2015-16

Annual Accountability Report

THE UNIVERSITY OF WEST FLORIDA

BOT APPROVED
3/23/2017

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

BOT APPROVED
3/23/2017

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Dashboard

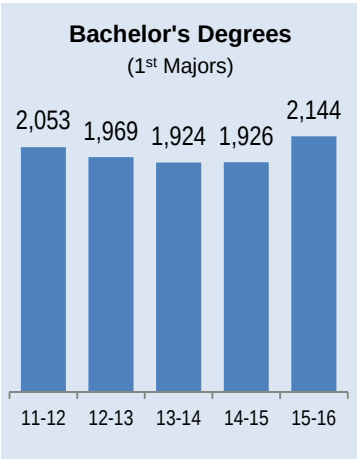
Headcount Enrollments	Fall 2015	% Total	2014-15 % Change
TOTAL	**12,808**	**100%**	**1%**
White	8,374	65%	0%
Hispanic	1,093	9%	8%
Black	1,575	12%	6%
Other	1,766	14%	1%
Full-Time	7,753	61%	-3%
Part-Time	5,055	39%	9%
Undergraduate	9,787	76%	1%
Graduate	2,277	18%	5%
Unclassified	744	6%	-2%

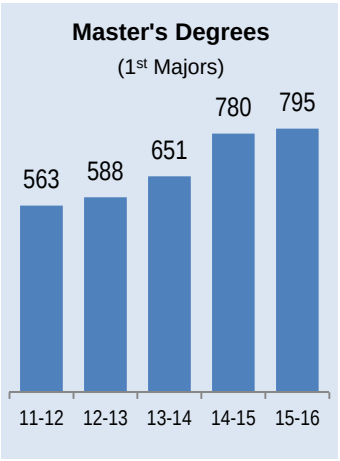
Degree Programs Offered	
TOTAL *(as of Spring 2016)*	**88**
Baccalaureate	58
Master's	29
Research Doctorate	1
Professional Doctorate	0

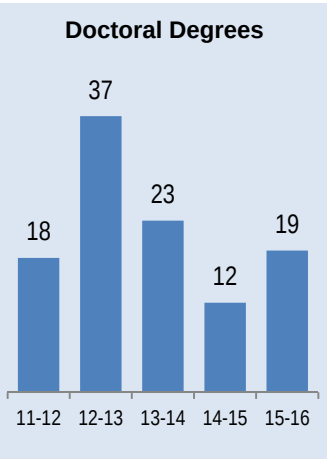
Faculty (Fall 2015)	Full-Time	Part-Time
TOTAL	**351**	**0**
Tenure & Ten. Track	227	0
Non-Tenured Faculty	124	0

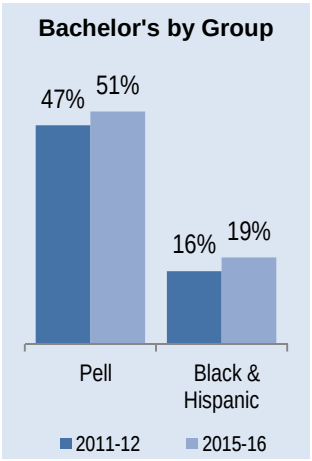
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Limited Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences, some graduate
Graduate Instructional Program:	Single doctoral (education)
Size and Setting:	Four-year, medium, primarily nonresidential
Community Engagement: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

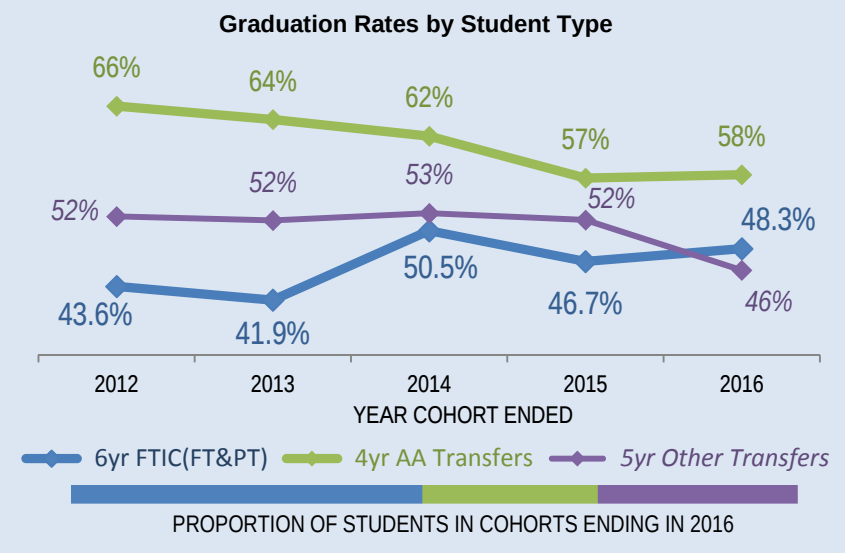
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

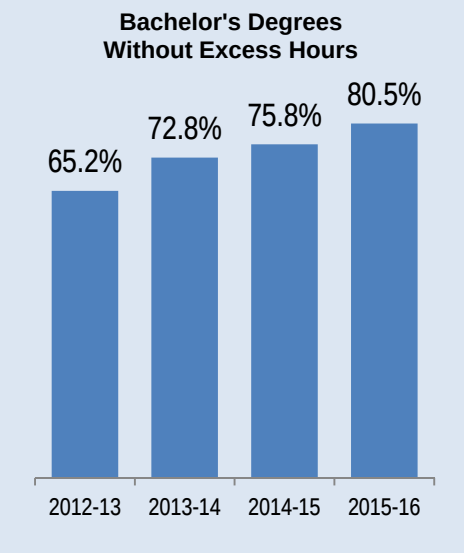












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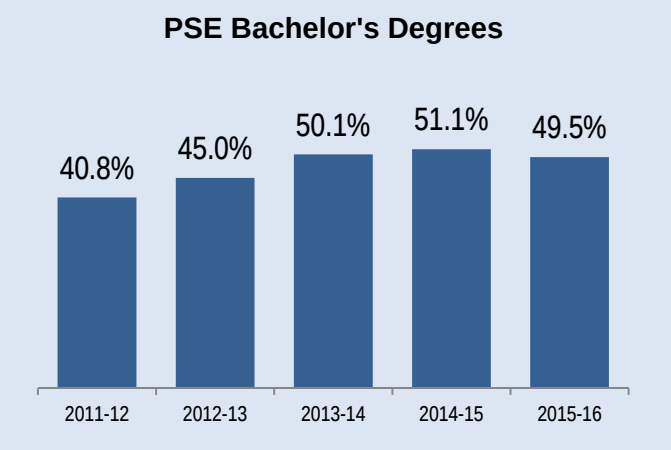
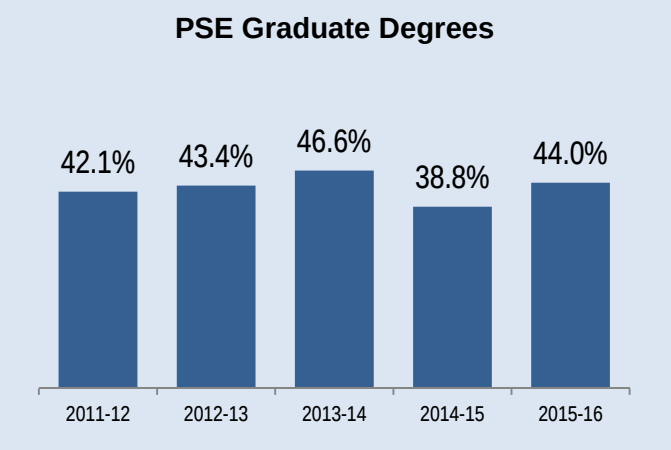
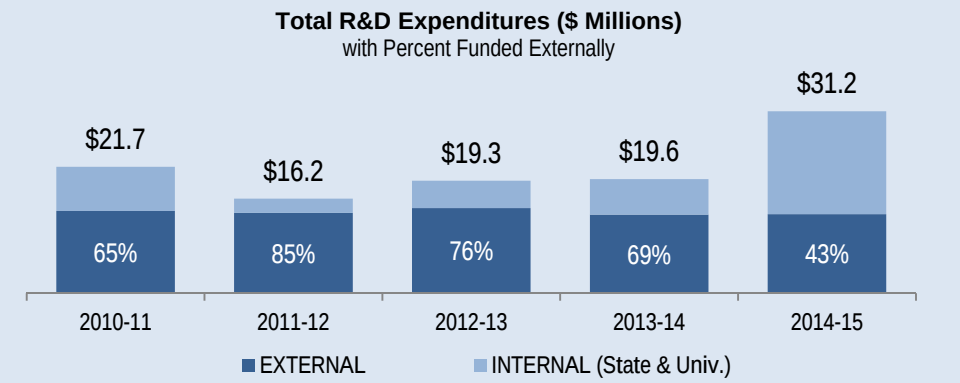
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

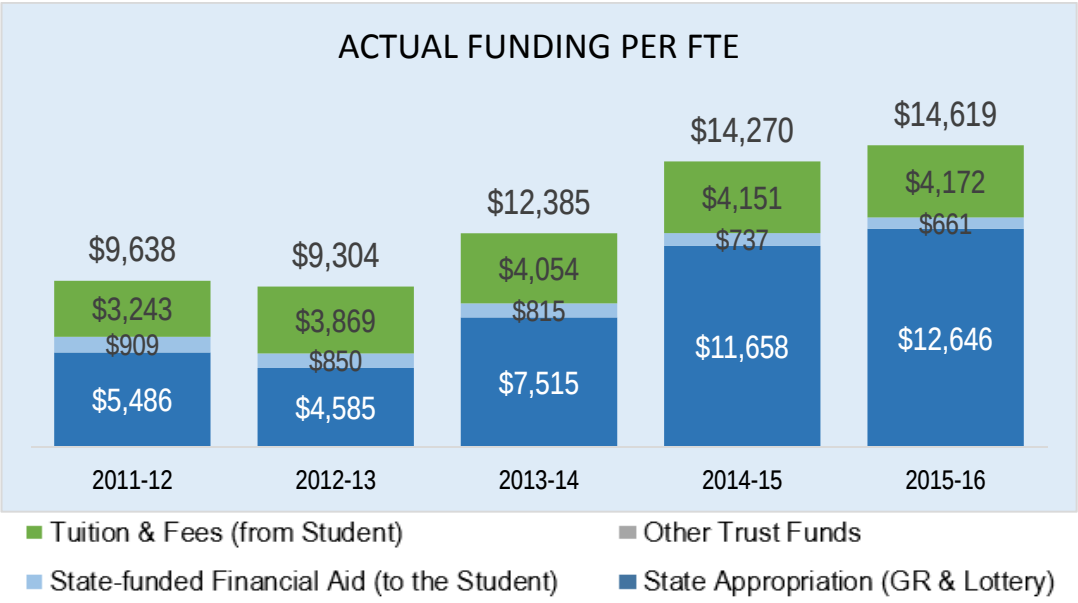




RESEARCH AND COMMERCIALIZATION ACTIVITY



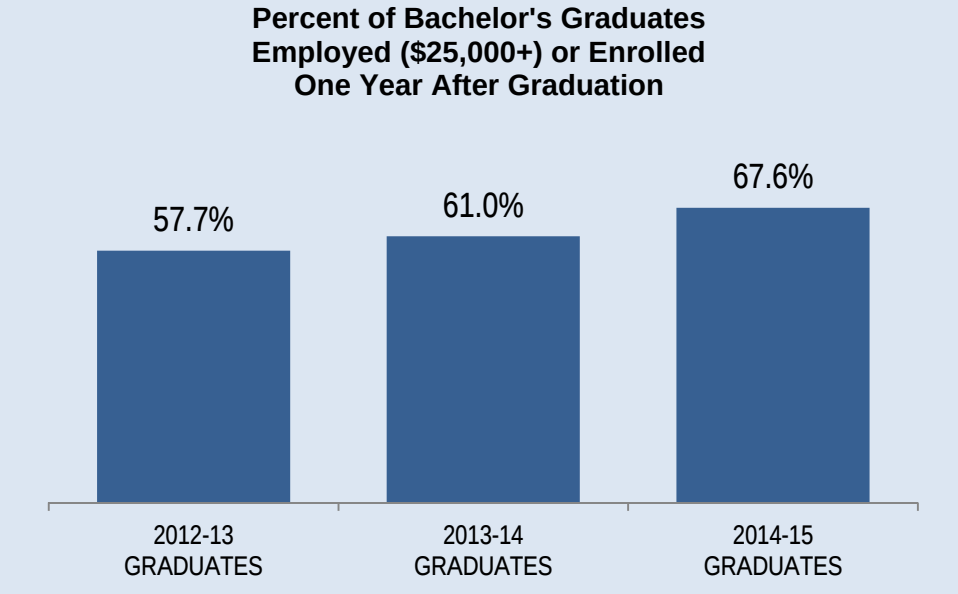
RESOURCES



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.

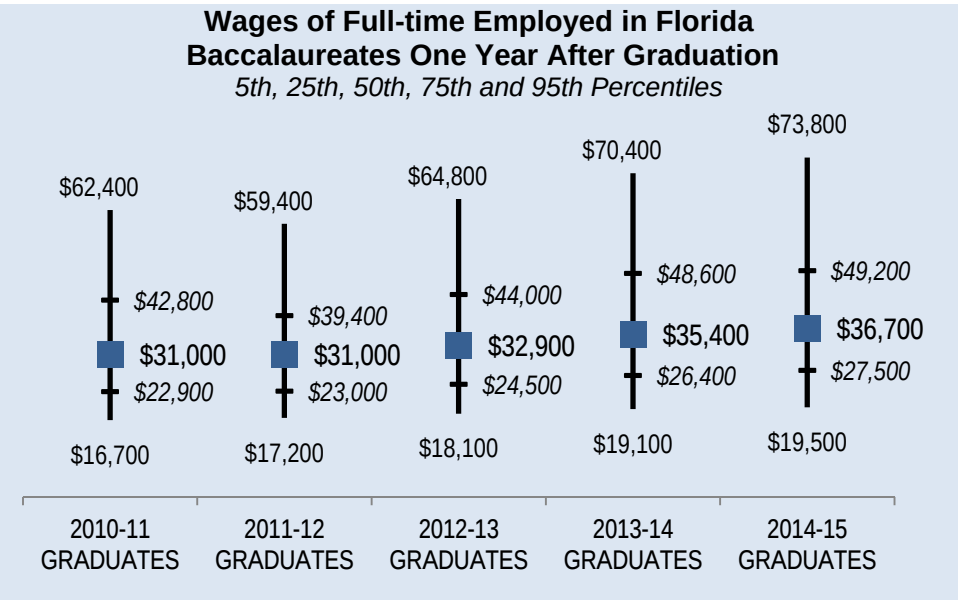
Dashboard

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 2014-15 graduating class.

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



Notes: Wage data is based on 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 by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 56% 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

		2013-14	2014-15	CHANGE
1	Percent Employed ($25,000+) or Enrolled One Year After Graduation	61.0%	67.6%	6.5%pts
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	$35,400	$36,700	3.7%
		2011-15	2012-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	$15,460	$16,340	5.7%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	46.7%	48.3%	1.6%pts
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	64.8%	70.1%	5.2%pts
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	51.1%	49.5%	-1.7%pts
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	41.6%	41.3%	-0.3%pts
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	38.8%	44.0%	5.1%pts
		2014-15	2015-16	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	75.8%	80.5%	4.7%pts
		FALL 2014	FALL 2015	CHANGE
10	*Board of Trustees Choice Metric:* Percent of Undergraduates Who are Aged 25+	30.9%	31.7%	0.9%pts

Note: The annual data shown above is rounded to one decimal. The one-year change data is based on the non-rounded annual data and may not appear to sum due to rounding.

Key Achievements (2015 –2016)

STUDENT AWARDS/ACHIEVEMENTS

1. Elizabeth Jones, UWF engineering student and Marine Corps veteran, was one of only eight students in the United States to receive the Google Student Veterans of America Scholarship.
2. UWF engineering students, Abdul Huuda and Thena Elayaperumal, placed first at the NASA Hybrid Rocket Competition in the Maximum Altitude and Closest to 2,000 Feet categories.
3. The Florida Intercollegiate All State Band included seven UWF band students: Christal Gibson, bassoon; Kevin Fails, horn; Jacob Dearington, trumpet; Colin Slavin, trumpet; Jarrett Watkins, trumpet; James Fair, Tuba; and Vivienne Boudreaux, percussion.

FACULTY AWARDS/ACHIEVEMENTS

1. UWF Department of Art faculty member, Thomas Asmuth, was invited to present his multimedia project, Turbidity, at the International Symposium of Electronic Art in Hong Kong.
2. Distinguished Professor of Political Science, Dr. Alfred G. Cuzan, from UWF Department of Government, received a Fulbright Scholar Grant and spent the spring 2016 semester at the University of Tartu in Estonia.
3. The Resort and Commercial Recreation Association awarded Dr. Andrew Holdnak, Department of Global Hospitality & Tourism Management associate chair, the Excellence in Research Award.

PROGRAM AWARDS/ACHIEVEMENTS

1. UWF's Florida Small Business Development Center Network received the Florida Governor's Sterling Best Practice Award.
2. The Society for Historical Archaeology awarded UWF's Florida Public Archaeology Network the 2015 Daniel G. Roberts Award for Excellence in Public Historical Archaeology.
3. UWF renamed its Nursing Program the Dr. D.W. McMillan BSN Nursing Program in honor of the McMillan Foundation's $250,000 gift.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Ezzat G. Bakhoum, UWF Department of Engineering, earned US Patent number 9,312,076 for his "Very High Energy-Density Ultracapacitor Apparatus and Method."
2. Funded in part by a grant from the Blackwater Pyrates, UWF Archaeology graduate student, Ben Wells, conducted an underwater survey of artifacts in the Blackwater River. Wells created the Blackwater Maritime Heritage Trail featuring local history, sites, and shipwrecks.
3. Faculty members from Earth and Environmental Sciences, Chemistry, and the Office of Undergraduate Research received a $294,224 grant from the National Science Foundation to enhance interdisciplinary undergraduate research and to fund the GeoScholars program.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UWF announced the discovery of the US' earliest multi-year European colonial settlement. Faculty from the Division of Anthropology and Archaeology have positively identified artifacts from the site where Spaniard Tristán de Luna y Arellano & 1,500 others settled from 1559 to 1561.
2. Harold E. 'Hal' Marcus, allocated $5 million to the College of Science and Engineering, which is now named the Hal Marcus College of Science and Engineering in his honor.
3. The National Security Agency and the Department of Homeland Security designated UWF's Center for Cybersecurity a National Center of Academic Excellence in Cyber Defense Education.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

This past year the University of West Florida represented the quality and reputation of its academic programs in the community, at conferences, and among peers.

UWF faculty and students were awarded first place honors at the Small Business Institute Annual Academic Conference in New Orleans, Louisiana including:

- Dr. Blaine Lawlor (faculty), Gerry Goldstein, Laura Jansen, Michael Newsom, and Stelios Peterson (MBA students) won Best Small Business Development Center Paper, "Best Priced Digital Lenses, Incorporated: A Small-Scale Supplier to a Big-Scale Industry,"
- Dr. Kristie Abston (faculty), Meghan O'Donnell (MBA student), Brielle Greene and Carina Unger (Business undergraduate students), Sean Crawford (Psychology student), and Elizabeth Cartwright (Health student) won first place Project of the Year, "Pro Health," and
- Dr. John Batchelor (faculty) and Cameron Smith (MBA student) won second place, Project of the Year, "Century Business Plan."

Dr. Angela Hahn, Department of Health Sciences and Administration chair, led seven UWF students to compete and excel in their respective competitions at Florida's 2016 HOSA-Future Health Professionals Leadership Conference including:

- Katherine McKenzie, Sports Medicine, first place,
- Alicia Martin and Jessica Evans, Forensic Medicine, first place,
- Thomas Castellini, Medical Reading, second place,
- Peter Castellini, Medical Law and Ethics Knowledge Test, second place,
- Jovy Carambas, Pharmacology Knowledge Test, second place and Healthcare Issues Exam, third place, and
- Tina Phan Barbara James Service Award, Bronze Level.

UWF's Department of Earth and Environmental Sciences hosted the 70th annual meeting of the Southeastern Division, American Association of Geographers (SEDAAG) in downtown Pensacola.

Dr. Jocelyn Evans, College of Arts, Social Sciences, and Humanities Associate Dean and University College's Kugelman Honors Program engaged in the UWF-Pensacola Parks Project. The multifaceted undergraduate research project involving Honors students and faculty from the departments of Government, Criminal Justice, and Environmental Studies provided quantitative and qualitative data on 60 Pensacola parks. Faculty and staff at UWF's GeoData Center worked with students to visualize the data and explore connections between park quality and socioeconomic factors shaping the environments in which these parks are situated.

UWF Innovation Institute staff and five faculty members from multiple academic disciplines collaborated on a Massively Open Online Course project telling stories of research that revolve around the university's relationship with the Gulf of Mexico.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

UWF implemented broad and creative measures to increase degree productivity and program efficiency.

UWF removed a major cost to degree obstacle by focusing on textbook affordability. For the fall 2015 semester, the UWF Library purchased all of the textbooks costing over $100 for the university's lower division courses. Students could borrow a copy of the textbook from the library's course reserves for a period of up to three hours. By the end of that semester, students had borrowed the books 1,457 times. Based on this success, the library expanded the program to include all required print textbooks for courses at the 1000, 2000, 3000, and 4000 level. UWF purchased over 400 books for the program at a cost of $45,000. The dollar value savings to students in one year add up to over $414,000, a 9-to-1 return on investment for the university.

Working to improve services to online and off-campus students and faculty the Library:

- upgraded online reference interfaces such as chat, text, and email to increase the effectiveness of the library's virtual reference offerings,
- migrated to the LibAnswers chat and text platform,
- consolidated coordination for online faculty and students,
- developed instruction videos and increased the number of views,
- developed the Personal Librarian / Online Librarian Program,
- worked with the First-Year Experience Program to market the Personal Librarian Program, and
- assigned students automatically to librarians in the GradesFirst system, a one-stop shop for students, advisors, tutors, and professors.

An invisible barrier that confounds academic progress is financial hardship. Aiming to bridge the income gap experienced by some students, the Dean of Students Office maintains the Argo Pantry. This program provides no cost, healthy food and basic sundries to currently enrolled students who need emergency assistance. The UWF community provides donated items to keep the Argo Pantry stocked.

UWF's Innovation Institute leads the implementation of the statewide career and readiness education system with a target population of 20 million Floridians. Complete Florida now has the participation of 1,997 students, over 400 of whom have earned a certificate, associate, or baccalaureate credential.

MyCareerShines is a career and education planning system funded by the Florida Legislature. It provides a suite of age-appropriate online tools that help students and job seekers to develop a personalized plan connecting interests, skills, and education to careers and jobs. Managed by the UWF Innovation Institute, MyCareerShines is free for all Florida residents.

Complete Florida Military, in collaboration with UWF's Military and Veterans Resource Center, helps active duty service members, veterans, and their families return to college. The Florida State Defense Task Force provided $250,000 to the program, which offers coaching, scholarships, and fully online degree programs as well as certifications in information technology and cybersecurity. Correspondingly, Complete Florida Military provides opportunities for students to connect with career opportunities in the computing field.

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

UWF aims to increase the number of degrees awarded in the fields of Science, Technology, Engineering, and Math as well as programs of strategic emphasis.

In the fall of 2016, the University of West Florida implemented these new degree programs:

- Bachelor of Science in Mechanical Engineering
- Bachelor of Science in Biomedical Sciences
- Master of Science in Information Technology
- Master of Science in Healthcare Administration
- Master of Science in Geographic Information Systems Administration

UWF's Hal Marcus College of Science and Engineering obtained a four-year $649,888 grant from the National Science Foundation. College Dean Michael Huggins, Dr. Karen Molek, Dr. Erica Taylor, and Dr. Mohamed Khabou wrote the grant titled "Enabling Student Success through a Four-Year Seminar Series and S-STEM Scholars."

UWF's Hal Marcus College of Science and Engineering launched the Research Experience Away Program providing funding for students to perform research at other academic institutions around the country. The first students participating in the UWF Research Away Experience Program conducted research at Johns Hopkins University in Baltimore, Maryland and Brigham Young University in Provo, Utah. Nine Hal Marcus College of Science and Engineering students participated in programs funded by host institutions or through grants awarded to UWF. Students receiving support from these programs conducted research at the University of Illinois, the Air Force Research Laboratory at Eglin Air Force Base, the US Department of Energy, and the Georgia Institute of Technology.

UWF Department of Chemistry faculty member, Dr. Karen Molek, received the National American Chemical Society's Zaida C. Morales-Martinez Prize for Mentoring in the American Chemical Society Scholars Program. Additionally:

- 100% of Dr. Molek's undergraduate research students were accepted into doctoral programs,
- eight students presented at the Annual Biomedical Research Conference for Minority Students,
- eight students presented at the Southeastern Medical Scientist Symposium conference, and
- four recent graduates, Aaron Mena, Cathlene Del Rosario, Karl Reyes, and Pristine Kirkconnell were accepted to the DOW MIT ACCESS Program.

The university works to attract and develop future STEM students through engagement with the local community and by organizing events for example:

- the Department of Math hosted the American Mathematics competition for local high school students for the ninth consecutive year,
- the Department of Earth and Environmental Sciences hosted over 100 students from nine Pensacola-area high schools for the End of Year High School Science Symposium, and
- the Department of Instructional, Workforce and Applied Technology hosted Discovery Spot camps where UWF professors engaged students with interactive projects related to 3-D printing, robotics, game design, mobile app design, and holography.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Numerous talented students attend UWF and represent the university in scholarship, research, and innovation in state and national level competitions. Among these are:

- Department of Clinical Laboratory Sciences undergraduate student, Malaura Stark, received the National Honor Award from the American Society for Clinical Pathology,
- MBA Student, Tan Nguyen, led his team to a first place win at the IBM Bluemix Programming Challenge by presenting a solution to prevent cyber bullying on social media,
- Department of Psychology undergraduate student, Gabriela Cintron, was named a National Institute of Mental Health Summer Fellow,
- three UWF students, Aaron Mena, De'Zhanae McCall-Butler, and Constance Smylie, were named American National Chemical Society Scholars,
- two UWF students, Pristine Kirkconnell and Chiena Whitt, were among the 13 Endowed American Chemical Society Scholars in the nation.

The university employs talented faculty who create meaningful projects that enhance students' education and provide a wide range of public benefit.

A grant from the Florida Division of Historical Resources helped fund UWF's combined terrestrial and maritime summer field school. The Division of Anthropology and Archaeology's Maritime Archaeology Program at UWF, together with the Florida Bureau of Archaeological Research established a multi-year research partnership investigating shipwrecks. Scientists and student interns from around the world participated in the research. Over the summer, the wreckage site of the third ship from the failed 16th century don Tristán de Luna y Arellano fleet was located near the recently discovered terrestrial site on Pensacola's terra firma. UWF students and faculty have been carefully sifting through the site where Luna and 1,500 others briefly lived. Now believed to be the oldest multi-year European settlement in North America, the site, one of the most important archaeological discoveries in Florida and the US, is a living laboratory for discovery and research. Artifacts and more illustrating Pensacola's early maritime and colonial history will be on display at the T. T. Wentworth Jr., Florida State Museum.

Dr. Jason Ortegren, Department of Earth and Environmental Sciences, and graduate students Rebecca Foglietti and Talia Smith co-authored a first-of-its-kind health impact assessment report with the Florida Department of Health and the Florida Environmental Public Health Tracking program. The assessment covered health effects from the historic flooding that took place in Escambia County, Florida in 2014.

UWF Department of Biology professor, Dr. Rodney Guttmann, finished a three-year grant project studying elder abuse among the local Poarch band of the Creek Indian Tribe. The $250,000 Poarch Elder Abuse Prevention grant helped fund studies by Dr. Guttmann and UWF graduate students related to elder abuse among Native Americans.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Faculty and staff at UWF creatively employ their talent toward research and projects that have wide-ranging benefits.

UWF founded the Center for Research and Economic Opportunity (CREO) in 2015. The unit works to foster the creation of knowledge and enhance the economic development in Northwest Florida. Some of the activities by members of this unit include:

- Dr. Brice Harris, Assistant Vice President for Research and Economic Opportunity, represented UWF as the primary point of contact for Triumph Gulf Coast meetings involving five state/community colleges in the oil spill-affected region.
- Dr. Donovan Chau acted as CREO's Innovation Coast representative at the Greater Pensacola Entrepreneurial Ecosystem Support Group, the Annual Florida Venture Capital Conference, and the US Economic Development Administration National Conference.

UWF's Haas Center plays a prominent role in economic development efforts across the Northwest Florida Region. Haas Center Director, Zach Jenkins, was the keynote speaker at the Gulf Coast Agritourism and Ecotourism Business Conference in Pensacola. He also had speaking engagements at Pensacola's Rotary and Sertoma Clubs. Last year the Hass Center performed:

- a cost benefit analysis on the use of backflow preventers for Emerald Coast Utilities Authority,
- a market analysis for Gulf County, Florida,
- a return on investment model for Gulf County, Florida
- a community survey for the City of Pensacola,
- a study on the economic impact of tourism in Panama City Beach,
- a market analysis for Walton County, Florida as part of the RESTORE process,
- a community assessment for the United Way,
- an economic impact analysis for an event in Santa Rosa County, and
- an economic impact analysis for a new development in Lee County, Florida.

Funded in part by a UWF Scholarly and Activities grant, along with Criminal Justice development funding, UWF Department of Criminology and Criminal Justice chair, Dr. Matthew Crow, Assistant Professor, Dr. Jamie Snyder, and professors from Florida Atlantic University conducted a study on police body cameras. So far, two journal articles have resulted from the ongoing research titled, "Police Body-Worn Camera's: Perceptions of Law Enforcement Leadership." The study helped Pensacola Police Department support a federal grant to fund and expanded use of body-worn cameras and inform policy decisions across multiple police departments.

University of West Florida Historic Trust unveiled its interpretive master plan. The plan will build upon the rich historical and archeological assets of the 8.5 acre, 28-property complex and guide its next chapter to achieve the balance between resource protection, historical education, visitor and recreational use, and enjoyment of the site through a series of appropriate and achievable enhancements.

The university's radio station, WUWF, hosted several live programs enhancing interactive audience engagement. WUWF sponsored the Capital Steps, National Public Radio's host of Science Friday, Ira Flatow, as well as Gallery 88 Exhibits, and events at the 2015 Great Gulfcoast Arts Festival Main Stage.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

The university has formed numerous collaborative relationships resulting in research that supports students, faculty, and the region.

Dr. Debra Vinci and Dr. Chris Wirth from the College of Health partnered with the Florida Department of Health in Escambia County on a grant funded research project called Let's Wiggle: Promoting Physical Activity and Nutrition Education in Childcare Settings. Let's Wiggle advocates physical activity and healthy eating in childcare settings. Designed to determine the level of coaching support needed to sustain physical activity in the classroom throughout the school day, the model will be made available to other Florida Department of Health offices throughout the state. The project has:

- developed an online survey to determine childcare centers' nutrition and physical activity policies and practices,
- delivered workshops training childcare providers on the program's curriculum,
- provided continuing education to childcare providers that emphasize age-appropriate physical activity and healthy eating strategies targeting children from birth to age five,
- conducted a comprehensive implementation evaluation to determine the sustainability of the program's curriculum, and
- developed smartphone/tablet applications for videos of physical activities to be used as a part of the parent education curriculum.

With support from the Escambia County School District, UWF's Center for Cybersecurity hosted middle- and high-school students in the CyberPatriots National Youth Cyber Defense State Competition. CyberPatriot, is the National Youth Cyber Education Program developed by the Air Force Association. During the competition, middle and high school students were placed in a position simulating that of a newly hired Internet Technology professional and tasked with managing the computer network. Student teams competed to find and resolve any cybersecurity vulnerabilities in the network.

The Alabama Department of Conservation and Natural Resources is funding a collaborative research project involving UWF Assistant Professor of Biology, Alexis Janosik. Research by Dr. Janosik, UWF graduate students, faculty from Auburn University, and the Alabama Division of Wildlife and Freshwater fisheries is serving to promote resource conservation efforts to help preserve the Alabama sturgeon.

UWF's Department of Public Health, Clinical and Health Sciences in collaboration with the Tulane University School of Public Health and Tropical Medicine, University of South Alabama, and the University of Southern Mississippi developed the Emerging Scholars in Environmental Health Program. Experiential learning activities were based on various public health topics, such as food safety, emergency preparedness, water quality, and wastewater treatment. The eight-week program for high-school students and teachers involved enhanced hands-on learning as well as critical thinking skills.

In partnership with five universities, the Department of Criminology and Criminal Justice hosted 24 students and three instructors from Scotland. The annual international exchange program collaborates with Florida Atlantic University and Washburn University in the US, and University of the West of Scotland and Edinburgh Napier University in Scotland. Rotating countries each year provides students and researchers a two-week in depth study of the respective criminal justice systems.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

The University of West Florida, a Carnegie Community Engagement institution, demonstrated its commitment to community and business engagement in the last year in numerous ways.

The Florida Small Business Development Center at UWF performed a survey of the agency's economic impact in the Northwest Florida region. The survey found that as a result of the unit's consulting and training in 2015:

- 4,975 jobs were created, retained, and/or saved
- $387 million additional client sales generated
- $59 million in government contracts acquired
- $15 million access to investment capital
- 123 new businesses started
- 12,712 professional consulting hours delivered
- 1,375 entrepreneurs and small business owners consulted
- 166 training events delivered
- 1,629 training event attendees

The Innovation Institute of UWF partnered with Adult Protective Services of Escambia County to teach simple Internet skills to senior citizens. The initiative, called Cyber Seniors, relies on teenagers to work one-on-one with seniors to teach them computer skills. In particular, the Innovation Institute targeted senior citizens in low socioeconomic areas as a population who can benefit most from such a service.

UWF's Center for Cybersecurity partnered with Florida's Great Northwest, an economic development organization, and Gulf Power, a Northwest Florida electric utility company, to develop a regional strategic cybersecurity plan.

The Office of Undergraduate Research organizes the annual Student Scholars Symposium and Faculty Research Showcase. During the 2015 event, there were seven student research presentations, 27 faculty projects, and 187 poster presentations. Community employers hosted a panel during the Symposium to highlight the importance of leveraging the skills students gain during study and research to advance job placement and success after graduation.

In 2011, as part of Florida's Oil Spill Recovery Act, the state of Florida contracted with UWF's Office of Economic Development and Engagement (OEDE) to manage the Industry Recruitment, Retention and Expansion Fund program. As well as creating new well-paying jobs, company officials estimate the grant will lead to $1.3 million in capital expenditures.

CREO awarded a $150,000 grant to Props Craft Brewery, LLC in Fort Walton Beach, Florida. Props is Okaloosa County's first local distribution brewery.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

UWF leverages its knowledge and assets to advance levels of community and business engagement.

Following a tornado that swept through northern Escambia County in early 2015, the Florida Small Business Development Center (FSBDC) at UWF deployed its emergency response Mobile Assistance Center (MAC) to the town of Century. The MAC is a 38-foot recreational vehicle equipped with laptops, printer, and satellite communication. From the MAC, parked at the Century Chamber of Commerce, FSBDC provided no-cost consulting services to assist Century in their post-storm challenges.

UWF's College of Business Executive Mentor Program welcomed its fourth class matching 50 students with business mentors from the Northwest Florida community. The program provides mentors and mentees a unique space in which to learn from one another and share their personal and professional experience. Mentees work with executives from throughout Northwest Florida to receive professional development, networking opportunities, and one-on-one guidance for their career aspirations. Mentors counsel, influence, and prepare the next generation of business leaders by sharing their stories, knowledge, skills, and advice to the students.

UWF's Germany MBA Program is a partnership between UWF College of Business and the Transatlantik Institut of the Universities of Applied Sciences, Ludwigshafen and Worms. Students in the program collaborate academically in an international setting, garner a better understanding of communicating across cultures, and develop a stronger grasp of transacting international business.

The Innovation Institute at UWF hosts a program called CoderDojo, a global movement of free, volunteer-led, community based, programming clubs for youths aged 7 to 17. At 'dojos', the 'ninjas' learn how to code, develop websites, apps, programs, games, and explore technology in a fun, informal, and creative environment. Beginning with the first dojos in 2014, the program has continued to grow. Classes and teacher workshops to prepare teachers to start dojos in their schools include:

- Scratch for Beginners
- Coding Mods for Minecraft and Apps
- Code.org
- Javascript
- Coding for Robots
- Teacher Workshops

Assistant Professor of Anthropology, Dr. Kristina Killgrove and Department of Anthropology graduate student, Jennifer Knutson, hosted the "I Dig Archaeology" Afterschool Program at Creative Learning Academy in Pensacola for elementary and middle school students.

Career Services at UWF places students in community work-study positions with local nonprofit agencies. Students receive pay stipends through the federal work-study program. Many of these agencies have come to rely on community work-study students for daily functions. In 2015-2016, Career Services placed 25 students with community agencies. These students contributed over 6,000 hours of work to the community and gained valuable work as well as life experience in the process.

The Office of Equity and Diversity organized several college tours for local youth who may not have access to traditional college pathways. Tours provide opportunities for young people to experience campus life and help them begin to realize their full potential as productive, responsible, and caring citizens. Additionally tours present options for youth to escape the cycle of poverty through education.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

UWF can demonstrate efforts to move students into the workforce in a variety of ways.

One of the goals of UWF's Military and Veteran's Resource Center (MVRC) is to help veterans transition into good job opportunities. Some of the ways in which MVRC works to achieve these:

- Marc Churchwell, MVRC Director, co-chairs the Northwest Florida Community Veterans Engagement Board. The board meets with area veteran service providers to identify regional systemic issues affecting veterans and their family's lives and work toward resolutions,
- the MVRC has joined Boots Up as an educational provider. Boots Up provides transition support services to Honorably Discharged Veterans. Veterans who are pursuing academic goals are referred to UWF to assist with educational benefits and an academic plan, and
- the MVRC has partnered with Warriors Working, an organization dedicated to assisting Veterans to find employment by using Career GPS, a trademarked assessment tool.

The Florida Small Business Development Center Network at UWF successfully launched the first Veterans Florida Entrepreneurship Program. The first phase of the program included online training, the second phase involved three weekends of direct business training, mentoring and an optional business plan competition. Thirty-three veterans completed the course.

The Department of Music reported that 100 percent of the 2015-2016 graduates gained employment in the music industry or are attending graduate school for music performance:

- Stephany Heath-Tucker (BME) is the Music Educator at Rhodes Elementary School in Pace,
- Emily Nolan (BME) is an elementary music educator for Panama City school district,
- Maeanna Naffe (BM) is the String Educator for the Escambia County school district,
- Emma Roser (BME) is a music educator in Escambia County,
- James Hughes (BM) is employed as a musical performer in Pensacola,
- Daniel Kern (BM) is employed at Blues Angels Music in Pensacola,
- Rebekah Pyle (BM) is pursuing graduate studies at Baylor University, Waco, Texas, and
- James Matthews (BM) is pursuing graduate studies at Belmont University, Nashville.

UWF's Career Services works to educate and empower students and alumni in the career development process and provide opportunities for experiential learning, civic engagement, service, and employment. Activities Career Services implemented to help students toward entry into the workforce include:

- hosted Meet and Greets with 24 employers and 346 students,
- developed Prep Place where staff members made themselves available at job fairs and recruiting events to offer students networking advice, best approaches to common interview questions, tips on how to write thank you notes, and more,
- provided helpful items such as lint rollers, bobby pins, and mirrors to students,
- set up a LinkedIn photo booth in the Career Services office for students to take professional looking headshots for a LinkedIn profile,
- offered resume writing services for students, recent graduates, and alumni,
- published the Career Development Guide: Your Handbook for Career Success, and
- created a life-size poster that hangs in the University Commons displaying proper interview apparel and grooming standards.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

MAIN OPERATIONS	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
Recurring State Funds	$52,553,848	$67,506,358	$95,206,958	$108,346,030	$109,592,842
Non-Recurring State Funds	-$7,694,722	$3,496,375	$11,504,356	$5,876,438	$1,500,000
Tuition	$37,109,812	$36,968,684	$35,797,519	$34,149,705	$35,830,724
Tuition Differential Fee	$7,846,391	$8,144,616	$7,802,707	$7,736,686	$8,156,296
Misc. Fees & Fines	$1,224,537	$892,387	$1,135,390	$1,769,339	$1,811,755
Phosphate/Other TF	$0	$0	$0	$0	$0
TOTAL	$91,039,866	$117,008,420	$151,446,930	$157,878,198	$156,891,617

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 $300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various 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.* Phosphate/Other 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*. *This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

MAIN OPERATIONS	2011-12*	2012-13	2013-14	2014-15	2015-16
Instruction/Research	$49,225,756	$59,142,520	$61,133,744	$58,054,654	$62,621,259
Administration and Support	$12,719,166	$16,344,356	$14,450,018	$16,152,232	$14,820,345
PO&M	$10,081,248	$10,053,167	$11,294,737	$10,541,726	$10,960,182
Student Services	$6,895,525	$9,763,065	$11,006,977	$11,319,932	$11,331,210
Library/Audio Visual	$3,045,394	$3,666,847	$3,697,323	$3,650,767	$3,806,141
Other	$1,177,986	$1,287,378	$5,023,810	$41,939,775	$46,897,972
TOTAL	$83,145,075	$100,257,333	$106,606,609	$141,659,086	$150,437,109

The table reports actual 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.* 2014-2015 General Appropriations Act required transfer of FLVC (i.e., Florida Academic Library Services Cooperative and Complete Florida Plus Program) to UWF. In 2014-2015, UWF Office of Economic Development and Engagement received recurring distribution of $5M.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation *(GR & Lottery)*	$5,486	$4,585	$7,515	$11,658	$12,646
Tuition & Fees *(State-funded Aid)*	$909	$850	$815	$737	$661
Tuition & Fees *(from Student)*	$3,243	$3,869	$4,054	$4,151	$4,172
Other Trust Funds	$0	$0	$0	$0	$0
TOTAL	$9,638	$9,304	$12,385	$14,270	$14,619

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 Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	$30,680	$31,080	$31,660	$31,830	$32,260

[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Net Tuition & Fees per 120 Credit Hours	.	.	$15,120	$15,460	$16,340

Notes: Cost to the Institution reports the 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. Net Tuition & Fees per 120 Credit Hours represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	$17,541,096	$20,426,712	$21,353,837	$23,558,546	$27,454,642
Expenditures	$15,208,040	$18,233,451	$21,991,945	$23,802,127	$23,242,001
Contracts & Grants					
Revenues	$18,183,284	$22,330,521	$23,159,318	$21,806,418	$20,471,143
Expenditures	$18,355,005	$21,134,830	$22,554,489	$23,146,029	$21,192,378
Local Funds					
Revenues	$85,727,233	$97,604,224	$97,988,654	$90,407,750	$94,560,060
Expenditures	$84,562,118	$96,406,954	$96,777,830	$90,460,841	$93,347,737

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. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value ($1000s)	$47,676	$53,687	$61,824	$60,152	$60,043
Gifts Received ($1000s)	$3,063	$2,911	$4,204	$4,012	$11,165
Percentage of Alumni Donors	3.3%	4.1%	3.9%	4.4%	4.6%

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)*

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	164	157	147	150	142
Tenure-track Faculty	56	70	79	79	85
Non-Tenure Track Faculty	86	99	98	102	124
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	752	772	806	840	962
FULL-TIME SUBTOTAL	1,058	1,098	1,130	1,171	1,313
Part-time Employees					
Tenured Faculty	0	0	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	1	0	0	0	0
Instructors Without Faculty Status	244	313	289	279	268
Graduate Assistants/Associates	311	257	253	238	241
Non-Instructional Employees	8	265	286	346	276
PART-TIME SUBTOTAL	564	835	828	863	785
TOTAL	1,622	1,933	1,958	2,034	2,098

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	11,990	12,680	12,607	12,627	12,808
UNDERGRADUATE					
FTIC (Regular Admit)	3,996	4,574	4,430	4,356	4,272
FTIC (Profile Admit)	361	527	501	526	594
FCS AA Transfers	2,671	2,404	2,274	2,046	1,951
Other AA Transfers	308	300	300	297	262
Post-Baccalaureates	0	0	0	234	379
Other Undergraduates	2,131	2,153	2,249	2,232	2,329
Subtotal	9,467	9,958	9,754	9,691	9,787
GRADUATE					
Master's	1,598	1,744	1,843	2,020	2,026
Research Doctoral	183	186	147	158	251
Professional Doctoral	0	0	0	0	0
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*0*	*0*	*0*	*0*	*0*
Medicine	*0*	*0*	*0*	*0*	*0*
Nursing Practice	*0*	*0*	*0*	*0*	*0*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*
Subtotal	1,781	1,930	1,990	2,178	2,277
UNCLASSIFIED					
HS Dual Enrolled	26	32	36	35	50
Other	716	760	827	723	694
Subtotal	742	792	863	758	744

Note: This table reports the number of students enrolled at the university by student type categories. 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. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	3,112	3,425	3,184	2,952	2,919
UPPER	4,653	4,505	4,496	4,211	4,221
MASTERS (GRAD I)	896	835	773	740	675
DOCTORAL (GRAD II)	92	86	70	49	47
TOTAL	8,754	8,851	8,522	7,953	7,863
NON-RESIDENT FUNDABLE					
LOWER	295	308	309	402	391
UPPER	354	357	347	524	499
MASTERS (GRAD I)	222	249	254	264	264
DOCTORAL (GRAD II)	21	19	14	13	18
TOTAL	891	934	925	1,202	1,172
TOTAL FUNDABLE					
LOWER	3,407	3,734	3,493	3,354	3,310
UPPER	5,007	4,862	4,843	4,735	4,720
MASTERS (GRAD I)	1,118	1,084	1,027	1,004	940
DOCTORAL (GRAD II)	113	105	84	62	65
TOTAL	9,645	9,785	9,447	9,154	9,034
TOTAL NON-FUNDABLE					
LOWER	74	74	72	83	74
UPPER	132	140	181	345	424
MASTERS (GRAD I)	117	237	434	535	561
DOCTORAL (GRAD II)	5	5	5	33	82
TOTAL	328	456	690	995	1,141
TOTAL					
LOWER	3,481	3,808	3,564	3,436	3,384
UPPER	5,140	5,002	5,024	5,080	5,144
MASTERS (GRAD I)	1,235	1,321	1,461	1,539	1,501
DOCTORAL (GRAD II)	118	110	89	95	147
TOTAL	9,973	10,240	10,137	10,150	10,176

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the 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 Instructional Method

	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	2,073	2,557	2,150	2,668	2,620
UPPER	2,546	2,577	2,586	3,165	3,074
MASTERS (GRAD I)	351	364	363	416	347
DOCTORAL (GRAD II)	50	42	30	31	30
TOTAL	5,020	5,541	5,129	6,280	6,071
DISTANCE LEARNING					
LOWER	583	735	750	687	686
UPPER	1,591	1,846	1,794	1,747	1,873
MASTERS (GRAD I)	687	861	1,017	1,081	1,125
DOCTORAL (GRAD II)	47	44	42	55	117
TOTAL	2,908	3,486	3,603	3,569	3,801
HYBRID					
LOWER	825	516	665	82	79
UPPER	1,003	579	644	168	197
MASTERS (GRAD I)	197	96	81	42	28
DOCTORAL (GRAD II)	21	23	17	8	1
TOTAL	2,045	1,214	1,406	300	304
TOTAL					
LOWER	3,481	3,808	3,564	3,436	3,384
UPPER	5,140	5,002	5,024	5,080	5,144
MASTERS (GRAD I)	1,236	1,321	1,461	1,539	1,501
DOCTORAL (GRAD II)	117	110	89	95	147
TOTAL	9,973	10,240	10,137	10,150	10,176

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. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.
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.*). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. 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 refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	27	30	30	12	5
Undergraduate	723	792	776	398	400
Master's (GRAD 1)	185	206	160	89	71
Doctoral (GRAD 2)	16	15	16	8	8
Subtotal	951	1,043	982	507	484
DEPENDENTS					
Unclassified	1	2	3	3	4
Undergraduate	218	242	235	455	465
Master's (GRAD 1)	11	19	22	33	28
Doctoral (GRAD 2)	2	2	1	2	2
Subtotal	232	265	261	493	499
NON-MILITARY					
Unclassified	711	760	829	743	735
Undergraduate	8,529	8,924	8,744	8,838	8,922
Master's (GRAD 1)	1,342	1,479	1,634	1,882	1,909
Doctoral (GRAD 2)	225	209	157	164	259
Subtotal	10,807	11,372	11,364	11,627	11,825
TOTAL	11,990	12,680	12,607	12,627	12,808

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	3,576	3,916	3,888	3,801	3,756
Percent with Pell Grant	38.3%	39.9%	40.5%	41.6%	41.3%

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 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Biomedical Sciences	26.0102	Bachelors	3/24/2016	2016 FALL	
General Studies	30.0000	Bachelors	3/24/2016	2016 FALL	
Mechanical Engineering	14.1901	Bachelors	3/24/2016	2016 FALL	
Terminated Programs					
none					
Programs Suspended for New Enrollments					
Art History, Criticism and Conservation	50.0703	Bachelors	-	2009 SPRING	
French Language and Literature	16.0901	Bachelors	-	2009 SPRING	
Junior High/Intermediate/Middle School Education and Teaching	13.1203	Bachelors	-	2012 FALL	
Sociology	45.1101	Bachelors	-	2009 SPRING	
Spanish Language and Literature	16.0905	Bachelors	-	2009 SPRING	
New Programs Considered By University But Not Approved					
none					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Cohort Size	*1,278*	*1,624*	*1,315*	*1,385*	*1,319*
% Retained *with Any GPA*	71%	70%	74%	72%	74%
% Retained *with GPA 2.0 or higher*	62.4%	61.0%	64.6%	64.8%	70.1%

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 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
Cohort Size	*861*	*911*	*1,030*	*1,152*	*1,210*
% Graduated	45%	42%	51%	48%	49%
% Still Enrolled	*8%*	*7%*	*7%*	*6%*	5%
% Success Rate	*53%*	*50%*	*59%*	*54%*	54%

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

Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates (Full-time only)	2008-12	2009-13	2010-14	2011-15	2012-16
Cohort Size	*1,029*	*1,152*	*1,210*	*1,278*	*1,623*
Same University	27%	27%	27%	22%	22%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	29%	29%	29%	24%	24%

6 – Year Rates (Full- & part-time)	2006-12	2007-13	2008-14	2009-15	2010-16
Cohort Size	*996*	*1,027*	*1,096*	*1,229*	*1,271*
Same University	43.6%	41.9%	50.5%	46.7%	48.3%
Other University in SUS	6%	8%	5%	5%	6%
Total from System	49%	50%	56%	52%	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). 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. Full-time (FT) and Part-time (PT) status refers to the credit load during the student's first Fall semester freshmen year. 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 a snapshot of 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.

The six-year graduation rate from the same university 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 *(continued)*

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
Cohort Size	*694*	*707*	*634*	*608*	*420*
Same University	32%	24%	24%	26%	25%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
Cohort Size	*662*	*715*	*694*	*707*	*634*
Same University	66%	64%	62%	57%	58%

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	2007-12	2008-13	2009-14	2010-15	2011-16
Cohort Size	*724*	*654*	*675*	*657*	*728*
Same University	52%	52%	53%	52%	46%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	2,053	1,969	1,924	1,926	2,144
Second Majors	29	28	34	41	46
TOTAL	2,082	1,997	1,958	1,967	2,190

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]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	336	363	357	382	403
HEALTH	226	251	348	364	467
GLOBALIZATION	35	36	35	43	45
EDUCATION	175	161	153	127	90
GAP ANALYSIS	78	88	87	90	78
SUBTOTAL	850	899	980	1,006	1,083
PSE PERCENT OF TOTAL	40.8%	45.0%	50.1%	51.1%	49.5%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	214	159	181	190	197
Percentage of Degrees	11%	8%	9%	10%	10%
Hispanic					
Number of Degrees	104	127	149	147	174
Percentage of Degrees	5%	7%	8%	8%	9%
Pell-Grant Recipients					
Number of Degrees	960	944	918	997	1,059
Percentage of Degrees	47%	49%	48%	53%	51%

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

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	60%	50%	66%	69%	71%
AA Transfers	76%	75%	80%	79%	87%
Other Transfers	70%	71%	72%	81%	84%
TOTAL	69.8%	65.2%	72.8%	75.8%	80.5%

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 which excludes those who previously 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	915	938	932	1,344	939
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	58%	59%	60%	63%	63%
30 to 49 Students	33%	30%	31%	29%	26%
50 to 99 Students	7%	9%	8%	7%	10%
100 or More Students	1%	1%	1%	1%	1%

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

Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	62%	62%	63%	66%	71%
Adjunct Faculty	30%	32%	32%	30%	25%
Graduate Students	5%	5%	2%	2%	1%
Other Instructors	2%	2%	2%	3%	3%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	24	23	24	23	22

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*

	2011	2012	2013	2014	2015
Examinees	29	38	34	39	49
First-time Pass Rate	93%	100%	88%	82%	94%
National Benchmark	*89%*	*92%*	*85%*	*85%*	*87%*

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 or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed ($25,000+) or Enrolled	*n/a*	*n/a*	57.7%	61.0%	67.6%
Employed (Full-time) or Enrolled	60%	65%	68%	71%	75%
Percent Found	*86%*	*87%*	*90%*	*91%*	*92%*
Number of States/Districts Searched	*1*	*36*	*38*	*39*	*41*

Notes: **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least $25,000, or continuing their education within one year after graduation. **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 in Florida.
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, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	$16,700	$17,200	$18,100	$19,100	$19,500
25th PERCENTILE WAGE	$22,900	$23,000	$24,500	$26,400	$27,500
MEDIAN WAGE	$31,000	$31,000	$32,900	$35,400	$36,700
75th PERCENTILE WAGE	$42,800	$39,400	$44,000	$48,600	$49,200
95th PERCENTILE WAGE	$62,400	$59,400	$64,800	$70,400	$73,800
Percent Found	*45%*	*46%*	*45%*	*55%*	*56%*
Number of States/Districts Searched	*1*	*1*	*1*	*39*	*41*

Notes: **Median Wage** data is based on 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.
Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2"). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

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

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	581	625	674	792	814
Second majors	0	0	0	1	0
TOTAL	581	625	674	793	814
Masters and Specialist (1st majors)	563	588	651	780	795
Research Doctoral (1st majors)	18	37	23	12	19
Professional Doctoral (1st majors)	0	0	0	*0*	*0*
Dentistry	0	0	0	*0*	*0*
Law	0	0	0	*0*	*0*
Medicine	0	0	0	*0*	*0*
Nursing Practice	0	0	0	*0*	*0*
Pharmacy	0	0	0	*0*	*0*
Physical Therapist	0	0	0	*0*	*0*
Veterinary Medicine	0	0	0	*0*	*0*
Other Professional Doctorate	0	0	0	*0*	*0*

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

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	77	93	97	97	102
HEALTH	23	28	39	70	51
GLOBALIZATION	0	0	0	0	0
EDUCATION	129	121	153	119	186
GAP ANALYSIS	15	29	25	22	19
SUBTOTAL	244	271	314	308	358
PSE PERCENT OF TOTAL	42.1%	43.4%	46.6%	38.8%	44.0%

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

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) ($ 1,000s)	$21,710	$16,221	$19,332	$19,584	$31,232
Federally Funded ($ 1,000s)	$13,156	$12,858	$12,927	$11,598	$10,935
Percent Funded From External Sources	65%	85%	76%	69%	43%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	$102,891	$73,732	$85,163	$86,655	$136,384

Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	3	1	0	2	3
Licenses & Options Executed	5	1	0	2	0
Licensing Income Received ($)	$0	$0	$0	$7,220	$808
Number of Start-Up Companies	0	0	0	0	0

	2011	2012	2013	2014	2015
Utility Patents Issued	0	0	0	0	0

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