalize health care delivery through 3-D printing technologies.

## **Narrative**

### **Community and Business Engagement**

#### **STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT**

In 2014-2015, the Florida Small Business Development Center at UNF provided "live" case studies for Coggin College of Business classes. Real entrepreneurs participated as case studies in the graduate Social Media and Analytics course and the undergraduate Small Business Consulting and Entrepreneurship classes. These businesses received more than 2,300 hours of student consulting, providing entrepreneurs with state-of-the-art marketing and management assistance and offering students a chance to apply what they have learned in class in a real-world setting.



The FSBDC at UNF achieved the highest satisfaction rate of any region in the state on its annual client survey, coming up No. 1 statewide in four of five categories: overall satisfaction, likelihood of recommending SBDC services, beneficial rating, and overall working relationship with consultant.

In its annual Quality Improvement Review conducted by the FSBDC State Headquarters, the FSBDC at UNF received four programmatic and two financial commendations and met all but one of the remaining 25 standards.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

In its 18-county service area, the FSBDC at UNF individually assisted nearly 1,700 small business owners and trained more than 2,200 workshop participants in more than 130 training programs. The economic impact of this assistance and training resulted in a reported 150 new business starts, more than \$26 million in capital formation, nearly \$240 million in increased sales, and more than \$21 million in government contracts awarded.

In September 2014, UNF, in partnership with the FSBDC at UNF, successfully won a five-year federal contract with the U.S. Small Business Administration for \$1.6 million to deliver in-depth entrepreneurial training and assistance to growth-oriented firms in the Jacksonville MSA. ScaleUp America, in its inaugural year, was only awarded to eight communities across the nation. Some 37 entrepreneurs graduated from the program in the first fiscal year, and 77 percent increased sales, 70 percent hired additional employees, 20 percent accessed capital, and 100 percent would recommend the program to another entrepreneur.

Staff in the FSBDC at UNF regularly serve on economic development and community boards including: Community First Credit Union Advisory Council; Florida 8(a) Alliance Board; Nassau County Economic Development Board; Florida First Capital Finance Corporation Board; Leadership Jacksonville Leadership Development Team; Jacksonville Women's Network Board; Women Business Owners of North Florida Board; and Florida Export Finance Corporation.

The Division of Continuing Education has contributed to important collaborations in the community such as the following programs:

- The Osher Lifelong Learning Institute (OLLI) collaborated with the Ann and David Hicks Honors College to create Career Connections whose goal was to demonstrate the impact of contingency, chance and flexibility on life and career. Eight OLLI members interacted with nearly 200 Honors freshmen wherein they shared their career trajectories from the retirement end of the journey.
- The Osher Lifelong Learning Institute (OLLI) at the Division of Continuing Education served 1,289 seasoned adults in the greater Jacksonville community through 5,203 program enrollments. During FY 14/15, OLLI offered 300 learning opportunities. OLLI at the Division of Continuing Education is a member-centered program, which creates and delivers educational, cultural and social opportunities for lifelong learners 50 years and better.
- The LEARN Jacksonville personal enrichment program at the Division of Continuing Education offered nearly 230 learning opportunities, to 1,800 Northeast Florida residents, generating 2,500 registrations.

UNF's physical therapy and engineering programs developed the UNF Adaptive Toy Project – innovative adaptive toy technologies to help engage children with disabilities in play. These toys are low-cost, easily accessible, user-friendly, and uniquely tailored to meet the physical and cognitive needs of each individual child.



### INCREASE COMMUNITY AND BUSINESS WORKFORCE

- The Division of Continuing Education secured a \$482,000 Consortium Quick Response Training (QRT) grant to provide training for more than 575 employees from companies including Arizona Chemical, Burris Logistics, Champion Brands, DPH Services, Jaxport, Steinmart and the U.S. Marine Corps. The Division secured individual QRT grants for DPH Services, Landstar, Ring Power and Safariland. The QRT Program provides grant funds for customized training for new and existing/expanding Florida businesses that are creating new high-quality jobs.
- The Florida Department of Transportation (FDOT) teamed up with the Division of Continuing Education to create and administer the FDOT Trade and Logistics Academy. The three-level program, offered in Jacksonville, Orlando and Tampa, meets a critical need for training in the field of freight logistics and operations. Seventy-five employees from a variety of disciplines, including traffic operations, design, maintenance, work program and planning have completed the training, which combines in-class instruction and field visits to logistics facilities around the Jacksonville area.
- The First Coast Manufacturing Association (FCMA) partnered with the Division of Continuing Education to develop the FCMA Leadership Academy to meet the number one business challenge of FCMA members in Northeast Florida: the ability to secure and grow a qualified workforce. The first cohort, which focused on front-line supervisors, lead operators and team leaders, reached maximum capacity, offering a combination of classroom instruction, tours of manufacturers and panel discussions.
- The Division of Continuing Education developed training programs for employees in supervisory and management roles at Family Support Services of North Florida, Inc. (FSSNF). Thirty-nine employees received training during FY 14/15.
- The Division of Continuing Education was invited to serve on the stakeholder group of the Florida Autonomous Vehicles (FAV) Program led by the Florida Department of Transportation (FDOT). FAV working groups include Policy, Transportation/Infrastructure and Modal Applications. Each working group has been tasked to identify challenges and opportunities associated with these technologies on public roadways and to discuss how the challenges could be mitigated and how to leverage the opportunities. The FAV initiative is helping to create the framework for implementation by engaging stakeholders, developing research and pilot projects and creating awareness. Automated vehicle technologies hold unprecedented opportunities in helping to reduce congestion and improve safety.
- St. Johns County selected the Division of Continuing Education as its training provider of choice. Ten courses were offered during FY 14/15, generating 133 enrollments.
- The Division of Continuing Education provided 78 professional development learning opportunities, generating 1,065 registrations.

FSBDC at UNF clients reported creating or retaining nearly 1,300 jobs in FY14-15, significantly contributing to the workforce in the region.



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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
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$70,307,664	\$73,536,635	\$78,591,727	\$90,863,417	\$88,531,896
Non-Recurring State Funds	\$852,182	-\$7,191,189	\$2,454,534	\$600,000	\$8,247,962
Tuition	\$52,259,262	\$53,555,207	\$54,419,296	\$54,292,157	\$53,324,258
Tuition Differential Fee	\$5,597,630	\$10,101,327	\$10,710,463	\$11,098,743	\$10,585,167
Misc. Fees & Fines	\$996,265	\$1,423,846	\$1,420,756	\$1,654,537	\$882,981
<b>TOTAL</b>	<b>\$130,013,003</b>	<b>\$131,425,826</b>	<b>\$147,596,776</b>	<b>\$158,508,854</b>	<b>\$161,572,264</b>

**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
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$73,463,644	\$72,916,938	\$76,412,052	\$80,238,609	\$87,895,408
Administration and Support	\$15,937,634	\$15,623,595	\$16,458,737	\$17,867,201	\$19,460,971
PO&M	\$14,744,924	\$15,061,062	\$16,049,945	\$17,956,729	\$20,319,020
Student Services	\$16,320,761	\$16,561,055	\$18,810,406	\$19,446,689	\$20,699,642
Library/Audio Visual	\$2,637,300	\$2,592,193	\$3,945,552	\$4,058,828	\$4,433,438
Other	\$1,176,878	\$1,218,142	\$1,452,736	\$1,555,224	\$1,443,386
<b>TOTAL</b>	<b>\$124,281,141</b>	<b>\$123,972,985</b>	<b>\$133,129,428</b>	<b>\$141,123,280</b>	<b>\$154,251,865</b>

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

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



## Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR &amp; Lottery)</i>	\$5,554	\$5,117	\$4,827	\$6,013	\$6,833
Tuition & Fees <i>(State-funded Aid)</i>	\$1,202	\$999	\$957	\$953	\$863
Tuition & Fees <i>(from Student)</i>	\$2,627	\$3,234	\$3,778	\$3,984	\$4,145
Other Trust Funds	\$404	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$9,787</b>	<b>\$9,349</b>	<b>\$9,561</b>	<b>\$10,950</b>	<b>\$11,841</b>

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
<b>TOTAL</b>	<b>\$28,600</b>	<b>\$28,560</b>	<b>\$29,350</b>	<b>\$30,750</b>	<b>\$32,630</b>

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
<b>Auxiliary Enterprises</b>					
Revenues	\$38,494,664	\$40,973,234	\$42,287,257	\$43,706,087	\$48,871,802
Expenditures	\$32,982,211	\$34,158,980	\$36,514,136	\$41,552,432	\$49,858,309
<b>Contracts &amp; Grants</b>					
Revenues	\$13,719,173	\$13,496,662	\$9,624,419	\$8,425,571	\$10,160,843
Expenditures	\$14,075,532	\$12,200,852	\$10,022,335	\$8,339,960	\$9,955,391
<b>Local Funds</b>					
Revenues	\$59,934,814	\$61,767,655	\$60,645,440	\$59,684,329	\$59,057,231
Expenditures	\$58,234,435	\$59,420,203	\$59,603,472	\$58,218,974	\$57,920,771

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)	\$77,413	\$74,889	\$83,557	\$94,884	\$98,307
Gifts Received (\$1000s)	\$10,929	\$10,173	\$10,173	\$9,898	\$10,412
Percentage of Alumni Donors	4.2%	4.2%	4.5%	3.7%	3.2%

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](http://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
<b>Full-time Employees</b>					
Tenured Faculty	217	217	211	220	236
Tenure-track Faculty	135	151	153	132	132
Non-Tenure Track Faculty	152	138	122	128	117
Instructors Without Faculty Status	0	0	2	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,168	1,201	1,199	1,196	1,272
<b>FULL-TIME SUBTOTAL</b>	<b>1,672</b>	<b>1,707</b>	<b>1,687</b>	<b>1,676</b>	<b>1,757</b>
<b>Part-time Employees</b>					
Tenured Faculty	12	10	9	15	11
Tenure-track Faculty	4	2	2	2	1
Non-Tenure Track Faculty	16	14	13	13	15
Instructors Without Faculty Status	247	233	250	270	308
Graduate Assistants/Associates	128	142	132	136	133
Non-Instructional Employees	23	24	22	17	17
<b>PART-TIME SUBTOTAL</b>	<b>430</b>	<b>425</b>	<b>428</b>	<b>453</b>	<b>485</b>
<b>TOTAL</b>	<b>2,102</b>	<b>2,132</b>	<b>2,115</b>	<b>2,129</b>	<b>2,242</b>

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
<b>TOTAL</b>	<b>16,320</b>	<b>16,368</b>	<b>16,356</b>	<b>16,258</b>	<b>16,187</b>
<b>UNDERGRADUATE</b> ( <i>Seeking a Bachelor's Degree</i> )					
FTIC (Regular Admit)	7,874	7,525	7,091	6,669	6,684
FTIC (Profile Admit)	64	44	28	22	16
AA Transfers	3,958	4,318	4,666	4,722	4,461
Other Transfers	1,817	1,828	1,908	2,121	2,269
Post-Baccalaureates	337	391	430	474	474
<b>Subtotal</b>	<b>14,050</b>	<b>14,106</b>	<b>14,123</b>	<b>14,008</b>	<b>13,904</b>
<b>GRADUATE</b>					
Master's	25	27	33	48	31
Research Doctoral	1,577	1,499	1,479	1,472	1,499
Professional Doctoral	100	101	106	100	105
<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>20</i>	<i>23</i>	<i>23</i>	<i>26</i>	<i>61</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>85</i>	<i>87</i>	<i>85</i>	<i>88</i>	<i>89</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>
<b>Subtotal</b>	<b>1,807</b>	<b>1,737</b>	<b>1,726</b>	<b>1,734</b>	<b>1,785</b>
<b>UNCLASSIFIED</b> ( <i>Not Degree-seeking</i> )					
HS Dual Enrolled	9	31	16	8	39
Post-Baccalaureates	252	245	233	258	224
Other	202	249	258	250	235
<b>Subtotal</b>	<b>463</b>	<b>525</b>	<b>507</b>	<b>516</b>	<b>498</b>

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 'undergraduate' (if they are seeking another bachelor's degree), or as 'unclassified' if they are not seeking another degree. 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
<b>FLORIDA RESIDENTS</b>						
Lower-Division	3,530	3,487	.	3,373	.	3,421
Upper-Division	5,244	5,695	.	5,598	.	5,400
Master's (GRAD I)	776	732	.	730	.	730
Doctoral (GRAD II)	125	128	.	126	.	143
<b>Subtotal</b>	<b>9,675</b>	<b>10,042</b>	.	<b>9,827</b>	.	<b>9,694</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower-Division	.	88	.	103	.	134
Upper-Division	.	109	.	102	.	108
Master's (GRAD I)	.	65	.	67	.	85
Doctoral (GRAD II)	.	6	.	10	.	18
<b>Subtotal</b>	<b>250</b>	<b>268</b>	.	<b>282</b>	.	<b>346</b>
<b>TOTAL FTE</b>						
Lower-Division	.	3,576	3,741	3,476	3,741	3,555
Upper-Division	.	5,804	5,273	5,700	5,273	5,507
Master's (GRAD I)	.	796	902	797	902	815
Doctoral (GRAD II)	.	134	130	136	130	162
<b>Total</b>	<b>9,925</b>	<b>10,310</b>	<b>10,046</b>	<b>10,109</b>	<b>10,046</b>	<b>10,040</b>
<b>Total (US Definition)</b>	<b>13,233</b>	<b>13,746</b>	<b>13,395</b>	<b>13,479</b>	<b>13,395</b>	<b>13,386</b>

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 separate funded non-resident FTE from funded resident 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	2014-15
<b>TRADITIONAL</b>					
Lower-Division	3,725	3,536	3,337	3,175	3,104
Upper-Division	5,192	5,253	5,129	4,831	4,519
Master's (GRAD 1)	737	699	627	640	632
Doctoral (GRAD 2)	127	126	121	126	138
<b>TOTAL</b>	<b>9,783</b>	<b>9,615</b>	<b>9,213</b>	<b>8,771</b>	<b>8,392</b>
<b>HYBRID</b>					
Lower-Division	6	16	5	5	5
Upper-Division	50	84	126	133	154
Master's (GRAD 1)	48	63	58	33	44
Doctoral (GRAD 2)	1	3	7	1	3
<b>TOTAL</b>	<b>105</b>	<b>166</b>	<b>196</b>	<b>172</b>	<b>207</b>
<b>DISTANCE LEARNING</b>					
Lower-Division	120	167	234	297	446
Upper-Division	291	390	548	736	834
Master's (GRAD 1)	87	83	111	123	139
Doctoral (GRAD 2)	5	8	7	10	21
<b>TOTAL</b>	<b>503</b>	<b>648</b>	<b>901</b>	<b>1,166</b>	<b>1,440</b>
<b>TOTAL</b>					
Lower-Division	3,852	3,719	3,576	3,476	3,555
Upper-Division	5,533	5,727	5,804	5,700	5,507
Master's (GRAD 1)	872	845	796	797	815
Doctoral (GRAD 2)	134	138	134	136	162
<b>TOTAL</b>	<b>10,390</b>	<b>10,429</b>	<b>10,310</b>	<b>10,109</b>	<b>10,040</b>

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
<b>MILITARY</b>					
Unclassified	4	5	12	19	4
Undergraduate	566	673	474	571	448
Master's (GRAD 1)	57	54	41	79	40
Doctoral (GRAD 2)	2	3	2	11	4
<b>Subtotal</b>	<b>629</b>	<b>735</b>	<b>529</b>	<b>680</b>	<b>496</b>
<b>DEPENDENTS</b>					
Unclassified	0	0	3	5	0
Undergraduate	3	3	270	468	269
Master's (GRAD 1)	0	0	13	30	17
Doctoral (GRAD 2)	0	0	3	5	4
<b>Subtotal</b>	<b>3</b>	<b>3</b>	<b>289</b>	<b>508</b>	<b>290</b>
<b>NON-MILITARY</b>					
Unclassified	484	549	525	540	525
Undergraduate	13,480	13,427	13,378	12,969	13,187
Master's (GRAD 1)	1,521	1,446	1,426	1,363	1,442
Doctoral (GRAD 2)	203	208	209	198	247
<b>Subtotal</b>	<b>15,688</b>	<b>15,630</b>	<b>15,538</b>	<b>15,070</b>	<b>15,401</b>
<b>TOTAL</b>	<b>16,320</b>	<b>16,368</b>	<b>16,356</b>	<b>16,258</b>	<b>16,187</b>

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	4,430	4,974	4,903	4,477	4,320
<b>Percent with Pell Grant</b>	<b>32.63%</b>	<b>36.67%</b>	<b>36.20%</b>	<b>33.49%</b>	<b>32.67%</b>

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](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
<b>New Programs</b>					
<b>Terminated Programs</b>					
<b>Programs Suspended for New Enrollments</b>					
Art/Art Studies, General	50.0701	Bachelors		Fall 2014	
<b>New Programs Considered By University But Not Approved</b>					

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**  
*Retained in the Second Fall Term at Same University*

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	1,927	1,730	1,580	1,578	1,794
% Retained <i>with Any GPA</i>	81%	83%	81%	82%	79%
% Retained <i>with GPA 2.0 or higher</i>	74.47%	77.46%	76.14%	77.82%	74.64%

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.

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size</i>	2,288	2,304	2,043	1,694	2,025
% Graduated	50%	48%	50%	55%	55%
% Still Enrolled	7%	7%	7%	6%	7%
% Success Rate	57%	55%	57%	62%	61%

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.



**Section 4 – Undergraduate Education** *(continued)*

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

<b>4 – Year Rates</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14</b>	<b>2011-15</b>
Cohort Size	2,302	1,856	2,239	1,998	1,778
Same University	20%	25%	26%	26%	30%
Other University in SUS	2%	3%	2%	3%	3%
Total from System	22%	28%	28%	29%	33%

<b>6 – Year Rates</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14</b>	<b>2009-15</b>
Cohort Size	2,379	2,540	2,302	1,856	2,239
Same University	48.76%	46.89%	48.57%	54.85%	54.04%
Other University in SUS	7%	8%	7%	7%	7%
Total from System	56%	55%	56%	62%	61%

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.



**Section 4 – Undergraduate Education** *(continued)*

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

<b>Two – Year Rates</b>	<b>2009-11</b>	<b>2010-12</b>	<b>2011-13</b>	<b>2012-14</b>	<b>2013-15</b>
<i>Cohort Size</i>	1,010	987	1,241	1,321	1,144
Same University	32%	34%	29%	27%	29%

<b>Four – Year Rates</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14</b>	<b>2011-15</b>
<i>Cohort Size</i>	627	637	1,010	987	1,241
Same University	63%	69%	70%	71%	64%

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**

<b>5 – Year Rates</b>	<b>2006-11</b>	<b>2007-12</b>	<b>2008-13</b>	<b>2009-14</b>	<b>2010-15</b>
<i>Cohort Size</i>	1,054	1,066	463	988	766
Same University	65%	65%	76%	61%	64%

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	2,995	3,113	3,221	3,177	3,207
Second Majors	85	160	130	141	159
<b>TOTAL</b>	<b>3,080</b>	<b>3,273</b>	<b>3,351</b>	<b>3,318</b>	<b>3,366</b>

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

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

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	413	398	360	357	413
HEALTH	419	456	516	590	580
GLOBALIZATION	80	113	109	93	109
EDUCATION	332	256	279	243	191
GAP ANALYSIS	237	262	231	205	213
<b>SUBTOTAL</b>	<b>1,481</b>	<b>1,485</b>	<b>1,495</b>	<b>1,488</b>	<b>1,506</b>
<b>PSE PERCENT OF TOTAL</b>	<b>48.08%</b>	<b>45.37%</b>	<b>44.61%</b>	<b>44.85%</b>	<b>44.74%</b>

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/](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
<b>Non-Hispanic Black</b>					
Number of Degrees	290	299	298	301	314
Percentage of Degrees	10%	10%	9%	10%	10%
<b>Hispanic</b>					
Number of Degrees	192	208	252	254	289
Percentage of Degrees	7%	7%	8%	8%	9%
<b>Pell-Grant Recipients</b>					
Number of Degrees	1,113	1,315	1,518	1,562	1,553
Percentage of Degrees	38%	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**

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	63%	65%	64%	64%	66%
AA Transfers	62%	63%	76%	77%	77%
Other Transfers	43%	53%	67%	70%	72%
<b>TOTAL</b>	<b>59%</b>	<b>62%</b>	<b>69.40%</b>	<b>71.07%</b>	<b>71.94%</b>

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	1,358	1,404	1,346	1,357	1,324

**Percentage of Undergraduate Course Sections by Class Size**

Fewer than 30 Students	50%	51%	50%	53%	56%
30 to 49 Students	38%	40%	37%	35%	34%
50 to 99 Students	7%	6%	9%	8%	5%
100 or More Students	5%	4%	4%	4%	5%

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	76%	75%	73%	72%	71%
Adjunct Faculty	23%	24%	25%	26%	28%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	1%	1%	1%	1%	1%

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

**TABLE 4M. Student/Faculty Ratio**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	21	21	20	20	19

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	119	128	115	106	115
First-time Pass Rate	84%	88%	97%	96%	85%
<i>National Benchmark</i>	89%	89%	92%	85%	85%

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



## Section 4 – Undergraduate Education *(continued)*

**TABLE 40. Post-Graduation Metrics**

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

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	71.27%	71.16%	76.04%	75.35%
Enrolled or Employed (Earned \$25,000+)	.	.	66.06%	66.05%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	92%	93%	93%	93%

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](http://www.flbog.edu/about/budget/performance_funding.php).

For more information about WRIS2 see: [http://www.doleta.gov/performance/wris\\_2.cfm](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	\$17,300	\$18,100	\$18,800	\$18,600
25th PERCENTILE WAGE	\$25,200	\$26,300	\$26,600	\$27,300
<b>MEDIAN WAGE</b>	<b>\$32,900</b>	<b>\$34,200</b>	<b>\$34,700</b>	<b>\$35,900</b>
75th PERCENTILE WAGE	\$43,900	\$43,900	\$45,600	\$46,700
95th PERCENTILE WAGE	\$63,500	\$61,100	\$64,700	\$64,400
<i>Percent Found</i>	59%	56%	61%	60%

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
<b>New Programs</b>						
Clinical Nutrition	51.3102	Professional Doctorate	1/7/2014	FALL 2016	3/19/2015	
International Affairs	45.0901	Masters	6/10/2014	FALL 2016		
<b>Terminated Programs</b>						
<b>Programs Suspended for New Enrollments</b>						
Music Teacher Education	13.1312	Masters		SPRING 2001		
<b>New Programs Considered By University But Not Approved</b>						

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	595	620	582	590	598
Second majors	0	0	0	0	0
<b>TOTAL</b>	<b>595</b>	<b>620</b>	<b>582</b>	<b>590</b>	<b>598</b>
Masters and Specialist (first majors)	559	577	542	547	549
Research Doctoral (first majors)	8	8	8	11	12
Professional Doctoral (first majors)	28	35	32	32	37
<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>	4	4	4	5	8
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	24	31	28	27	29
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	0	0	0	0	0

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

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

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	27	30	46	42	41
HEALTH	155	168	148	158	171
GLOBALIZATION	0	0	0	0	0
EDUCATION	70	84	89	72	61
GAP ANALYSIS	35	22	15	24	26
<b>SUBTOTAL</b>	<b>287</b>	<b>304</b>	<b>298</b>	<b>296</b>	<b>299</b>
<b>PSE PERCENT OF TOTAL</b>	<b>48.24%</b>	<b>49.03%</b>	<b>51.20%</b>	<b>50.17%</b>	<b>50.00%</b>

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/](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 5D. Professional Licensure Exams for Graduate Programs**

**Physical Therapy: National Physical Therapy Examinations**

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	48	74	83	85	84
First-time Pass Rate	100%	100%	98%	97%	97%
<i>National Benchmark</i>	88%	89%	89%	89%	90%

Note: Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$8,041	\$9,379	\$7,031	\$4,480	\$3,674
Federally Funded (\$ 1,000s)	\$4,636	\$5,082	\$3,760	\$1,424	\$1,177
Percent Funded From External Sources	62%	58%	61%	40%	44%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$23,790	\$26,645	\$19,106	\$12,308	\$10,438
<b>Technology Transfer</b>					
Invention Disclosures	2	2	0	0	1
Licenses & Options Executed	1	0	0	0	0
Licensing Income Received (\$)	\$1,611	\$1,126	\$21,255	\$20,154	\$90
Number of Start-Up Companies	0	0	0	0	0
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
U.S. Patents Issued	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. **US Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year.