

2013-14
Annual Accountability Report

**FLORIDA
GULF COAST
UNIVERSITY**



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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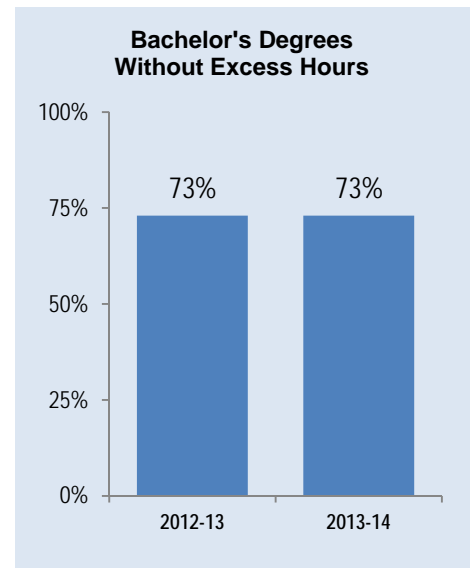
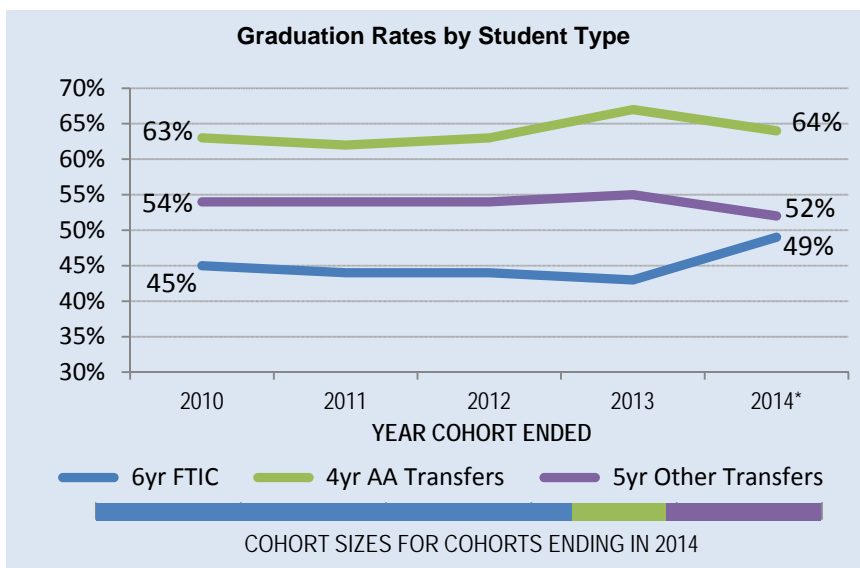
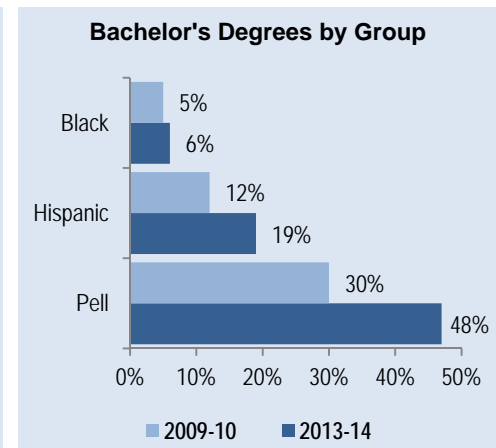
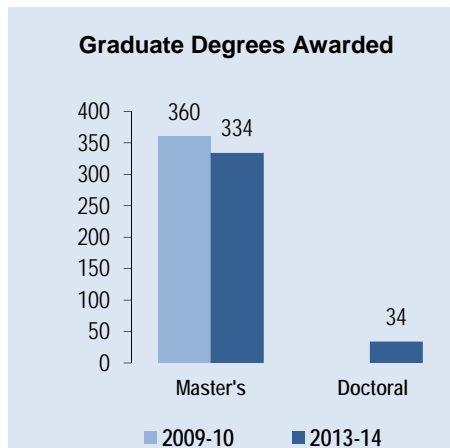
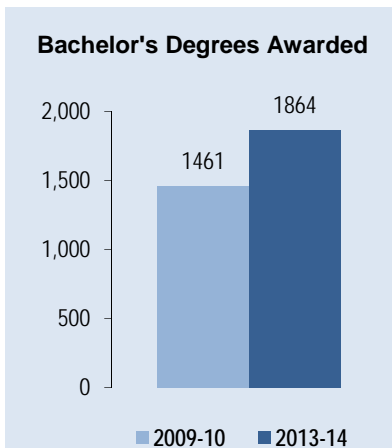
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Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications	
TOTAL	14,074	100%	5%	TOTAL (as of Spring 2014)		71	Basic:	Master's Colleges and Universities (larger programs)
White	9,574	68%	3%	Baccalaureate		47		
Hispanic	2,521	18%	9%	Master's		22	Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Black	981	7%	9%	Research Doctorate		1		
Other	998	7%	6%	Professional Doctorate		1	Graduate Instructional Program:	Post-baccalaureate with arts and sciences (other dominant fields)
Full-Time	10,489	75%	4%	Faculty (Fall 2013)	Full-Time	Part-Time		
Part-Time	3,585	25%	7%					
Undergraduate	12,775	91%	6%	TOTAL	429	226	Size and Setting:	Medium four-year, primarily residential
Graduate	987	7%	-6%	Tenure & Ten. Track	7	0		
Unclassified	312	2%	-5%	Non-Tenured Faculty	422	226	Community Engagement:	Curricular Engagement and Outreach and Partnerships

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

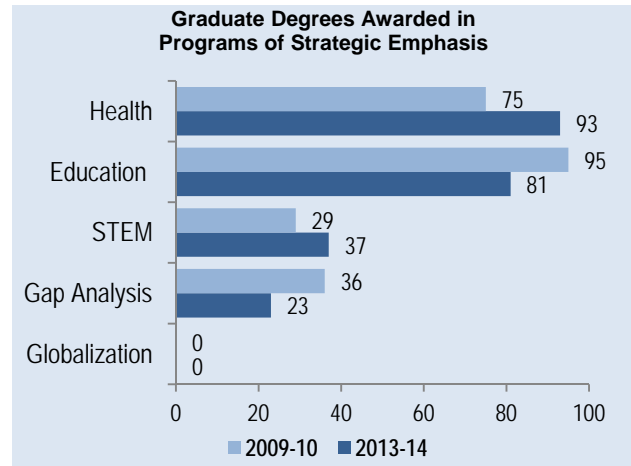
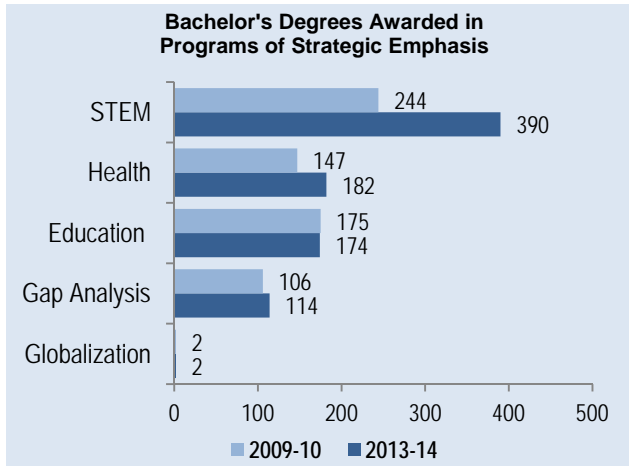


* Based on 2014 preliminary data



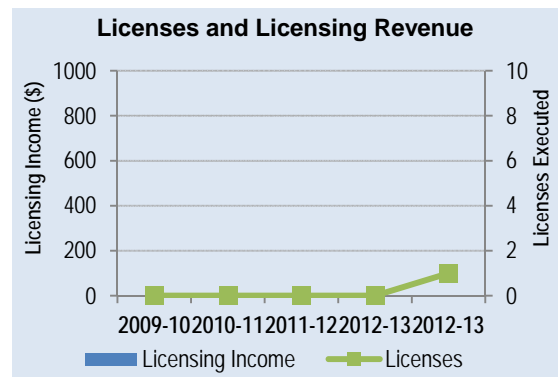
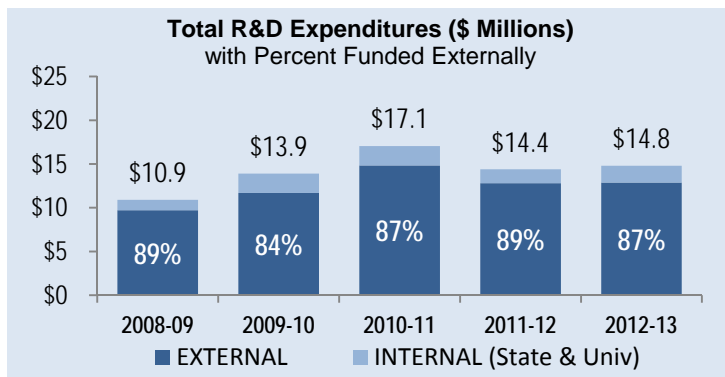
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

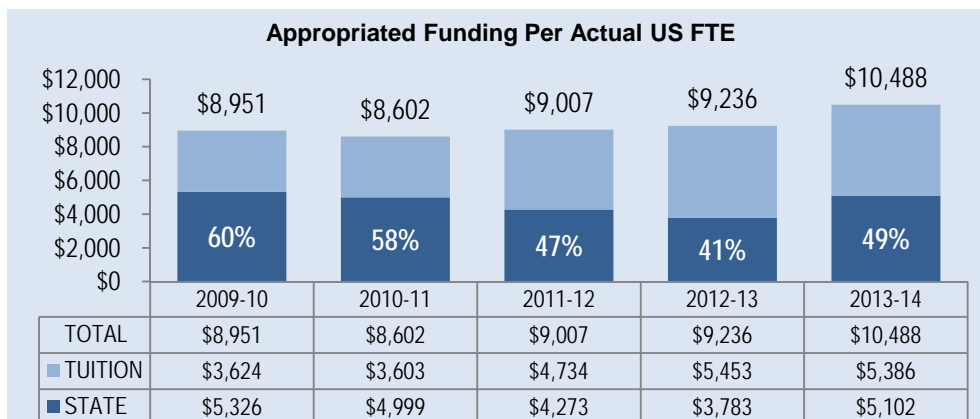


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



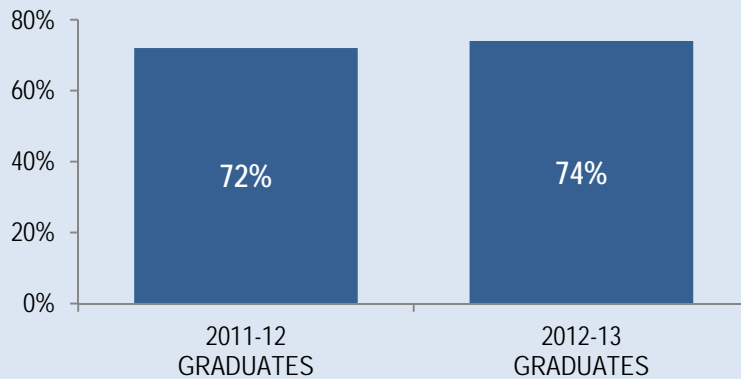
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12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



Dashboard

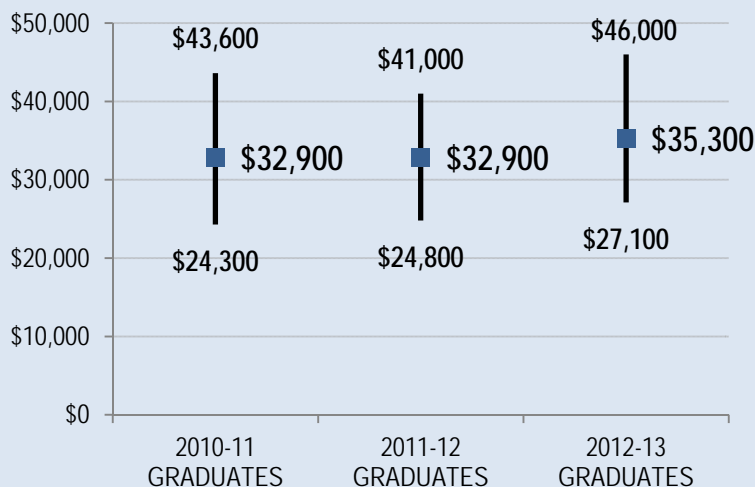
POST-GRADUATION METRICS

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 91% and 94% of the total graduating class for 2011-12 and 2012-13, respectively. For more details see table 40 within this report.

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



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 55%, 55% and 56% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



Key Achievements (2013 -2014)

STUDENT AWARDS/ACHIEVEMENTS

1. Undergraduate John Baker won the 2013 Florida Venture Forum Collegiate Business Plan Competition for his start-up company Dynamic Reach Inc.
2. Undergraduate Andres Machado won the 2013 Worldwide X-Culture Home Depot Challenge for his paper "My Account Consultant Report".
3. History M.A. student Paul Chartrand won the 2014 Governor LeRoy Collins Award for best Graduate Student Paper from the Florida Historical Society.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Kenneth Tarnowski, Psychology, was reappointed as Editor in Chief of the international peer reviewed journal, *Child Psychiatry & Human Development*.
2. English Instructor Jesse Millner's poem "In Praise of Small Gods" was selected for inclusion in the book *The Best American Poetry 2013*, published Fall 2013 by Simon & Schuster.
3. Dr. Amanda Evans was selected as Educator of the Year from the National Association of Social Workers – FL Chapter.

PROGRAM AWARDS/ACHIEVEMENTS

1. The Bower School of Music and the Arts achieved initial accreditation for its undergraduate music programs from the National Association of Schools of Music.
2. The Lutgert College of Business introduced a new Supply Chain Management minor in its undergraduate business program.
3. The FGCU Board of Trustees approved the offering of a new BS in Biochemistry degree to be offered for the first time in fall of 2014.

RESEARCH AWARDS/ACHIEVEMENTS

1. Title: Ecohab Ciguahab: Ciguatera Investigations in the Greater Caribbean Region: Ecophysiology, Population Connectivity, Forecasting, and Toxogenesis, 2 awards. Sponsor: National Oceanic and Atmospheric Administration; Amount: \$674,030. Principal Investigator: Michael Parsons.
2. Title: Teacher Recruitment, Retention and Recognition. Sponsor: Florida Department of Education; 2 awards. Amount: \$1,125,000. Principal Investigator: Marci Greene.
3. Title: State Personnel Development Grant Project. Sponsor: Florida Department of Education. Amount: \$1,277,060. Principal Investigator: Peg Sullivan.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FGCU was awarded \$8.1 million in performance-based funding for FY 2015 during the 2014 legislative session.
2. FGCU was ranked among the top 1/3 universities in the nation along with UF and FSU by Educate to Career.
3. FGCU was ranked fifth nationally among "greenest" campuses.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

In recognition of the groundbreaking work associated with the FGCU's New Teaching Academy that requires all new faculty to enroll in a specially designed course on how to improve their teaching (see last year's annual report), Former FGCU Trustee David Lucas and his family made a \$2 million gift to endow the Lucas Center for Faculty Development. The gift will enable FGCU to expand the number of faculty who can benefit from its services and serves as a clear manifestation of the university's principal mission of teaching and learning. The university also completed initial work on its Quality Enhancement Plan.

Recent results (fall 2013) of FGCU's participation in the National Survey of Student Engagement (NSSE) showed that 75% of graduating seniors had experienced at least two of the following high-impact educational experiences (those deemed to result in long-term student success) while pursuing their degrees: participating in a learning community, service-learning, research with faculty, an internship or field experience, study abroad, or a culminating senior experience. This rate of FGCU student participation is statistically significantly higher than FGCU's national peers (i.e., comprehensive universities).

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Despite a drop in graduate enrollment being experienced nationally and affecting graduate enrollment at FGCU, total degree production during 2013-2014 FGCU was essentially unchanged from the prior year. However, we are pleased to have seen a dramatic increase in the undergraduate six-year graduation rate of 6 percentage points from 43% for the 2007 entering student cohort to 49% for the cohort entering in 2008.

Moreover, when cost per credit hour is entered into the equation, those earning an FGCU degree basically do so at one of the lowest levels of state investment in the system at \$291 per credit hour during 2013-14. Over the last five years FGCU has continued to exhibit among the highest rates of increase in degree production among the major universities within the system, although that rate of increase has slowed recently as the rate of enrollment growth at FGCU has slowed. Between 2008-09 and 2013-14, undergraduate degree production increased by 42%.

Additionally, the number of students belonging to historically underrepresented groups (African American and Hispanic) have seen degree production grow by 129% during this same time period, again among the highest rates of growth within the SUS. Not surprisingly their proportion of the total degrees awarded annually continues to rise (from 16% of the total baccalaureates awarded in 2008-09 to 25% in 2013-14). With respect to degree production among students with disadvantaged backgrounds (e.g., those with Pell grants) degree production rose by 133% during this period and as a percentage of total degrees awarded, from 28% in 2008-09 to 48% in 2013-14.



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

During 2013-14, degrees awarded in STEM fields or other programs of strategic emphasis (as defined by the Board of Governors) constituted 45% of all degrees awarded. Over the last five years FGCU has exhibited among the highest rates of growth in degree production among the major institutions in the system. Undergraduate STEM degree production rose by 118% between 2008-09 and 2013-14 and the proportion of the total degrees awarded in BOG-defined areas of strategic emphasis rose from 30% in 2008-09 to 45% in 2013-14. To further boost STEM degree production, FGCU's Board of Trustees approved a new BS degree in Biochemistry that enrolled its first students this fall.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Recent National Survey of Student Engagement results (2013-14) indicate that FGCU students have experienced research with a faculty member at statistically significantly higher rates than their peers nationally. This higher level of reported participation is the result of a number of university programs intended to support student engagement.

The Office of Research and Graduate Studies (ORGS) is focused on providing a research experience to FGCU's undergraduates as much as possible. To enhance the possibility of such collaboration and make the experience available to more students, ORGS established last year the Undergraduate Student Research Support Award to promote undergraduate student research participation across all academic disciplines at FGCU. Award recipients must submit a final report to document activities and accomplishments as well as a financial report providing a list of itemized expenditures.

One way FGCU encourages students to engage with faculty in collaborative research is through FGCU's annual Research Day competition. During the spring 2014 Research Day, an annual campus event that showcases FGCU faculty and student research, 230 papers were presented along with 13 Oral Presentations. There were 337 faculty and staff participants as well.

These efforts build student confidence to successfully seek external support and/or pursue graduate study. Some student highlights from 2013-14:

- One FGCU undergraduate student won a National Science Foundation Undergraduate Research Experience Fellowship at the University of North Texas.
- Another undergraduate student won a highly competitive internship at the NASA Jet Propulsion Laboratory in Pasadena California.
- A third undergraduate student won the Math Presentation category at the George Louis Stokes Alliance for Minority Participation competition.



INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

In addition to entering into its first commercialization agreement that was reported last year, FGCU faculty recorded two patents related to the potential treatment of dengue fever during the 2013-14 academic year. Trials of the patented technologies related to the inhibition of the dengue virus have been conducted in California. The faculty involved have received grant awards from the National Institutes of Health to support their research.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

\$7 million in funding to complete FGCU's planned Emergent Technologies Institute was approved by the BOG, Legislature, and Governor this past year. The planned research park will provide a setting for businesses to locate and focus on innovative technologies that can help diversify Southwest Florida's economy. FGCU faculty and students will work with businesses in the research park in consulting and internship capacities. FGCU is already very successful in arranging internship experiences for its students across an array of academic disciplines.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

According to the Florida Education Training and Placement Information Program, FGCU consistently places among the top institutions in the state university system (SUS) for post-graduation employment and/or continuing education in Florida. Recently, **Educate to Career** released a new college ranking index that "analyzes the quality of students when they enter a given college, the total costs related to attending the college, and the outcomes of the students when they enter the labor market. The rankings results are determined by which schools did the best job of **improving** the earnings and attainment of quality employment of their students." Based upon these criteria, this report ranked only three SUS institutions among the top 1/3 in the nation: University of Florida (ranked 13), Florida State University (ranked 391) and Florida Gulf Coast University (ranked 395). In its report Educate to Career characterized universities ranked in the top 1/3 as possessing these characteristics:

1. A relatively high percentage of graduates will be employed in their field of study;
2. A majority of students will graduate within 4 or 5 years;
3. Earnings of graduates are relatively high; and,
4. Loan default rates are very low.

FGCU believes these independently derived rankings and conclusions clearly demonstrate that FGCU's mission and goals are in close alignment with key goals of the Board of Governors.

As just one example of how this alignment is achieved in practice, during spring 2014 FGCU was permitted for the first time to apply to the Southwest Florida Workforce Development Board for approval for eligible students to receive grant awards of up to \$10,000 to complete bachelor degrees in 21 undergraduate majors designated by the Southwest Florida Workforce Development Board as leading to occupations in high demand for the region. The first students received grants this fall and the program is expected to grow further. Prospective students can be identified either by going to the Workforce



Development Board directly for educational training advice, or currently enrolled FGCU students may be identified by the University as potential candidates for the grants and assisted in applying to the Workforce Development Board to receive them.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The key to FGCU's phenomenal fundraising success for an institution less than 20 years old depends less on its alumni and more on its relationship with its community. This level of community and business engagement is manifest in a variety of ways. For example, FGCU is keenly aware of the health professions workforce needs of the region. It offers programs in a number of fields where regional shortages of workers exist including: nursing, physical therapy, community health, and occupational therapy to name a few. Plans were launched during the 2013-14 academic year to develop a new physician assistant master's program to address primary care needs. One example of the synergistic nature of this relationship of university and community is the gift of the Lehigh Acres-based Community Health Association, Inc. Last year this organization made a gift of \$2 million to support students from Lehigh Acres to pursue degrees in health-related fields at FGCU.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

2013-14 National Survey of Student Engagement (NSSE) results showed FGCU students in their senior year reported having had an internship experience while completing their degrees at rates statistically significantly higher than their peers nationally. Just over 50% of FGCU seniors who responded to the survey reported having had an internship experience.

While FGCU is extraordinarily successful at meeting regional workforce needs, it also works hand in hand with the community to ensure it is doing the right things for its students and the region it serves. FGCU has taken a lead role in bringing together the local community into a regional partnership with the goal of making the region a destination for business. Last November, FGCU hosted the major players that together constitute the Southwest Florida Economic Development Alliance. It has grown from a partnership created by FGCU and Lee County's Horizon Council and the Greater Naples Chamber of Commerce to foster economic diversification and attract major players to the region like Hertz, which relocated its world headquarters to south Lee County last year. The Chair of the Advisory Board of FGCU's Lutgert College of Business, Laurie Holquist, is a driving force behind the Alliance and its objectives.

Another way FGCU integrates student work with regional business interests is the direct involvement of business in the classroom. Last year, to promote STEM education initiatives, scientists and the CEO of Algenol Biofuels taught an honors class of undergraduates focused on entrepreneurship in biotechnology. This included classes on business planning/raising capital/grant writing/partnerships; engineering and techno-economic modeling/carbon dioxide and global warming; legal and intellectual property issues. Algenol also has provided FGCU students with scholarships as well to grow its future employment pool locally.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$46,430,170	\$45,240,758	\$47,375,347	\$57,084,813	\$64,193,248
Non-Recurring State Funds	\$783,896	\$591,145	-\$5,232,328	\$0	\$1,108
Tuition	\$36,650,020	\$40,527,653	\$42,372,272	\$45,169,659	\$45,299,878
Tuition Differential Fee	\$4,271,670	\$4,634,990	\$8,404,420	\$8,898,937	\$9,828,642
Misc. Fees & Fines	\$584,740	\$643,951	\$666,421	\$732,327	\$573,449
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$3,428,533	\$0	\$0	\$0	\$0
TOTAL	\$92,149,029	\$91,638,497	\$93,586,132	\$111,885,736	\$119,896,325

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by universities after the appropriation. Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	\$46,733,908	\$48,883,873	\$52,912,581	\$54,412,907	\$57,255,699
Administration and Support	\$15,034,610	\$14,866,336	\$15,073,452	\$16,569,456	\$19,438,969
PO&M	\$7,922,599	\$8,315,649	\$8,221,036	\$8,840,838	\$9,850,437
Student Services	\$6,667,248	\$7,810,334	\$8,219,125	\$9,249,569	\$9,998,902
Library/Audio Visual	\$3,341,458	\$3,793,275	\$3,540,220	\$3,622,846	\$4,356,362
Other	\$280,078	\$526,867	\$553,218	\$529,988	\$560,304
TOTAL	\$79,979,901	\$84,196,334	\$88,519,632	\$93,225,604	\$101,460,673

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

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



Section 1 – Financial Resources *(continued)*

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	\$4,415	\$4,102	\$3,678	\$3,351	\$4,605
Lottery Funds	\$528	\$558	\$595	\$432	\$497
Tuition & Fees	\$3,624	\$3,603	\$4,734	\$5,453	\$5,386
Other Trust Funds	\$383	\$338	\$0	\$0	\$0
TOTAL	\$8,951	\$8,602	\$9,007	\$9,236	\$10,488
Actual Funding per FTE					
Tuition & Fees	\$3,631	\$4,097	\$4,271	\$4,618	\$4,700
TOTAL	\$8,957	\$9,096	\$8,544	\$8,401	\$9,802

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	\$28,357,208	\$34,935,303	\$36,930,004	\$41,886,122	\$43,744,947
Expenditures	\$22,756,749	\$26,773,354	\$29,365,269	\$25,024,387	\$26,992,084
Contracts & Grants					
Revenues	\$15,575,891	\$15,104,870	\$16,017,365	\$17,364,483	\$13,139,621
Expenditures	\$12,084,323	\$15,502,218	\$16,950,090	\$17,789,333	\$13,347,304
Local Funds					
Revenues	\$24,418,652	\$30,308,275	\$33,387,568	\$35,369,172	\$38,205,837
Expenditures	\$24,637,176	\$31,136,829	\$34,137,506	\$34,828,988	\$39,222,428
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$45,904	\$56,673	\$55,552	\$62,968	\$75,746
Gifts Received (\$1000s)	\$5,970	\$6,779	\$5,280	\$6,813	\$17,442
Percentage of Alumni Donors	4.3%	3.1%	3.0%	2.8%	3.7%

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.

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$4,634,990	\$8,404,420	\$8,898,937
Students Receiving TDF Funded Award	1,011	1,145	1,683
Total Value of TDF Funded Financial Aid Awards	\$1,229	\$2,043	\$1,247

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	4,353	4,833	4,339
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	\$0	\$0	\$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students:** **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	13	12	10	8	7
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	335	361	384	418	422
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	634	639	684	711	743
FULL-TIME SUBTOTAL	982	1,012	1,078	1,137	1,172
Part-time Employees					
Tenured Faculty	0	0	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	206	216	232	222	226
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	43	85	72	69	65
Non-Instructional Employees	3	6	3	5	9
PART-TIME SUBTOTAL	252	307	307	296	300
TOTAL	1,234	1,319	1,385	1,433	1,472

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	11,105	12,038	12,655	13,442	14,074
UNDERGRADUATE					
FTIC (Regular Admit)	5,835	6,501	7,154	7,898	8,369
FTIC (Profile Admit)	357	334	346	330	377
AA Transfers	1,516	1,640	1,758	1,895	1,948
Other Transfers	1,778	1,828	1,876	1,941	2,081
Subtotal	9,486	10,303	11,134	12,064	12,775
GRADUATE					
Master's	1,003	1,086	998	920	863
Research Doctoral	0	0	17	48	48
Professional Doctoral	44	67	74	80	76
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	0	0	0	0	0
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	44	67	74	80	76
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Subtotal	1,047	1,153	1,089	1,048	987
UNCLASSIFIED					
	572	582	432	330	312

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.



Section 3 – Enrollment *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	2,224	3,729	2,224	4,036	.	4,280
Upper-Division	2,319	3,282	2,319	3,324	.	3,477
Master's (GRAD I)	510	579	510	517	.	492
Doctoral (GRAD II)	10	100	10	122	.	111
Subtotal	5,063	7,689	5,063	7,999	.	8,360
NON-FLORIDA RESIDENTS						
Lower-Division	.	209	.	211	.	232
Upper-Division	.	115	.	120	.	128
Master's (GRAD I)	.	27	.	19	.	18
Doctoral (GRAD II)	.	5	.	6	.	8
Subtotal	310	355	310	356	.	385
TOTAL FTE						
Lower-Division	.	3,937	.	4,247	2,404	4,512
Upper-Division	.	3,397	.	3,444	2,427	3,605
Master's (GRAD I)	.	606	.	537	532	510
Doctoral (GRAD II)	.	105	.	128	10	119
Total	5,373	8,045	5,373	8,355	5,373	8,745
Total (US Definition)	7,164	10,727	7,164	11,140	7,164	11,660

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
TRADITIONAL				
Lower-division	2,965	3,262	3,539	3,720
Upper-division	2,608	2,778	2,815	2,979
Master's (GRAD 1)	384	363	338	339
Doctoral (GRAD 2)	63	69	85	89
Total	6,020	6,472	6,776	7,128
HYBRID				
Lower-division	78	69	73	48
Upper-division	101	125	86	54
Master's (GRAD 1)	111	74	53	38
Doctoral (GRAD 2)	4	17	21	8
Total	293	285	233	149
DISTANCE LEARNING				
Lower-division	586	607	635	743
Upper-division	519	493	543	571
Master's (GRAD 1)	167	169	146	132
Doctoral (GRAD 2)	13	19	22	23
Total	1,285	1,287	1,346	1,469
TOTAL				
Lower-division	3,629	3,937	4,247	4,512
Upper-division	3,228	3,397	3,444	3,605
Master's (GRAD 1)	662	606	537	510
Doctoral (GRAD 2)	79	105	128	119
Total	7,598	8,045	8,355	8,745

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



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	5	0	5	4
Undergraduate	99	12	111	122
Master's (GRAD 1)	10	4	14	5
Doctoral (GRAD 2)	1	0	1	2
Total	115	16	131	133
ELIGIBLE DEPENDENT				
Unclassified	2	0	1	0
Undergraduate	55	13	81	102
Master's (GRAD 1)	1	0	1	2
Doctoral (GRAD 2)	0	0	1	1
Total	58	13	84	105
NON-MILITARY				
Unclassified	575	432	324	308
Undergraduate	10,149	11,109	11,872	12,551
Master's (GRAD 1)	1,036	977	885	856
Doctoral (GRAD 2)	105	108	146	121
Total	11,865	12,626	13,227	13,836

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

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	2,244	3,070	3,726	4,208	4,400
Percent with Pell Grant	24%	30%	34%	35%	35%

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.



Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Biochemistry	26.0202	Bachelors	15-Apr-14	FALL 2014	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Spanish Language and Literature	16.0905	Bachelors	-	FALL 2011	
Health/Health Care Administration/Management	51.0701	Bachelors	-	FALL 2008	
Liberal Arts and Sciences/Liberal Studies	24.0101	Bachelors	-	FALL 2008	
General Studies	24.0102	Bachelors	-	FALL 2005	
New Programs Considered By University But Not Approved					
None					

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

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	1,961	2,197	2,527	2,686	2,670
% Retained	74%	75%	76%	76%	78%
% Retained <i>with GPA of 2.0 or higher</i>	67%	66%	68%	70%	72%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The historical retention rates with GPAs above 2, have been revised since the 2012-13 Accountability report to fix an error that impacted every institutions rates.

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	909	1,218	1,485	1,687	1,771
% Graduated	47%	45%	45%	44%	49%
% Still Enrolled	7%	5%	6%	7%	5%
% Success Rate	54%	50%	51%	51%	54%

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



Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	1,587	1,792	1,814	1,980	2,221
Same University	21%	21%	23%	21%	20%
Other SUS University	2%	3%	3%	4%	4%
TOTAL	24%	25%	26%	25%	24%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	959	1,312	1,587	1,792	1,814
Same University	45%	44%	44%	43%	49%
Other SUS University	5%	10%	9%	8%	11%
TOTAL	51%	54%	53%	51%	59%

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

Same University provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data for students in the cohort who graduated from a different SUS institution. **Outside the SUS** provides data for students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	309	354	414	427	441
Same University	31%	30%	26%	28%	24%
Other SUS University	0%	1%	0%	1%	0%
State University System	31%	31%	26%	29%	24%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	251	331	309	354	414
Same University	63%	62%	63%	67%	64%
Other SUS University	3%	3%	2%	3%	2%
State University System	67%	65%	64%	70%	66%

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

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	584	587	588	565	583
Same University	54%	54%	54%	55%	52%
Other SUS University	4%	4%	3%	4%	3%
State University System	57%	57%	56%	59%	55%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	1,461	1,616	1,744	1,875	1,864
TOTAL (Second Majors)	0	32	53	44	45

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

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	244	309	313	367	390
HEALTH	147	130	147	161	182
GLOBALIZATION	2	6	2	4	2
EDUCATION	175	168	178	190	174
GAP ANALYSIS	106	132	122	119	114
SUBTOTAL	674	745	762	841	862
PSE PERCENT OF TOTAL	46%	45%	42%	44%	45%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	77	76	79	118	114
Percentage of Degrees	5%	5%	5%	6%	6%
Hispanic					
Number of Degrees	176	213	228	309	338
Percentage of Degrees	12%	14%	13%	17%	19%
Pell-Grant Recipients					
Number of Degrees	439	573	745	885	880
Percentage of Degrees	30%	36%	43%	48%	48%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	66%	67%	67%	66%	65%
AA Transfers	80%	74%	76%	85%	86%
Other Transfers	71%	63%	67%	78%	80%
TOTAL	72%	68%	70%	73%	73%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	1,289	1,413	1,216	1,260	1,269

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	56%	54%	56%	53%	50%
30 to 49 Students	33%	34%	31%	31%	33%
50 to 99 Students	10%	10%	12%	14%	15%
100 or More Students	2%	2%	1%	2%	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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	78%	79%	76%	80%	79%
Adjunct Faculty	21%	20%	21%	19%	19%
Graduate Students	1%	1%	2%	1%	1%
Other Instructors	1%	1%	1%	0%	1%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	22.1	22.0	22.3	23.0	23.1

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2009	2010	2011	2012	2013
Examinees	63	60	57	63	51
First-time Pass Rate	89%	82%	93%	98%	92%
<i>National Benchmark</i>	90%	89%	89%	92%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2008-09	2009-10	2010-11*	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	70%	72%	74%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>91%</i>	<i>91%</i>	<i>91%</i>

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

Note*: Non-Florida employment data was not available for the 2010-11 graduates.

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

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

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

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$32,900	\$32,900	\$35,300
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>55%</i>	<i>55%</i>	<i>56%</i>

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Doctor of Nursing Practice	51.3801	Doctoral	15-Apr-14	FALL 2015		PENDING BOG REVIEW
Terminated Programs						
None						
Programs Suspended for New Enrollments						
Environmental Studies	03.0103	Masters	-	FALL 2014		
Education, General	13.0101	Specialist	-	FALL 2013		
Elementary Education and Teaching	13.1202	Masters	-	SUMMER 2012		
Secondary Education and Teaching	13.1205	Masters	-	SPRING 2005		
Rehabilitation and Therapeutic Professions, Other	51.2399	Masters	-	FALL 2007		
Physical Therapy/Therapist	51.2308	Masters	-	FALL 2007		
New Programs Considered By University But Not Approved						
None						

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

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	360	409	397	385	368
TOTAL (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	360	390	378	353	334
Research Doctoral (first majors)	0	0	0	10	4
Professional Doctoral (first majors)	0	19	19	22	30
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Nursing Practice</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>0</i>	<i>19</i>	<i>19</i>	<i>22</i>	<i>30</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

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

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	29	27	28	33	37
HEALTH	75	83	87	91	93
GLOBALIZATION	0	0	0	0	0
EDUCATION	95	103	62	100	81
GAP ANALYSIS	36	28	33	31	23
SUBTOTAL	235	241	210	255	234
PSE PERCENT OF TOTAL	65%	59%	53%	66%	64%

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Physical Therapy: *National Physical Therapy Examinations*

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	33	40	49	58	65
First-time Pass Rate	85%	73%	76%	85%	92%
<i>National Benchmark</i>	87%	87%	89%	89%	90%

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

	2009	2010	2011	2012	2013
Examinees	17	15	25	27	28
'New Graduate' Pass Rate*	76%	87%	96%	74%	96%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.

Note*: The National Board for Certification in Occupational Therapy (OTR) no longer reports the first-time pass rate for the OT exam; instead, they provide a 'New Graduate' pass rate which reports the ultimate pass rate, which is the percentage of graduates who pass the exam regardless of how many times the exam is taken. In 2013, the NBCOT began only reporting those graduates who take and pass the exam within a calendar year of their graduation date – instead of the calendar year as reported in previous years. In addition, NBCOT has suspended the reporting of a national pass rate.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$10,905	\$13,906	\$17,051	\$14,393	\$14,768
Federally Funded (\$ 1,000s)	\$6,386	\$9,542	\$10,328	\$5,146	\$5,364
Percent Funded From External Sources	89%	84%	87%	89%	87%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$33,657	\$39,960	\$45,713	\$36,530	\$34,667
Technology Transfer					
Invention Disclosures	2	2	2	1	2
U.S. Patents Issued	0	0	0	0	1
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	0	0	0	0	>0
Licenses/ Options Executed	0	0	0	0	1
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0

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