2014-15

Annual Accountability Report

Florida Agricultural and Mechanical University

BOT APPROVED 3/10/2016

State University System *of* Florida

Board of Governors

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Dashboard

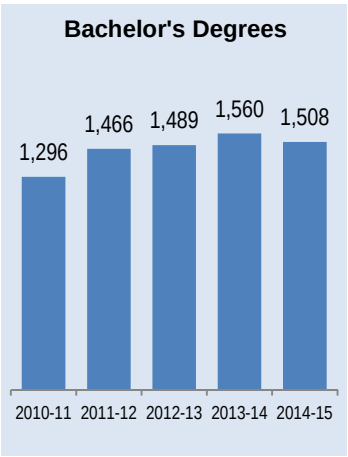
Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change
TOTAL	10,233	100%	-5%
White	739	7%	41%
Hispanic	244	2%	14%
Black	8,953	88%	-8%
Other	297	3%	3%
Full-Time	8,728	85%	-9%
Part-Time	1,505	15%	29%
Undergraduate	8,003	78%	-9%
Graduate	1,698	17%	-5%
Unclassified	532	5%	280%

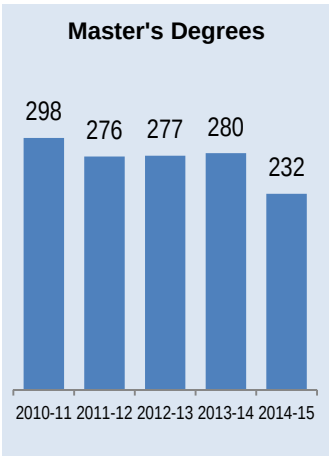
Degree Programs Offered	
TOTAL *(as of Spring 2015)*	97
Baccalaureate	54
Master's *& Specialist's*	28
Research Doctorate	12
Professional Doctorate	3

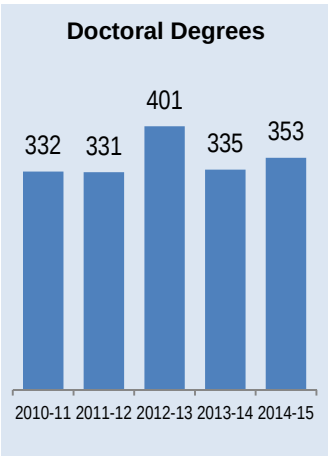
Faculty (Fall 2014)	Full-Time	Part-Time
TOTAL	548	1
Tenure & Ten. Track	387	0
Non-Tenured Faculty	161	0

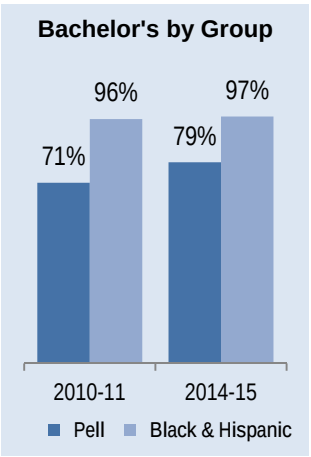
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Higher Research Activity
Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Graduate Instructional Program:	Research Doctoral: Professional-dominant
Size and Setting:	Four-year, medium, primarily residential
Community Engagement:	No

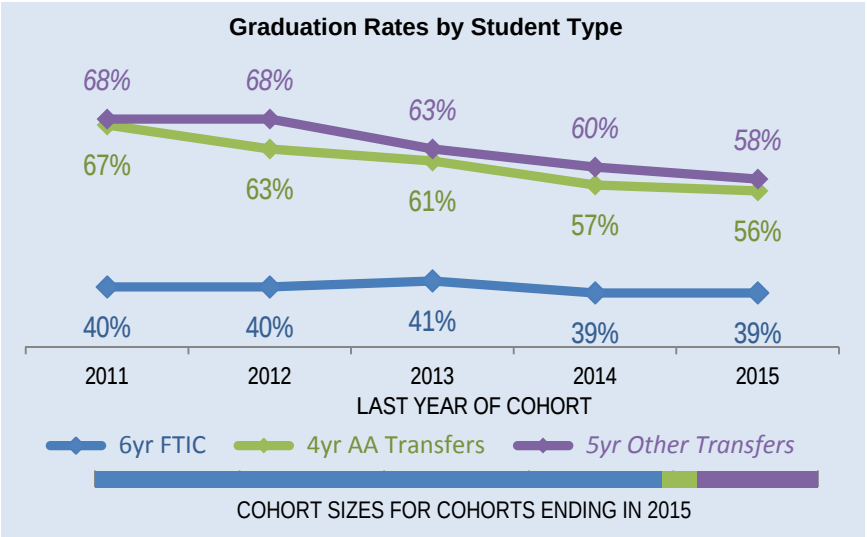
PRODUCTIVITY AND EFFICIENCY

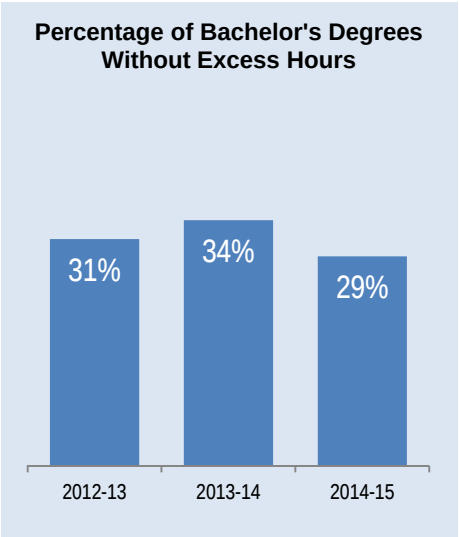






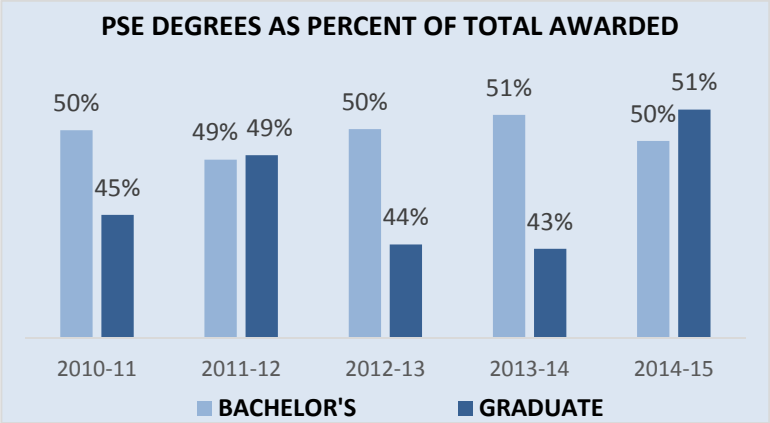


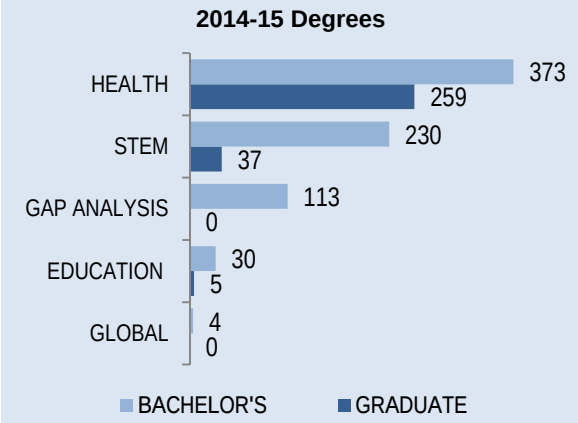




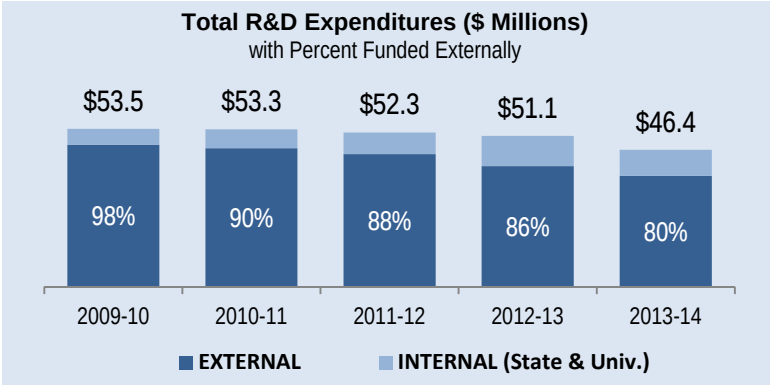
Dashboard

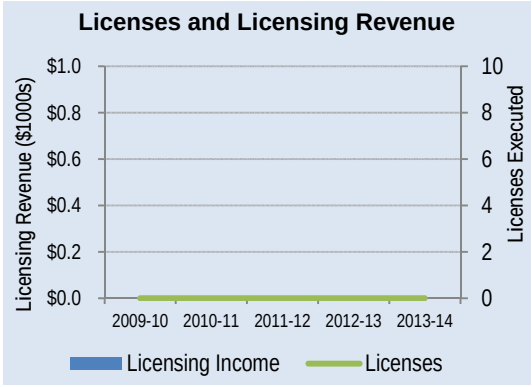
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



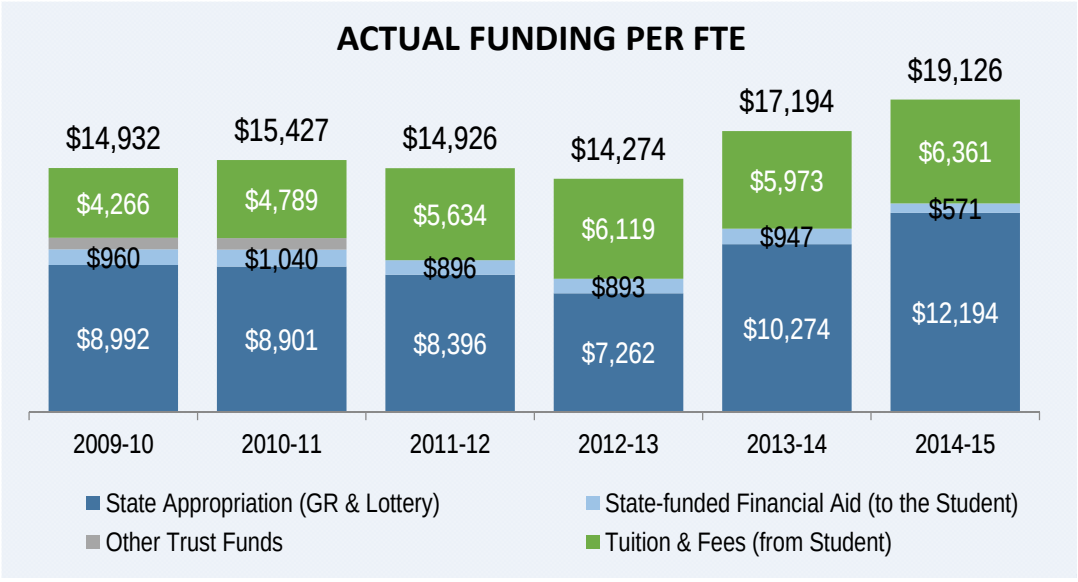


RESEARCH AND COMMERCIALIZATION ACTIVITY





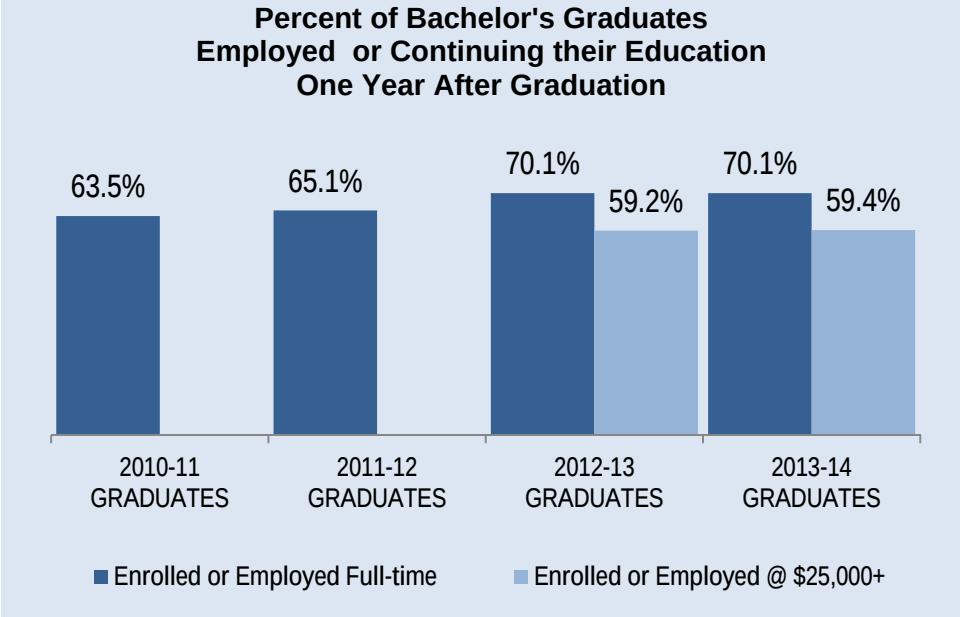
RESOURCES



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.

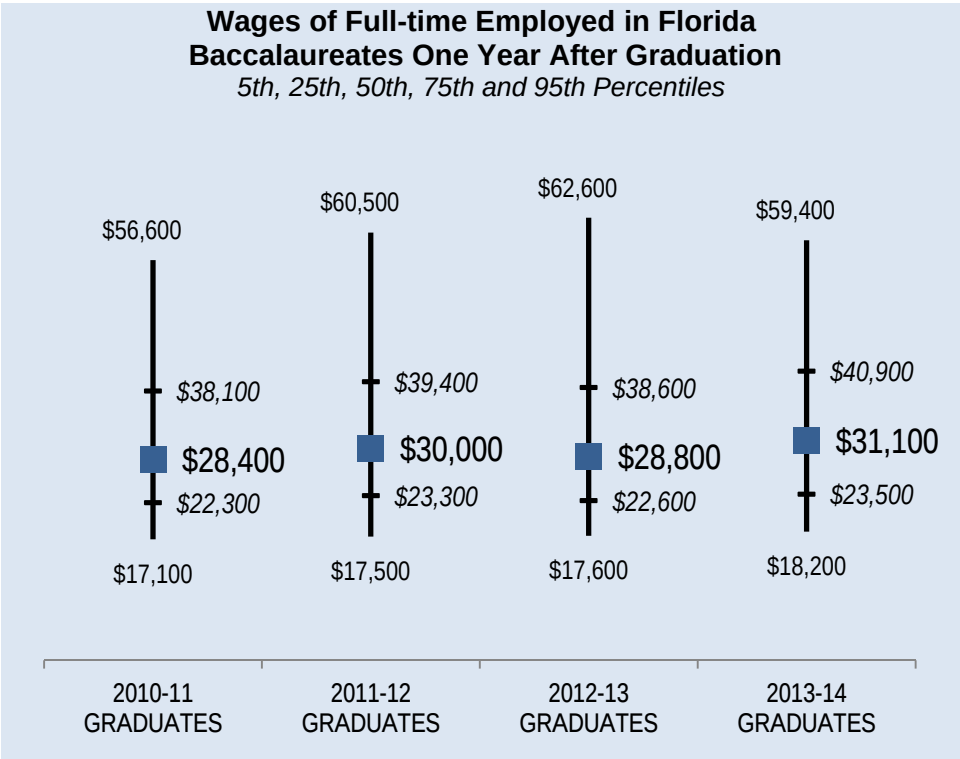
Dashboard

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. Board of Governors staff found 92% of the total 2013-14 graduating class.

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 43% 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	70.10%	70.12%	0.02%
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	$28,800	$31,100	8%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	$40,080	$44,520	11.1%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	39.30%	38.61%	-0.7%
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	70.15%	75.40%	5.2%
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	51.14%	49.60%	-1.5%
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate (Percent with Pell Grant)	61.57%	64.74%	3.2%
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	43.25%	51.45%	8.2%
		2013-14	2014-15	CHANGE
9	*Board of Governors Choice Metric:* Percent of Bachelor's Without Excess Hours	33.99%	28.97%	-5.0%pt
		2013-14	2014-15	CHANGE
10	*Board of Trustees Choice Metric:* Percent Funded From External Sources	80.03%	80.98%	1.0%

Key Achievements (2014 –2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Tyleka Moore, student in the School of Allied Health Sciences, was the 2015 recipient of the American Academy of Physical Therapy, Academic Award of Excellence scholarship.
2. Quintin Gee, student in the School of Journalism and Graphic Communication, was the recipient of the Society of Professional Journalists Mark of Excellence Award for Best Use of Multimedia.
3. Jasmine Hall, student in the College of Agriculture and Food Sciences, was the first young scientist to clone the Flavanone 3' Hydroxylase (F3'H) gene from muscadine grapes. This research enables FAMU to capitalize on the nutritional benefits of the muscadine grape, which has one of the highest antioxidant levels amongst fruits.

FACULTY AWARDS/ACHIEVEMENTS

1. Four FAMU faculty members were awarded seven patents in 2014, including one faculty member who received four patents in one calendar year.
2. Roscoe Hightower, Ph.D., professor of marketing, School of Business and Industry, served as president of the Marketing Management Association from February 2014 – March 2015.
3. Marjorie McNeill, Ph.D., director of Health Informatics and Information Management in the School of Allied Health Sciences, received the Triumph Award from the American Health Information Management Association. This award recognizes the top member of the profession who has made a significant difference in the education of health information management students.

PROGRAM AWARDS/ACHIEVEMENTS

1. The School of Nursing was ranked No. 21 "Best Nursing Program in the Eastern Region" by the NurseJournal.org.
2. Two African American female students were awarded doctorate degrees in physics. This represents approximately 40% of the degrees awarded nationally to African-American females during the 2014-15 year for physics.
3. Master's Degree Online ranked the Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences, in the Top 50 Online MPH programs.

RESEARCH AWARDS/ACHIEVEMENTS

1. Lewis Johnson, Ph.D., College of Science and Technology professor of physics and assistant dean, was awarded a three-year $4.8 million award by the U.S. Department of Energy's National Nuclear Security Administration (NNSA) in partnership with 10 HBCUs and three national laboratories.
2. Charles Weatherford, Ph.D., professor of physics and associate vice president for Research, received a three-year $4.5 million award from the U.S. Department of Energy's National Nuclear Security Administration to support the development and expansion of individuals trained in materials and energy sciences.
3. Nazarius S. Lamango, Ph.D., College of Pharmacy and Pharmaceutical Sciences, was awarded $1.4 million for a four-year NIH NCI Research Enhancement Award: Disrupting Polyisoprenylated Protein Function for Lung Cancer Therapy.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The Princeton Review recently named FAMU in its "2016 Best Colleges: Region-by-Region" list, ranking FAMU as one of the "Best Southeastern" colleges and universities in the nation.
2. A National Science Foundation (NSF) report lists FAMU as the No.1 historically Black college or university (HBCU) in the nation for total research and development (R&D) expenditures.
3. President Elmira Mangum, Ph.D., was selected by U.S. Secretary of Agriculture Tom Vilsack to be a member of the Agricultural Policy Advisory Committee (APAC) for Trade. She is one of only two university administrators selected to serve on APAC.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

The new *Gallup-USA Funds Minority College Graduates Report* identified significant satisfaction gaps between black graduates of Historically Black Colleges and Universities (HBCUs) and black graduates of other schools. The national study found that black graduates from HBCUs reported significantly higher scores on all indices of well-being measured than did black graduates of other universities. Factors measured included sense of purpose, financial well-being, social well-being, community well-being and physical well-being. FAMU, a premier HBCU, is a prime example of a university that provides **an educational experience with superior outcomes for its graduates**. The following examples of activities occurring in 2014-15 exemplify why the quality of teaching and learning at FAMU leads to exceptional outcomes for its graduates.

FAMU invests in its Programs of Strategic Emphasis (PSEs). In 2014-15, the University enhanced the quality of STEM and health education for its students.

STEM

Preliminary data shows that the College of Science and Technology's (CST) STEM Faculty Development Program has improved faculty instruction and student learning in active learning courses in chemistry, biology, and physics. The overall pass rates were 10% higher than traditional courses in the same disciplines. In 2014-15, the College conducted seven on-campus active learning workshops to expand ongoing professional development opportunities for the faculty. The School of the Environment created a core laboratory that supports collaborative interdisciplinary research in environmental science and policy to support student research groups across academic disciplines that have the need for genomics, modeling, chemical identification, spatial studies, environmental management, and policy. CST's Associate Dean and Professor of Physics, Lewis Johnson, PhD, was awarded $678,870 from the U.S. Department of Energy, for his project, "Consortium for Research on the Science and Engineering of Signatures (ROSES)." The ROSES partnership consists of academic and national laboratories for developing and expanding the pipeline of individuals trained in radiological, elemental and isotopic analysis of the signatures that denote the materials of interest.

Health

The School of Allied Health Sciences was awarded $2.5 million dollars through Title III of the Department of Education to establish a state-of-the-art Multidisciplinary Simulation Laboratory. The funds will allow for space renovation followed by purchase and utilization of simulators to allow students to experience real-life clinical activities in a simulated environment, increasing students' ability to successfully pass licensure exams and to meet their clinical responsibilities as students and as practitioners. This adds to the University's **focused efforts to increase the first-time pass rates of its graduates on licensure examinations**, which in 2014-15 yielded positive results, including the Division of Cardiopulmonary Science, which for the first time achieved a first-time pass rate of 100% (class of 2015). Additionally, the Division of Occupational Therapy licensure exam pass rate is now above the national average at 92%.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The University continues to annually evaluate degrees and programs through a regular schedule of program review and accreditation. Additionally, the University monitors enrollment and persistence in all majors and programs. The University continues its firm commitment to increase student retention and

graduation rates, as outlined in its Retention and Debt Reduction Plan which was first presented to the BOG in 2012, and for which the University continues to provide updates. The University's efforts have been rewarded by a dramatic increase in the retention rate of First-Time-in-College (FTIC) students who return with a GPA of at least 2.0, from 54% in 2010-11 to 76% in 2014-15, a 22% increase in four years. In 2014-15, the University continued to focus on improving academic advisement, developing new articulation agreements, continued to make significant progress in financial literacy efforts, and launched holistic learning through Living-Learning Communities:

- **Academic Advisement Initiative**: Academic Advisors within the Undergraduate Student Success Center made a total 77,716 advising contacts via e-mail, text or face-to-face contact during the 2014-2015 academic year. Additionally, the University purchased a new system, Symplicity, to be deployed in fall 2015 which will increase accountability, communication between advisors and enhance tracking of advising interactions.
- **Articulation Agreements**: In 2014-15, the University established new Memorandums of Understanding (MOUs) to increase the number of transfer students attending FAMU. These MOUs include the development of recruitment, advisement, and orientation activities to ensure the smooth transition of transfer students to the University. Most recently, a MOU was developed with Santa Fe Community College. The University has approximately 50 articulation agreements with school districts, state colleges and other institutions.
- **Financial Literacy**: For the 2014-2015 academic year a total of 9,624 student contacts were made. The default rate was successfully challenged and reduced by two points to 14.7%.
- **Living-Learning Communities**: During 2014-15, the Divisions of Academic Affairs and Student Affairs collaborated to plan and launch a Living and Learning Community (LLC) initiative. Beginning in the 2015-2016 academic year, LLCs will offer holistic academic programming for incoming freshmen students in five program areas: Allied Health Sciences, Business, Honors, Journalism, and Science, Technology, Engineering, and Math (STEM).

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

It is noteworthy that the University, which serves predominantly low-income and minority students who are severely underrepresented in many of the targeted fields, is earning the maximum points in excellence on the performance metrics targeting production in the Programs of Strategic Emphasis (PSEs), a measure with which many institutions struggle. Several new initiatives in 2014-15 are helping FAMU further increase the production of PSE graduates at both the undergraduate and graduate levels.

To expand the **K-12 pipeline** in STEM, FAMU conducted several outreach and recruiting activities with high schools in North Florida in 2014-2015. These activities, and others, were made possible through the $2.9 million award from the Florida Board of Governors (BOG) Targeted Educational Attainment (TEAm) Grant Award received in April 2014 by the FAMU College of Science and Technology in partnership with Florida State University (FSU). In addition to growing the K-12 pipeline, the grant supports several initiatives to recruit, retain, and graduate increased numbers of students in the computer science and information technology disciplines.

To increase STEM **articulation from the Florida State Colleges**, the Bridges to the Baccalaureate in the Biomedical Sciences Program, now in its second year and housed in the College of Pharmacy and Pharmaceutical Sciences, opened its doors to 20 students from Tallahassee Community College (TCC). The summer research experience partnership provided students with the academic skills, research training, and support network necessary for successful careers in fields related to biomedical sciences. The goal of the program is to cultivate and increase the number of qualified African American, Hispanic,

and other underrepresented minority students who seek to earn a four-year degree through the biomedical sciences programs offered at FAMU.

To assist in increasing production of STEM students at the **undergraduate level**, several colleges have launched initiatives, including:

- The College of Science and Technology, Lewis Johnson, Ph.D., professor and associate dean, was awarded a three-year $4.8 million grant through the National Nuclear Security Administration (NNSA). The award enabled the University to establish strategic partnerships with three national laboratories (Los Alamos National Laboratory; Y-12 National Security Complex; and Pacific Northwest National Laboratory). These partnerships provide opportunities for STEM students to participate in summer research experiences at one of the national laboratories. National best practices indicate that experiences in laboratories are highly effective in promoting and maintaining student interest in STEM careers, increasing production of STEM graduates.
- The College of Science and Technology continued its Science Seminar Series for undergraduate STEM students during the 2014-15 academic year. The purpose of the Seminar Series is to increase student interest and motivation in pursuing STEM careers. A survey administered to attending students found that the seminar series provided the students with an overwhelmingly positive perception of science and increased their interest in pursuing a STEM career.
- Charles Weatherford, Ph.D., professor of physics in the College of Science and Technology and associate vice president for Research, received a three-year $4.5 million award from the U.S. Department of Energy's National Nuclear Security Administration (NNSA). The grant will support the Consortium for Materials and Energy Studies (CMEaS), a partnership of seven HBCUs and two national laboratories for developing and expanding the pipeline of individuals trained in materials and energy sciences.
- FAMU's newly created Sustainability Institute, through the School of the Environment, offered a course titled "Sustainability in the 21st Century" to all FAMU students to increase students' interest in majoring in STEM related disciplines. This course analyzes the emergence of a post-materialistic society and how far the associated wave of green consciousness among consumers, industrialists, scientists, and politicians can take us toward a solution.

At both the **undergraduate and graduate levels**, the Programs of Strategic Emphasis (PSEs) in Health fields are increasing its graduates. In 2014-15, at the graduate level, the University had an eight-percent increase above the previous year in the number of graduate degrees awarded in PSEs. To increase production at the **graduate level** in education PSEs, the College of Education implemented a Master of Education in Curriculum and Instruction program during the 2014-15 academic year. Public school districts, private institutions and corporate learning providers are increasingly turning to curriculum specialists to ensure that their programs satisfy institutional, governmental and industry requirements. At the **undergraduate level**, the School of Allied Health Sciences graduated 363 students in 2014-2015, an increase of almost 24% over the number of graduates the previous year.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

In 2014-2015, FAMU improved its Carnegie Doctoral Research University status. FAMU is now in the second of three research categories: R2 Doctoral Universities-Higher Research Activity. This distinction recognizes FAMU's success in scholarship and research, garnering over $47.1 million in new and continuing awards and contracts in 2014-15. The success, in part, is due to initiatives to support contracts and grants including streamlined processes to support grant applications, workshops to support new scholars and collaboration with other State University System institutions.

Many **students** at FAMU**,** both at the **undergraduate and graduate** levels**,** participate in research. The College of Agriculture and Food Sciences produced 33 undergraduate student research projects. Three of the 33 undergraduate students were invited to present their research projects at the Southern Association of Agricultural Scientists, Biotechnology and Biochemistry meeting held in Atlanta, Georgia. Some of these students received scholarships and moved on to pursue graduate studies at other universities. The School of Business and Industry received a $304,000 donation to start an Interdisciplinary Center for Creativity and Innovation (ICCI) to expose all FAMU **students, faculty, and staff**, as well as community youth to activities, curricula and programming in the areas of STEM, creativity, innovation and entrepreneurship.

The FAMU Division of Research (DoR) provided **faculty, staff and students** with support to strengthen the quality and reputation of scholarship, research and innovation to move the University's research enterprise forward. For the fiscal year 2014-15, the University received 127 new and 193 continuing awards and contracts and submitted 185 proposals totaling $109 million from federal, state and private sponsors. Selected highlights of research efforts by FAMU **faculty**:

- Nazarius S. Lamango, Ph.D., professor and principal investigator (PI), was awarded $1.4 million for four years from the National Cancer Institute of the National Institutes of Health for his project entitled, "Disrupting Polyisoprenylated Protein Function for Lung Cancer Therapy." This grant hypothesizes that polyisoprenylated methylated protein methyl esterase (PMPMEase) is overexpressed in lung cancer and that polyisoprenylated cysteinyl amide inhibitors (PCAIs) of PMPMEase will inhibit cancer cell proliferation and tumor growth as well as the cell migration that promotes metastasis.
- R. Renee Reams, Ph.D., professor and PI, College of Pharmacy and Pharmaceutical Sciences, was awarded $692,088 for four years by the National Cancer Institute of the National Institutes of Health Exploratory/Developmental Research Grant, (a P20 grant), one of two Florida Minority Cancer Research & Training (MiCaRT) Center: Feasibility Studies.
- Charles Weatherford, Ph.D., associate vice president for Research, professor of physics and PI, College of Science and Technology, was awarded $1,055,528 from the U.S. Department of Energy (DoE), for his project entitled, "Consortium for Materials and Energy Studies (CMaES)." This collaborative consortium consisting of academic and national laboratories aligns its research efforts to support the National Nuclear Security Agency (NNSA) goals relevant to DoE toward increasing minority hires at the DoE national laboratories.
- Yolanda K. Bogan, Ph.D., professor of psychology and PI, College of Social Sciences, Arts and Humanities (CoSSAH) and Dr. Amber Golden, assistant professor of psychology and co-principal investigator (Co-PI), received a grant of $864,014 from the Substance Abuse Mental Health Services Administration for her project entitled, "Minority-serving Institution Community-Based

Organization (MSI-CBO) Program." This three-year award will examine the relationships between substance abuse, HIV/AIDs and Hepatitis C college students.

To build an increasingly **scholarly environment**, Dr. Victor Ibeanusi, dean, School of the Environment, established and led the EnergyWaterFoodNexus, a new science enterprise, to facilitate the convergence and collaboration of industry innovators focused on generating sustainable solutions in the energy, water and food sectors to meet the needs of the global economy. Through these efforts, the School of the Environment is building a hub to house active research innovation and collaboration for leading universities, research institutions, government agencies, corporations, and organizations involved in the energy, water and food sectors. This global public-private partnership seeks to generate practical solutions through research and commercialization of technologies that advance renewable energy, increase access to safe drinking water, and promote natural resource conservation. The inaugural EnergyWaterFoodNexus International Summit was held at FAMU in March 2015. The conference attracted researchers, students and entrepreneurs from across the United States, and the world, including Botswana, the European Union, Greece, Hungary, India, Nigeria, South Africa and Tanzania. Topics at the summit included New Frontiers in Renewable Energy, Emerging Trends in Water Research and Agricultural Solutions.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

The FAMU Division of Research (DoR) provided guidance, facilitated the process, management and commercialization of **intellectual property** generated by faculty, staff and students. In 2014-15, research efforts assisted the University's approach to address and help resolve national and global challenges in medicine, science, agriculture and the environment through patent disclosures, inventions and sharing of technology. The faculty had five disclosures and received seven (7) patents, including one faculty, Mandip Sachdeva, Ph.D., professor in the College of Pharmacy and Pharmaceutical Sciences, who received four patents in one calendar year. The patents awarded in 2014-15 spanned a number of fields such as nanotechnology, medical science, and ecological science.

FAMU encourages and recognizes **commercialization of products** resulting from research at the University. One exciting example of research that may well lead to commercialization involves alternative food crop plants. Gokhan Hacisalihoglu, Ph.D., professor in Biological Sciences, in the College of Science and Technology, researched an alternative food crop plant help feed a world population estimated to reach nine billion by 2050. In fall 2014, Dr. Hacisalihoglu researched soybeans (Glycine max) and phosphorus deficiency in Istanbul, Turkey at Sabanci University at a lab funded by the NSF and under the supervision of the FAMU biology professor.

In order to incentivize increased **innovation and commercialization through technology transfer**, the University acknowledges and recognizes accomplishments in the research arena. As part of its efforts to enhance research activity, FAMU continues to recognize faculty for their respective research accomplishments annually at its Annual Principal Investigators' Appreciation and Researcher of the Year Awards luncheon. In fall 2014, the Division of Research (FAMU-DOR) promoted research and commercialization activity at FAMU with its inaugural innovation showcase, *ISHOW. ISHOW* featured faculty, staff and students who are "innovating today for a better tomorrow," displaying extraordinary innovations from agriculture, human resources, natural, health, environmental, pharmaceutical and social sciences.

FAMU hosted the International Workshop on Biologically Enabled Self Assembly in collaboration with the University of California – Davis and the International Institute for Complex Adaptive Matter in May 2015. The keynote speaker was Ned Seeman of New York University, known as the father of DNA (Deoxyribonucleic acid) technology. The workshop focused on DNA's potential as a blueprint for useful non-living structures, such as solar power or the cures for different diseases. The workshop showcased one of the President's priorities for the University: establishing collaborative relationships with leading scientists from around the world.

The Sustainability Institute, created in July 2014, focuses on academic research and improving the university's on-campus efforts to address sustainability as well as national and global sustainability initiatives. The Institute is a presidential initiative, and serves as a hub for the many sustainability-related activities on campus and to advance the University's mission to be a leader in **sustainability** research, teaching and service.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

One of the strategies FAMU is using to increase research activity is collaboration with other universities, is to leverage expertise and resources across institutions and increase the competitiveness of grant proposals. Various department across the campus engaged this external collaboration as described below.

The FAMU Department of Health, Physical Education, and Recreation established a partnership with **Auburn University** on the topic of Kinesiology. The major goals of this partnership are to collaborate on research, opportunities for student success and graduate student research, and diversity.

A National Science Foundation grant was awarded jointly to FAMU and the **University of South Florida** to conduct a study on the "Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates." Phyllis Gray, Ph.D., professor, College of Social Sciences, Arts and Humanities, serves as FAMU's In-kind PI/Research Collaborator on the $1.5 million grant, funded from 2014 – 2018.

The National Cancer Institute of the National Institutes of Health Exploratory/Developmental Research to fund the Florida Minority Cancer Research & Training (MiCaRT) Center, in collaboration with the **University of Florida.** The Center's primary objective is to develop a Center that will expand both institutions' cancer research and training opportunities for underrepresented minority (URM) faculty and students toward growing the number of URM scientists and clinical investigators in biomedical research.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

These notes highlight FAMU's service to the community around five primary areas: 1) addressing health disparities and public health issues, 2) agricultural extension service, 3) arts and culture, 4) STEM, and 5) enhancing K-12 education.

Addressing health disparities and public health issues

The College of Pharmacy and Pharmaceutical Sciences (COPPS) has implemented several initiatives to address health disparities and public health issues. Through its many affiliations, the COPPS already has direct patient care responsibilities in underserved communities that include African American, Hispanic, and Haitian populations and thus is uniquely positioned throughout the State of Florida. A major focus of the College is to empower communities to assume roles in health education through effective intervention and research. COPPS currently has global affiliations, and is poised to train professionals desiring to study problems associated with global health disparities as well. New initiatives include *Pharmacy Facts* broadcasts, which air each Wednesday at 8:20 a.m. and at 5:18 p.m. on 88.9 WFSU-FM. The *broadcasts* address the common questions that patients often have about medications, as well as facts about proper use of medications. The Center for Health Equity (CHE) was launched to evaluate and provide solutions for the elimination of health disparities in underserved populations through research, education and building community linkages. The Center is composed of an interdisciplinary team representing Pharmacy, Nursing, Psychology, Public Health and Social Work.

Agricultural Extension Services

Through the College of Agriculture and Food Sciences Cooperative Extension office, countless residents in the North Florida region have been enriched by the positive impact of significant information shared by specialists and agents. The extension office provides research-based educational information and direct technical assistance to improve the quality of life for citizens who have limited resources throughout Florida. Sample programs and services included: Come Grow with FAMU (Community Garden), Spring Farm Festival, Crop Production and Production Practices – Vegetables, Small Fruits and Nut Crops, and Earth Day. The center provides services to Florida citizens in the Gadsden, Gulf, Hamilton, Jackson, Jefferson, Leon, Madison, Marion, Suwannee, Wakulla, Hillsborough and Escambia counties.

Arts and culture

Through the College of Social Sciences, Arts and Humanities, the University provides the community with a rich culture of music and arts. FAMU students performed on stage and honed their talents, showcasing their skills through varied media. Notably, the Department of Music Wind Symphony was the first classical HBCU ensemble to perform at world-class **Carnegie Hall** in New York City. The week-long annual **Artists in Bloom Festival** featured programming focused on arts, literature, music, theater, religion, philosophy and dance, and welcomed over 500 campus and community participants. Dr. Elmira Mangum launched her **Presidential Lecture Series** with a master class by actor, educator, activist and entrepreneur Lamman Rucker for theater students, other related majors, and the community at-large. The **FAMU Essential Theatre** continues to offer high-quality theater programming by providing pre-professional training opportunities to students that brings live theater to FAMU and the community. Since 1997, the **FAMU Irene C. Edmonds Youth Theatre** has been a creative force in Tallahassee children's

theater and educational development. Each year, young participants ages 7 to 16 engage in a five-week summer program, culminating with a full-scale original production on the FAMU campus.

STEM

The University annually engages in several collaborative activities to increase awareness of STEM. The College of Science and Technology (CST) hosted its **Second Annual STEM Day** in March 2015 to increase student awareness and interest in pursuing STEM careers, yielding more significant community participation. This year's event was attended by over 200 middle and high school students, 35 parents, and seven invited speakers from industry and academia. Activities from CST's Florida Information Technology Career (FITC) Alliance project, a Board of Governors TEAm Project in collaboration with Florida State University (FSU), provided **ongoing assistance to over 310 high school students** attending area schools and centers in the Leon, Gulf and Madison counties in the spring 2015 semester. The School of the Environment is leading a collaborative effort to establish the Economic and Ecosystem Restoration of the City of Apalachicola Project (EERCA) that will combine the resources of the City of **Apalachicola and FAMU** to ensure long-term economic recovery of all citizens while ensuring a sustainable future for the region's ecological resources.

Enhancing K-12 education

The University also continued to serve a leadership role in working to enhance K-12 education in 2014-15. The FAMU Developmental Research School enhanced its graduation rate to 97.1% and launched a new initiative to infuse online learning into its curriculum to enhance student success. The FAMU-FSU College of Engineering Challenger Center, a K-12 outreach facility, fosters an environment to provide long-term interest in science, technology, engineering and mathematics (STEM) to motivate students to pursue higher education and careers in these fields. The Challenger Learning Center features a state-of-the-art Space Mission Simulator, an IMAX® 3D Theatre, the Downtown Digital Dome Theatre & Planetarium, and hands-on or demonstrational science techniques and equipment.

New initiatives included efforts by the School of Business and Industry's Interdisciplinary Center for Creativity (ICC) and Innovation to promote student success. In spring 2015, the ICC held Florida's first and only Tallahassee Lemonade Day, a national entrepreneurship competition for children in June 2015 and also held four, week-long Mobley-Thompson Creativity and Innovation Summer Academy camps focusing on STEM, entrepreneurship, and creativity in summer 2015.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

One of the primary vehicles for the University to engage with the **business** community is the FAMU Florida Small Business Development Center (FSDBC), a part of the School of Business and Industry. In 2014, the Center delivered 5,480 of direct consulting hours (prep + contact). This was a 63% increase over the previous year. In terms of market segmentation, hours delivered to pre-venture clients totaled 651 (86% of annual goal); hours delivered to start-up clients totaled 1,301 (185% of annual goal) and small and medium enterprises clients received 3,528 hours of consulting services (96% of annual goal).

The FAMU FSBDC had a **major economic impact** in 2014 by assisting its client businesses to start 37 new businesses, create, retain, and save 884 jobs, generate $103.3 million in sales, acquire $27.8 million government contracts, and access $4.8 million investment capital. In recognition of this impact, Audra McGlockton, Associate Director of the FAMU FSBDC, received the Florida Star of the Year award.

The **health** programs at FAMU are engaged in several community service programs that are geared toward improving the health care of the medically underserved population. Doctor of Pharmacy

(PharmD) students in the College of Pharmacy and Pharmaceutical Sciences volunteered **24,548 hours of community service** during the 2014-15 academic year and provided pharmaceutical and community health services to uninsured and homeless patients at the Neighborhood Medical Centers. Faculty and students in the School of Allied Health Sciences engaged in more than **30 community-based service activities**. Such activities included collaboration with the American Automobile Association, American Occupational Therapy Association, American Lung Association, Big Bend Area of Health Education Commission, and with local churches and schools in Leon and Gadsden counties.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Producing African American graduates, particularly in fields in which they are significantly underrepresented, is one of the primary contributions of the University to workforce needs. FAMU continues to be a top producer of African American graduates nationally, especially in the STEM and health fields based on data published by Diverse Issues in Higher Education in 2015. According to the report, *Top 100 Producers*, at the **baccalaureate** degree level, FAMU is ranked as one of the top 10 producers of African American graduates in the nation in 2013-14 for the following fields:

Area of Emphasis	Program Area/Ranking
STEM	Architecture and Related Services (#1, an increase from #2 in 2014); Agriculture, Agriculture Operations, and Related Sciences (#3); Biological and Biomedical Sciences (#5); Engineering Technologies and Engineering-Related Fields (#8)
Health	Health Professions and Related Programs (#6); Health and Medical Administrative Services (#7)
Other	Visual and Performing Arts (#4); Homeland Security, Law Enforcement, Firefighting and Related Protective Services (#5, an increase from #6 in 2014); Communication, Journalism, and Related Programs (#8); History (#8); Psychology (#9, an increase from #13 in 2014) and Social Sciences (#9). FAMU continues to rank 4th in the nation in the number of baccalaureate degrees awarded to African American graduates in All Disciplines Combined.

For the same academic year 2013-14, IPEDS data shows that FAMU is ranked as a Top 10 producer of **graduate** degrees awarded to African Americans in STEM, law, and health. Ten of FAMU's master's degree programs ranked in the top 10, with four doctoral programs, and three professional degrees also noted as leading in the production of degrees awarded to African Americans.

Area of Emphasis	Program Area/Ranking
Health (M.S.)	Occupational Therapy (#1, an increase from #4 in 2012-13); Pharmaceutical Sciences (#4)
STEM (M.S.)	Agricultural Sciences (#1); Chemical Engineering (#3); Chemistry (#3); Physics (#3); Computer Science (#4, an increase from #5 in 2012-13); Architecture (#5); Civil Engineering (#8); Electrical Engineering (#8, an increase from #9 in 2012-13); and Biology (#9, an increase from #11 in 2012-13)
Health (Ph.D.)	Pharmaceutical Sciences (#1) and Public Health (#4); Physics (#2)
STEM (Ph.D.)	Environmental Science (#4)
Health (Prof.)	PharmD (#1), Physical Therapy (#1 and increase from #2 in 2012-13)
Law (Prof.)	Law (#2 and increase from #4 in 2012-13)

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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	$91,821,312	$92,309,490	$96,977,120	$109,863,349	$96,671,280
Non-Recurring State Funds	$6,000,982	-$14,850,901	$2,655,777	$2,501,329	$0
Tuition	$69,519,546	$64,620,473	$57,711,385	$54,214,701	$57,018,686
Tuition Differential Fee	$5,840,726	$9,317,774	$8,558,070	$8,891,506	$8,335,605
Misc. Fees & Fines	$716,105	$853,415	$829,453	$777,773	$1,018,821
Federal Stimulus Funds	$0	$0	$0	$0	$0
SUBTOTAL	$173,898,671	$152,250,251	$166,731,805	$176,248,658	$163,044,392
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	$0	$0	$0	$0	$0
TOTAL	$173,898,671	$152,250,251	$166,731,805	$176,248,658	$163,044,392
FAMU/FSU ENGINEERING SCHOOL					
Total	$0	$0	$0	$0	$12,999,685

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.* Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. *Source: SUS Final Amendment Package.* 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	$98,191,207	$83,721,468	$91,404,242	$96,558,261	$96,652,118
Administration and Support	$26,150,741	$26,165,237	$27,370,987	$30,578,609	$30,783,217
PO&M	$18,401,551	$17,016,571	$19,149,283	$21,970,828	$20,108,321
Student Services	$11,846,764	$10,663,345	$11,465,614	$12,769,627	$13,008,386
Library/Audio Visual	$5,943,759	$5,469,947	$6,441,462	$6,820,172	$6,838,420
Other	$583,670	$682,058	$797,118	$583,551	$2,337,183
TOTAL	$161,117,692	$143,718,626	$156,628,706	$169,281,048	$169,727,645

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)*	$8,901	$8,396	$7,262	$10,274	$12,194
Tuition & Fees *(State-funded Aid)*	$1,040	$896	$893	$947	$571
Tuition & Fees *(from Student)*	$4,789	$5,634	$6,119	$5,973	$6,361
Other Trust Funds	$698	$0	$0	$0	$0
TOTAL	$15,427	$14,926	$14,274	$17,194	$19,126

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	$39,050	$37,070	$37,250	$40,080	$44,520

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	$25,267,943	$25,552,427	$25,213,058	$24,762,746	$35,708,244
Expenditures	$20,695,955	$22,200,051	$23,852,343	$31,469,452	$33,711,241
Contracts & Grants					
Revenues	$56,742,558	$53,333,017	$44,847,891	$51,417,860	$49,063,808
Expenditures	$55,271,357	$54,064,567	$46,859,000	$44,863,222	$46,606,243
Local Funds					
Revenues	$78,439,036	$69,027,997	$62,875,392	$57,399,650	$57,749,753
Expenditures	$75,777,718	$67,413,694	$63,055,801	$56,416,417	$60,022,021

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)	$111,516	$107,743	$115,281	$127,185	$120,741
Gifts Received ($1000s)	$4,291	$3,198	$3,226	$3,300	$5,837
Percentage of Alumni Donors	9.7%	5.8%	4.4%	3.3%	8.9%

Notes: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Gifts Received as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. Percentage of Alumni Donors as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *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	281	276	268	253	247
Tenure-track Faculty	153	131	130	135	140
Non-Tenure Track Faculty	142	130	154	162	161
Instructors Without Faculty Status	38	40	41	38	37
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,244	1,141	1,142	1,203	1,159
FULL-TIME SUBTOTAL	1,858	1,718	1,735	1,753	1,744
Part-time Employees					
Tenured Faculty	0	0	3	0	0
Tenure-track Faculty	1	1	3	0	1
Non-Tenure Track Faculty	0	1	9	1	0
Instructors Without Faculty Status	148	164	130	157	209
Graduate Assistants/Associates	236	231	241	185	189
Non-Instructional Employees	6	7	5	6	3
PART-TIME SUBTOTAL	391	404	391	349	402
TOTAL	2,249	2,122	2,126	2,102	2,146

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	13,277	13,207	12,051	10,738	10,233
UNDERGRADUATE					
FTIC (Regular Admit)	3,186	2,918	2,724	2,730	3,100
FTIC (Profile Admit)	5,734	5,520	4,772	3,902	3,290
AA Transfers	764	813	830	796	824
Other Transfers	1,152	1,084	940	781	690
Subtotal	10,836	10,335	9,266	8,209	7,904
GRADUATE					
Master's	813	823	727	620	582
Research Doctoral	148	158	147	158	170
Professional Doctoral	1,231	1,648	1,697	1,537	974
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	671	714	662	518	466
Medicine	*0*	*0*	*0*	*0*	*0*
Nursing Practice	*0*	*0*	*0*	*0*	*0*
Pharmacy	560	934	926	902	410
Physical Therapist	*0*	*0*	109	117	98
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*
Subtotal	2,192	2,629	2,571	2,315	1,726
UNCLASSIFIED					
HS Dual Enrolled	16	16	15	7	390
Other	233	227	199	207	213
Subtotal	249	243	214	214	603

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	3,601	3,285	.	2,837	.	2,656
Upper-Division	2,868	2,707	.	2,584	.	2,479
Master's (GRAD I)	651	374	.	328	.	309
Doctoral (GRAD II)	627	913	.	850	.	809
Subtotal	7,747	7,279	.	6,599	.	6,253
NON-FLORIDA RESIDENTS						
Lower-Division	.	326	.	283	.	243
Upper-Division	.	235	.	252	.	267
Master's (GRAD I)	.	40	.	47	.	55
Doctoral (GRAD II)	.	119	.	92	.	93
Subtotal	1,119	719		674		658
TOTAL FTE						
Lower-Division	.	3,611	4,150	3,120	4,150	2,899
Upper-Division	.	2,942	3,307	2,836	3,307	2,746
Master's (GRAD I)	.	415	773	376	773	364
Doctoral (GRAD II)	.	1,032	636	941	636	902
Total (FL Definition)	8,866	7,999	8,866	7,273	8,866	6,911
Total (US Definition)	11,821	10,666	11,821	9,697	11,821	9,215

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
TRADITIONAL					
Lower-Division	4,616	4,191	3,579	3,077	2,846
Upper-Division	2,965	2,997	2,937	2,825	2,684
Master's (GRAD 1)	553	517	415	376	345
Doctoral (GRAD 2)	954	1,017	1,032	941	899
TOTAL	9,088	8,722	7,963	7,219	6,773
HYBRID					
Lower-Division	3	0	0	0	2
Upper-Division	0	0	0	0	17
Master's (GRAD 1)	0	0	0	0	11
Doctoral (GRAD 2)	0	0	0	0	0
TOTAL	3	0	0	0	30
DISTANCE LEARNING					
Lower-Division	0	13	31	43	51
Upper-Division	0	2	4	11	46
Master's (GRAD 1)	0	0	0	0	9
Doctoral (GRAD 2)	0	0	0	0	3
TOTAL	0	15	36	54	108
TOTAL					
Lower-Division	4,619	4,204	3,610	3,120	2,899
Upper-Division	2,965	2,999	2,942	2,836	2,746
Master's (GRAD 1)	553	517	415	376	364
Doctoral (GRAD 2)	954	1,017	1,032	941	902
TOTAL	9,091	8,737	7,999	7,273	6,911

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	1	1	0	0	0
Undergraduate	36	22	8	57	32
Master's (GRAD 1)	9	4	5	9	6
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	46	27	13	66	38
DEPENDENTS					
Unclassified	0	1	1	0	0
Undergraduate	2	130	78	149	201
Master's (GRAD 1)	0	7	8	13	14
Doctoral (GRAD 2)	0	0	0	0	1
Subtotal	2	138	87	162	216
NON-MILITARY					
Unclassified	170	174	146	140	532
Undergraduate	11,109	10,870	9,842	8,613	7,770
Master's (GRAD 1)	1,845	1,886	1,838	1,622	1,474
Doctoral (GRAD 2)	105	112	125	135	203
Subtotal	13,229	13,042	11,951	10,510	9,979
TOTAL	13,277	13,207	12,051	10,738	10,233

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	7,505	7,502	6,481	5,389	5,142
Percent with Pell Grant	67.69%	68.54%	65.82%	61.57%	64.74%

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					
Environmental Studies	03.0103	Bachelors	6/4/2014	2014 FALL	
Interdisciplinary Studies	30.0000	Bachelors	6/4/2014	2014 FALL	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
None					
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 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
Cohort Size	*2,707*	*1,985*	*1,498*	*1,273*	*1,390*
% Retained *with Any GPA*	80%	80%	82%	81%	85%
% Retained *with GPA 2.0 or higher*	54%	64%	69%	70.15%	75.40%

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. The 2014-15 Percent Retained with at least a 2.0 GPA was revised on 2/18/2016 to correct an error.

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	*1,637*	*1,614*	*1,853*	*2,090*	*2,348*
% Graduated	40%	40%	41%	40%	39%
% Still Enrolled	15%	16%	15%	11%	9%
% Success Rate	55%	56%	56%	51%	48%

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)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*1,868*	*2,112*	*2,370*	*2,751*	*2,013*
Same University	12%	12%	11%	12%	13%
Other University in SUS	0%	1%	1%	1	1%
Total from System	12%	13%	12%	13%	14%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	*1,674*	*1,641*	*1,868*	*2,112*	*2,370*
Same University	39.67%	39.49%	40.79%	39.30%	38.61%
Other University in SUS	2%	2%	2%	2%	3%
Total from System	42%	41%	43%	41%	42%

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
Cohort Size	*116*	*207*	*175*	*169*	*141*
Same University	25%	18%	24%	22%	20%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	*81*	*106*	*116*	*207*	*175*
Same University	67%	63%	61%	57%	56%

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

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
Cohort Size	*377*	*353*	*397*	*529*	*391*
Same University	68%	68%	63%	60%	58%

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	1,296	1,466	1,489	1,560	1,508
Second Majors	8	4	0	22	4
TOTAL	1,304	1,470	1,489	1,582	1,512

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)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	214	232	278	304	230
HEALTH	256	285	300	314	373
GLOBALIZATION	7	10	11	6	4
EDUCATION	75	71	49	71	30
GAP ANALYSIS	103	115	111	114	113
SUBTOTAL	655	713	749	809	750
PSE PERCENT OF TOTAL	50.23%	48.50%	50.30%	51.14%	49.60%

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	1,224	1,382	1,404	1,475	1,434
Percentage of Degrees	95%	95%	96%	96%	96%
Hispanic					
Number of Degrees	16	21	14	14	17
Percentage of Degrees	1%	1%	1%	1%	1%
Pell-Grant Recipients					
Number of Degrees	917	1,098	1,125	1,204	1,183
Percentage of Degrees	71%	76%	77%	78%	79%

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	18%	21%	25%	29%	25%
AA Transfers	45%	44%	57%	55%	42%
Other Transfers	27%	36%	39%	44%	38%
TOTAL	23%	27%	31.37%	33.99%	28.97%

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. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	1,430	1,422	1,383	1,328	1,315
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	50%	48%	51%	55%	64%
30 to 49 Students	30%	33%	33%	32%	22%
50 to 99 Students	16%	15%	15%	11%	13%
100 or More Students	4%	4%	2%	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	73%	72%	76%	77%	75%
Adjunct Faculty	26%	27%	18%	22%	23%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	1%	1%	6%	1%	2%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	20	21	19	17	15

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	72	73	84	82	75
First-time Pass Rate	85%	85%	90%	74%	64%
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)	63.47%	65.10%	70.10%	70.12%
Enrolled or Employed (Earned $25,000+)	.	.	59.24%	59.38%
Number of States included in Search	*1*	*36*	*38*	*38*
Percent Found	*90%*	*89%*	*91%*	*92%*

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	$17,100	$17,500	$17,600	$18,200
25th PERCENTILE WAGE	$22,300	$23,300	$22,600	$23,500
MEDIAN WAGE	$28,400	$30,000	$28,800	$31,100
75th PERCENTILE WAGE	$38,100	$39,400	$38,600	$40,900
95th PERCENTILE WAGE	$56,600	$60,500	$62,600	$59,400
Percent Found	*42%*	*39%*	*41%*	*43%*

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						
Trade and Industrial Teacher Ed.	13.1320	Masters	n/a	Summer 2011	n/a	
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	630	607	678	615	585
Second majors	2	0	0	0	0
TOTAL	632	607	678	615	585
Masters and Specialist (first majors)	298	276	277	280	232
Research Doctoral (first majors)	22	23	23	23	21
Professional Doctoral (first majors)	310	308	378	312	332
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*158*	*152*	*224*	*176*	*152*
Medicine	*0*	*0*	*0*	*0*	*0*
Nursing Practice	*0*	*0*	*0*	*0*	*0*
Pharmacy	*139*	*135*	*131*	*108*	*150*
Physical Therapist	*13*	*21*	*23*	*28*	*30*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	50	68	62	48	37
HEALTH	205	202	219	207	259
GLOBALIZATION	0	0	0	0	0
EDUCATION	31	26	14	11	5
GAP ANALYSIS	0	0	0	0	0
SUBTOTAL	286	296	295	266	301
PSE PERCENT OF TOTAL	45.25%	48.76%	43.51%	43.25%	51.45%

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 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2011	2012	2013	2014	2015
Examinees	144	123	175	157	122
First-time Pass Rate	63%	67%	73%	73%	66%
State Benchmark	*82%*	*81%*	*80%*	*74%*	*69%*

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions.

Pharmacy: *North American Pharmacist Licensure Exam*

	2010	2011	2012	2013	2014
Examinees	133	142	130	123	124
First-time Pass Rate	72%	87%	88%	85%	89%
National Benchmark	*94%*	*96%*	*97%*	*96%*	*95%*

Physical Therapy: *National Physical Therapy Examinations*

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	59	40	44	58	70
First-time Pass Rate	45%	48%	47%	46%	58%
National Benchmark	*87%*	*89%*	*89%*	*90%*	*90%*

Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2010	2011	2012	2013	2014
Examinees				13	24
'New Graduate' Pass Rate	.	.	.	92%	92%
System Average	*.*	*.*	*.*	*97%*	*98%*

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. 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 Expenditures and Technology Transfer

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$53,474	$53,326	$52,263	$51,149	$46,367
Federally Funded ($ 1,000s)	$45,856	$44,905	$44,343	$39,675	$36,570
Percent Funded From External Sources	90%	88%	86%	80%	81%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$116,755	$122,871	$128,410	$128,515	$119,503

Technology Transfer	2009-10	2010-11	2011-12	2012-13	2013-14
Invention Disclosures	13	12	31	11	11
Licenses & Options Executed	0	0	0	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]	4	1	6	4	7

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.