

2014-15
Annual Accountability Report

UNIVERSITY OF SOUTH FLORIDA SARASOTA- MANATEE

BOT APPROVED 3/3/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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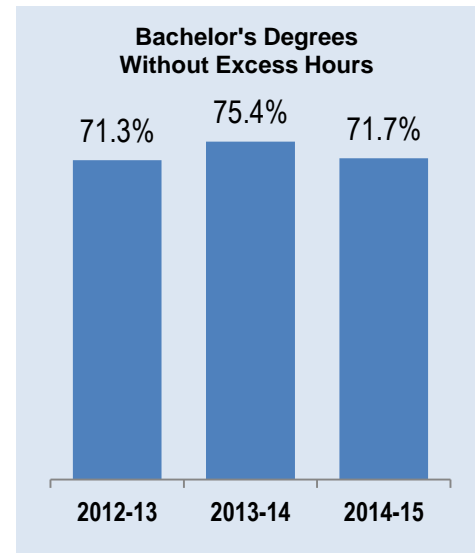
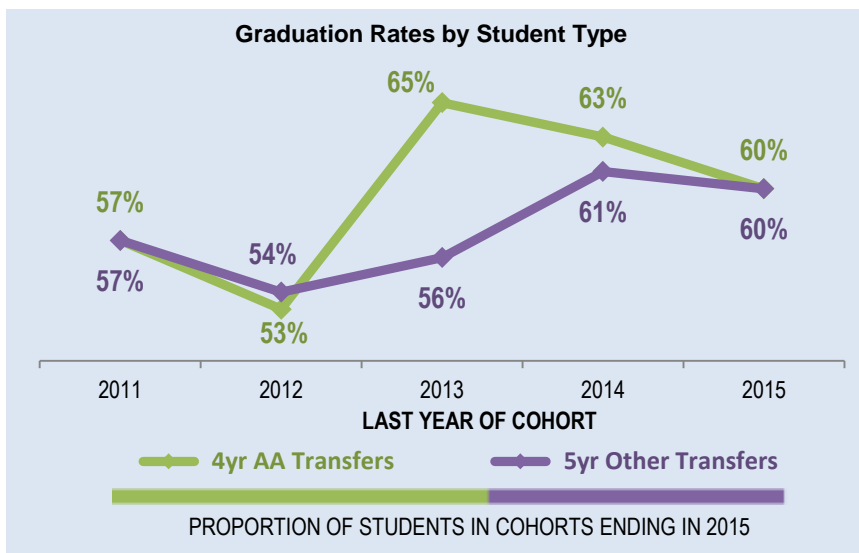
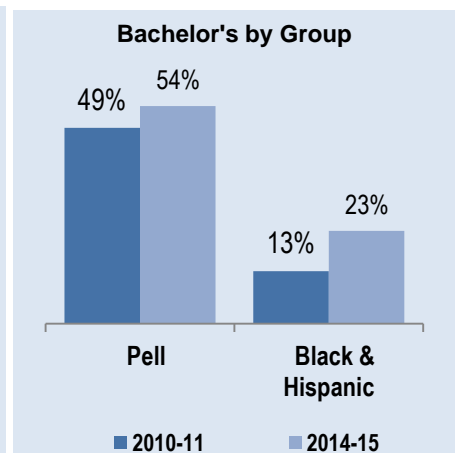
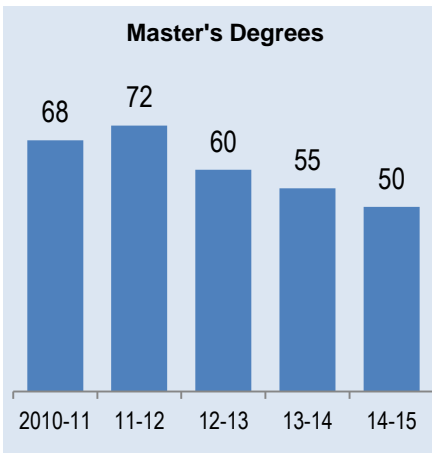
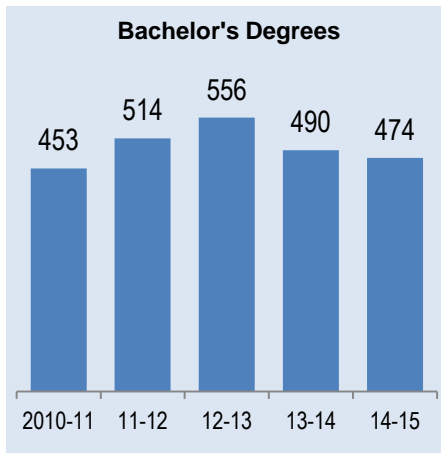
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Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered			2015 Carnegie Classifications			
				Faculty (Fall 2014)	Full-Time	Part-Time	Basic:	Undergraduate Instructional Program:	Graduate Instructional Program:	Size and Setting:
TOTAL	1,917	100%	2%	TOTAL (as of Spring 2015)			28		Basic:	Master's Colleges & Universities: Small
White	1,366	71%	-1%	Baccalaureate			19		Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate
Hispanic	265	14%	10%	Master's & Specialist's			9		Graduate Instructional Program:	Postbaccalaureate: Education-dominant, with other professional programs
Black	123	6%	2%	Research Doctorate			0		Size and Setting:	Four-year, small, primarily nonresidential
Other	163	9%	15%	Professional Doctorate			0		Community Engagement:	No
Full-Time	929	48%	6%	TOTAL			80			
Part-Time	988	52%	-2%	Tenure & Ten. Track			37			
Undergraduate	1,692	88%	1%	Non-Tenured Faculty			43			
Graduate	120	6%	-6%				57			
Unclassified	105	5%	19%				0			

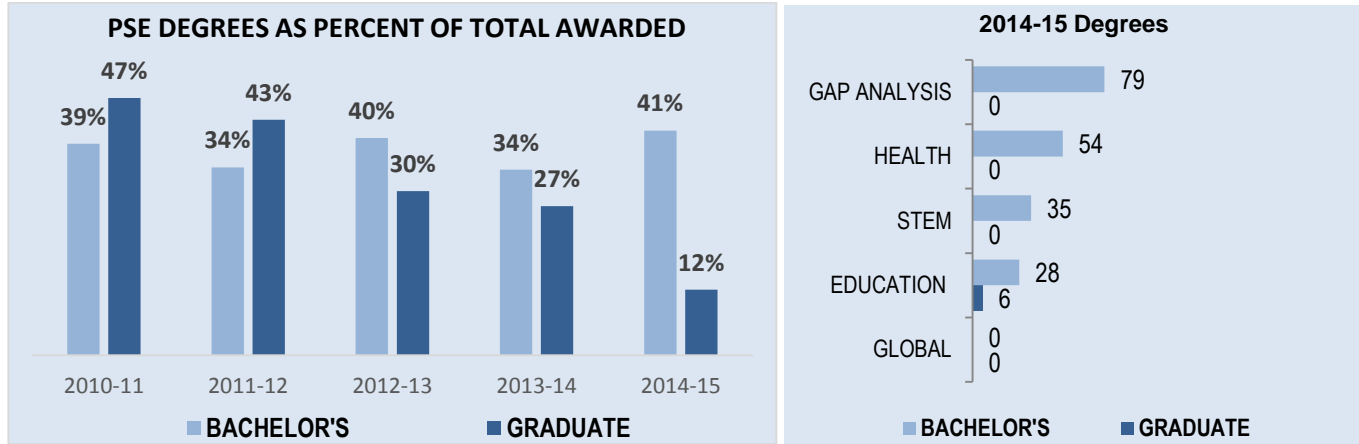
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



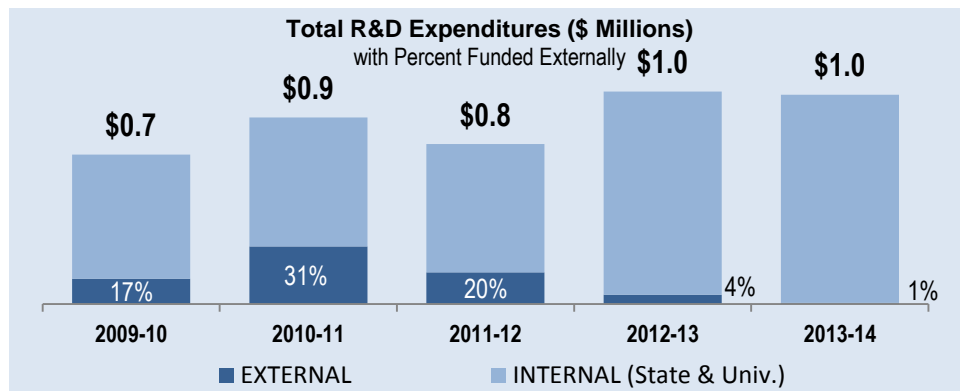


Dashboard

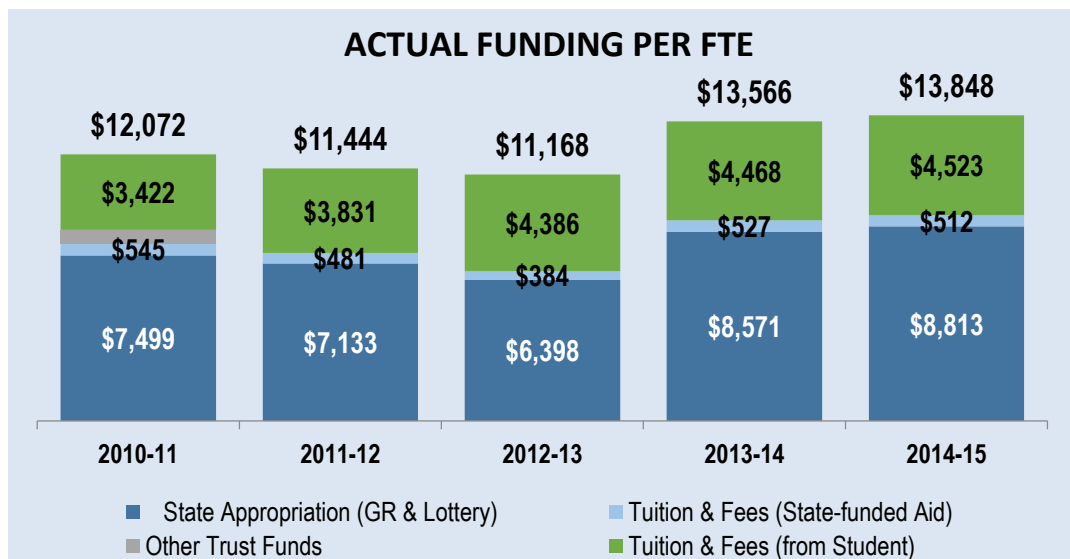
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



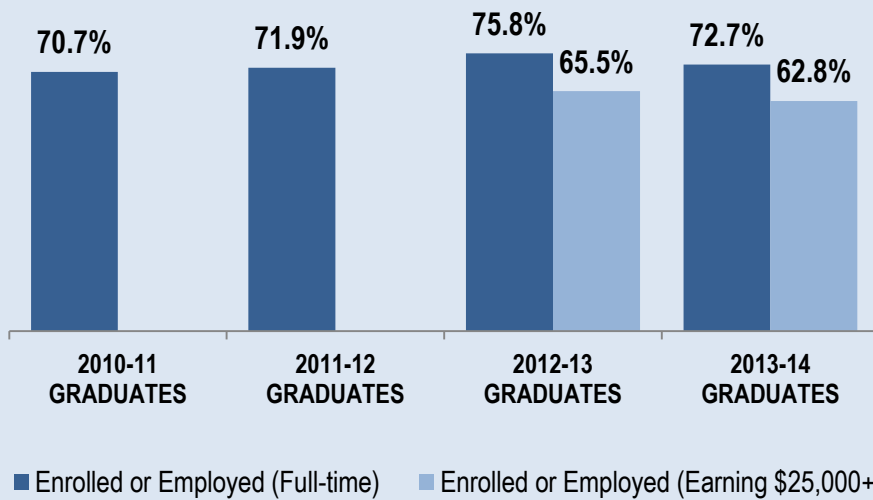
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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



Dashboard

POST-GRADUATION METRICS

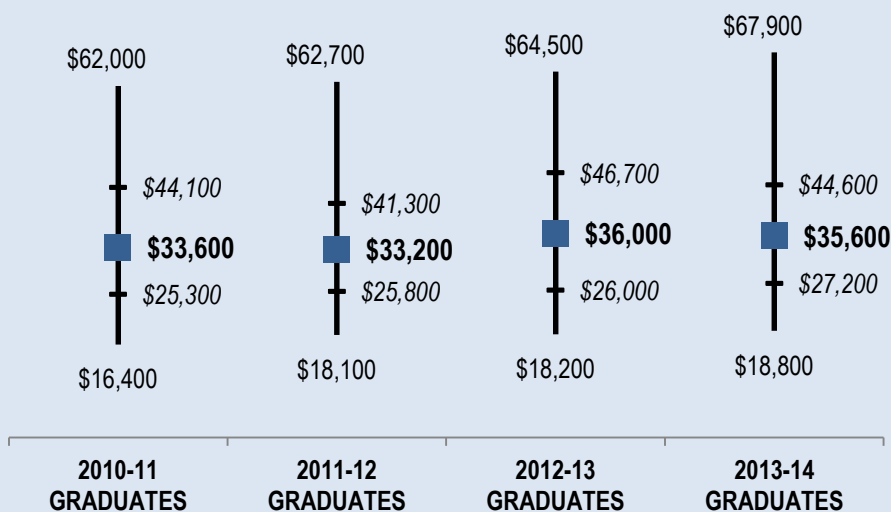
**Percent of Bachelor's Graduates
Employed or Continuing their Education
One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 89% of the total 2013-14 graduating class.

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

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



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 58% 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.



Key Achievements (2014 -2015 academic year)

Include achievements that were received/awarded during summer 2014, fall 2014, and spring 2015.

STUDENT AWARDS/ACHIEVEMENTS

1. The Campus Compact awarded USFSM student Jeanne Ashforth the Newman Civic Fellowship sponsored by the KPMG Foundation for her commitment to community and service.
2. Navy veteran and student Bryan Jacobs developed Vets-2-Chefs, a training program instructing veterans in the culinary arts.

FACULTY AWARDS/ACHIEVEMENTS

1. Mathematics Professor Joy D'Andrea received the American Mathematical Society award for the Impact of Learning and Teaching Mathematics 2015.
2. History Professor Dr. June Benowitz published her book "*Challenge and Change: Right-Wing Women, Grassroots Activism, and the Baby Boom Generation*" (University Press of Florida).
3. Dr. Eric Hodges, Political Science Professor and Marine veteran, partnered with colleagues from Virginia Tech University in securing a \$150,000 grant from the National Endowment for the Humanities to develop a summer teaching institute around veterans' issues. Dr. Hodges will serve as a master teacher for the institute.

PROGRAM AWARDS/ACHIEVEMENTS

1. USF Sarasota-Manatee's Biology program received a \$50,000 grant from the Harry Sudakoff Foundation to support the construction of laboratory space on campus for independent faculty research in biology, biomedical sciences, and social science disciplines.

RESEARCH AWARDS/ACHIEVEMENTS

1. The Center for Partnerships in Arts-Integrated Teaching (PAInT) is supporting Project Elevate, a partnership with Sarasota County Schools and the Any Given Child Sarasota program, which includes the John F. Kennedy Center for the Performing Arts in Washington, D.C., and the Van Wezel Performing Arts Hall in Sarasota. USFSM faculty will evaluate the \$1.2 million Professional Development in Arts Education grant from the U.S. Department of Education for Sarasota County School District's Project Elevate.
2. Dr. Thomas Becker, Professor of Management, received two awards his paper: "Top 1% (based on highly cited threshold) in the field of Economics & Business" by the Social Science Citation Index Web of Science and one of the "Top 10 Most Noteworthy Manuscripts" by *Organizational Research Methods*.
3. Education Professor Dr. Jody McBrien was awarded the 2014 Ian Axford (New Zealand) Fellowship in Public Policy, Coordinated by Fulbright New Zealand. Dr. McBrien collaborated with Immigration New Zealand in the Ministry of Business, Innovation, and Employment to evaluate new refugee resettlement policies.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

USF Sarasota-Manatee continuously works to improve both the quality and reputation its academic programs. This past year USF Sarasota-Manatee made a concerted effort to increase its global recognition by partnering with USF World, based on the USF in Tampa campus, to increase international education opportunities. In 2014, USF Sarasota-Manatee received SACSCOC accreditation approval for its Hospitality and Tourism Leadership program to engage in student exchanges with five universities in Germany, Taiwan, Turkey, and France.

USF Sarasota-Manatee is improving its reputation by improving the students it attracts and enrolls. The USF Sarasota-Manatee Fall 2014 FTIC cohort showed an improved profile over its initial Fall 2013 FTIC cohort in average SAT scores (1.7% increase), average high school grade-point average (5% increase), and the percentage of students in the top 10% of their high school class (185% increase).

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The following metrics evidence USF Sarasota-Manatee's continuous improvements in degree productivity and program efficiencies:

- Increased overall bachelor-degree production since 2010-11 by 5%.
- Increase in the percentage of bachelor's degrees awarded to Non-Hispanic Black students (5% increase) and Hispanic students (3% increase).
- More than 50% of degrees awarded in 2014-15 were earned by Pell-grant recipients.
- Reflective of students' ability to access courses both on-campus and off, faculty delivered 49% of USF Sarasota-Manatee undergraduate FTE through distance learning courses.
- Master's-level students also increased their use of online courses, increasing the percentage of FTE earned through distance learning from 23% in 2013-14 to 33% in 2014-15.

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

Since attaining separate accreditation in 2011, USF Sarasota-Manatee has added four degree programs recognized by the Board of Governors as programs of Strategic Emphasis. The newest of these is the Bachelor of Science (B.S.) in Biology, which began enrolling students in Fall 2014. USF Sarasota-Manatee is partnering with Mote Marine Laboratories, a world-renowned marine science laboratory, to deliver the laboratory courses in Mote's facility. In just its first year of operation, the program has also secured \$140,000 in funding to open two modular laboratories on the USF Sarasota-Manatee campus for conducting faculty and undergraduate research experiments.

Attention to increasing the number and quality of degrees offered in the strategic areas has resulted in a five-year high in the percentage of total bachelor's degree awarded in Strategic Emphasis, 41%. USF Sarasota-Manatee expects this percentage to increase after the spring of 2016, when the first cohort of upper-level Biology students begin graduating from the program.



Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

USF Sarasota-Manatee researchers and scholars made significant contributions to both inter- and intra-disciplinary fields in 2014-15. To support their endeavors, USF Sarasota-Manatee appointed a Faculty Coordinator of Research in the spring of 2014. This position ensures that the institution leverages opportunities for cross-disciplinary research and actively develops and manages faculty needs and priorities for grants and other resources.

In addition to faculty research, USF Sarasota-Manatee promotes undergraduate and graduate student research through its annual Student Showcase for Projects, Research, & Innovation. Beyond a research symposium, this annual event encourages students from across the institution to present works from action research projects to curriculum design to innovation projects. The Showcase is an excellent opportunity for students to not only present their work but also to learn from peers and to network with faculty.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

USF Sarasota-Manatee faculty were hard at work in 2014-15 conducting research and innovating curriculum. For instance, John Stewart, Professional & Technical Communications, created a virtual technical communications lab for online USF Sarasota-Manatee students. This laboratory successfully introduces students to the basics of XML authoring and other related high-end technology. The experience translated into national success when Professor Stewart was invited to present his paper "Implementing an XML Authoring Project in A new Media Course" at the IEEE International Professional Communication Conference at Carnegie Mellon University (October 2014).

Another USF Sarasota-Manatee professor, Dr. Aparna Telang, is working with undergraduate students to seek ways to control mosquito populations by studying pathogens inside the insects. A newly-built modular lab will house Dr. Telang's work as she seeks to identify a strain of symbiotic bacteria on which mosquitos depend and can be exploited to control their population levels.



INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Most USF Sarasota-Manatee faculty members collaborate with non-profit and public organizations from across the Sarasota-Manatee region, including: the Sarasota and Manatee School Districts, Easter Seals, Jewish Federation, and Family Safety Alliance, to name just a few. These collaborative efforts provide opportunities for faculty to conduct research, assist non-profits and public entities, and provide opportunities for students to be involved in research activities, internships, and to identify and connect with local job opportunities.

In addition to their collaborative efforts, USF Sarasota-Manatee research activity has garnered the support of a number of external entities. For instance,

- The Partnerships for Arts Integrated Teaching (PAInT) Center is supported by grants and donations from individual and community donors.
- The Evelyn M. Duvall endowment funds the Duvall Family Studies Conference, which facilitates collaborations among university researchers and community practitioners who can utilize family studies research findings.
- The M3 Center for Hospitality Technology and Innovation is funded by the McKibbon Hotel Management Group providing for an Endowed Chair, graduate assistants for the College of Hospitality and Tourism Leadership, and faculty participation in national and international conferences.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

As part of the 2015-2020 Strategic Plan, “Focus on Quality,” developed by faculty and staff in the spring of 2015, USF Sarasota-Manatee formed a plan to build a campus-wide infrastructure to support community engagement. Efforts are under way with the establishment of the Office of Community Engagement and the hiring of a Faculty Coordinator of Community Engagement. The Office is charged with cultivating strategic partnerships with government entities, service clubs, and community organizations.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

USF Sarasota-Manatee’s vision is to “be nationally recognized as a student-centered, research focused, community-engaged university with significant economic and cultural impact to the region.” An example of efforts toward achieving the vision are already under way. Dr. Marie Byrd, Dr. Helene Robinson, Dr. Brianne Reck, and Dr. Pat Wilson of the College of Education and the Center for Partnerships in Arts-Integrated Teaching (PAInT) collaborated with Manatee School District’s Early Learning Program and G. D. Rogers Garden Elementary School’s principal to design a professional development program. The program was awarded a grant for implementation by the Manatee Community Foundation.



Narrative

INCREASE COMMUNITY AND BUSINESS WORKFORCE

USF Sarasota-Manatee faculty seek opportunities to build capacity in the workforce beyond their classrooms. For instance, Dr. Jean Kabongo, associate professor of strategic management and entrepreneurship, conducted an entrepreneur workshop at a local community complex for current and aspiring entrepreneurs. The workshop, which is free and open to the public, stresses innovation and creativity in the marketplace.

USF Sarasota-Manatee also believes that building capacity within the workforce starts with area schools and youth. This is exemplified by the work of Drs. Marie Byrd and Pat Wilson of the College of Education and Center for Partnerships in Arts-Integrated Teaching (PAInT) collaborated with United Way Suncoast and Booker Middle School (Sarasota County Schools) to implement the Summer Arts-Integrated Literacy (SAIL) program. Teacher education candidates successfully tutored children at risk for summer reading achievement loss – none of the children regressed and most showed achievement gains in assessment results. The more these students succeed early in the life the greater chance they have to excel throughout their lifetimes.



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FINANCIAL RESOURCES

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$11,296,196	\$11,109,190	\$12,393,930	\$13,874,110	\$14,341,394
Non-Recurring State Funds	\$123,086	-\$993,867	\$882,604	\$200,000	\$1,528,769
Tuition	\$5,991,659	\$6,082,277	\$6,293,560	\$6,516,161	\$7,499,918
Tuition Differential Fee	\$847,655	\$1,397,116	\$1,372,963	\$1,419,335	\$1,366,399
Misc. Fees & Fines	\$63,259	\$61,389	\$70,589	\$105,180	\$133,320
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$18,321,855	\$17,656,105	\$21,013,646	\$22,114,786	\$24,869,800
TOTAL	\$18,321,855	\$17,656,105	\$21,013,646	\$22,114,786	\$24,869,800

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2010-11*	2011-12*	2012-13	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	\$9,995,147	\$9,923,115	\$11,126,818	\$12,313,236	\$13,472,997
Administration and Support	\$2,526,918	\$2,196,199	\$3,241,243	\$3,425,543	\$4,496,669
PO&M	\$1,331,348	\$1,135,491	\$1,071,460	\$1,127,601	\$1,202,826
Student Services	\$1,859,587	\$1,848,275	\$1,582,750	\$1,614,831	\$1,737,160
Library/Audio Visual	\$363,719	\$1,071,269	\$1,102,445	\$1,188,945	\$1,181,901
Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$16,076,719	\$16,174,349	\$18,124,716	\$19,670,156	\$22,091,553

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

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



Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR & Lottery)</i>	\$7,499	\$7,133	\$6,398	\$8,571	\$8,813
Tuition & Fees <i>(State-funded Aid)</i>	\$545	\$481	\$384	\$527	\$512
Tuition & Fees <i>(from Student)</i>	\$3,422	\$3,831	\$4,386	\$4,468	\$4,523
Other Trust Funds	\$606	\$0	\$0	\$0	\$0
TOTAL	\$12,072	\$11,444	\$11,168	\$13,566	\$13,848

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

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	Reported at the USF System Level				

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	n/a	\$1,888,702	\$1,859,520	\$1,989,594	\$2,272,898
Expenditures	n/a	\$1,452,865	\$1,144,646	\$2,117,132	\$2,106,864
Contracts & Grants					
Revenues	n/a	\$207,283	\$38,107	-\$47,820	\$168,148
Expenditures	n/a	\$300,044	\$152,204	\$246,905	\$461,764
Local Funds					
Revenues	n/a	\$1,149,499	\$1,149,481	\$1,129,900	\$1,204,897
Expenditures	n/a	\$576,226	\$1,060,747	\$909,324	\$711,547

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



Section 2 – Personnel

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

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	13	13	14	17	23
Tenure-track Faculty	19	24	21	14	14
Non-Tenure Track Faculty	17	20	22	39	43
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	101	95	93	102	112
FULL-TIME SUBTOTAL	150	152	150	172	192
Part-time Employees					
Tenured Faculty	1	1	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	86	75	64	74	57*
Instructors Without Faculty Status	0	0	0	0	0*
Graduate Assistants/Associates	4	5	7	4	5
Non-Instructional Employees	0	0	0	0	0
PART-TIME SUBTOTAL	91	81	71	78	62
TOTAL	241	233	221	250	254

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TOTAL	1,897	1,919	1,952	1,887	1,917
UNDERGRADUATE					
FTIC (Regular Admit)	26	27	30	109	195
FTIC (Profile Admit)					1
AA Transfers	1,052	1,117	1,099	995	944
Other Transfers	455	461	582	567	400
Subtotal	1,533	1,605	1,711	1,671	1,540
GRADUATE					
Master's	184	159	140	128	120
Research Doctoral	0	0	0	0	0
Professional Doctoral	0	0	0	0	0
<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>0</i>	<i>0</i>	<i>0</i>	<i>0</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>
Subtotal	184	159	140	128	120
UNCLASSIFIED					
HS Dual Enrolled	0	0	0	0	0
Other	180	155	101	88	257
Subtotal	180	155	101	88	257

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



Section 3 – Enrollment *(continued)*

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

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	0	133	0	205	.	254
Upper-Division	798	931	798	821	.	804
Master's (GRAD I)	182	92	182	92	.	86
Doctoral (GRAD II)	0	0	0	0	.	0
Subtotal	980	1,156	980	1,119	.	1,144
NON-FLORIDA RESIDENTS						
Lower-Division	.	8	.	12	.	17
Upper-Division	.	19	.	25	.	31
Master's (GRAD I)	.	6	.	5	.	6
Doctoral (GRAD II)	.	0	.	0	.	0
Subtotal	0	33	0	43	.	53
TOTAL FTE						
Lower-Division	0	141	0	217	0	271
Upper-Division	798	950	798	847	798	835
Master's (GRAD I)	182	97	182	98	182	91
Doctoral (GRAD II)	0	0	0	0	0	0
Total	980	1,189	980	1,162	980	1,198
Total (US Definition)	1,307	1,581	1,307	1,549	1,307	1,596

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.

Data provided by USF



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	41	63	65	129	171
Upper-Division	536	503	459	360	364
Master's (GRAD 1)	100	86	72	71	57
Doctoral (GRAD 2)	0	1	0	0	0
TOTAL	677	653	597	560	592
HYBRID					
Lower-Division	0	3	7	8	8
Upper-Division	27	31	26	37	17
Master's (GRAD 1)	3	4	4	4	4
Doctoral (GRAD 2)	0	0	0	0	0
TOTAL	30	38	37	50	29
DISTANCE LEARNING					
Lower-Division	25	44	69	80	91
Upper-Division	442	446	465	449	455
Master's (GRAD 1)	22	20	22	22	30
Doctoral (GRAD 2)	1	0	0	0	0
TOTAL	490	510	555	551	577
TOTAL					
Lower-Division	66	110	141	217	271
Upper-Division	1,005	980	950	847	835
Master's (GRAD 1)	125	110	97	98	91
Doctoral (GRAD 2)	1	1	0	0	0
TOTAL	1,197	1,201	1,189	1,162	1,198

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.

Data provided by USF



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	1	4	1	0	1
Undergraduate	52	43	51	69	75
Master's (GRAD 1)	3	5	8	6	3
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	56	52	60	75	79
DEPENDENTS					
Unclassified	0	0	0	0	0
Undergraduate	9	10	14	9	7
Master's (GRAD 1)	1	0	1	1	0
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	10	10	15	10	7
NON-MILITARY					
Unclassified	179	151	99	88	104
Undergraduate	1,472	1,552	1,647	1,593	1,610
Master's (GRAD 1)	180	154	131	121	117
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	1,831	1,857	1,877	1,802	1,831
TOTAL	1,897	1,919	1,952	1,887	1,917

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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	687	793	711	679	690
Percent with Pell Grant	45.32%	49.84%	41.65%	40.73%	40.97%

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 was included in the Board of Governors Performance Based Funding Model in 2014 – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
none					
Terminated Programs					
none					
Programs Suspended for New Enrollments					
none					
New Programs Considered By University But Not Approved					
none					

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

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	.	.	.	83	89
Retained at USF-Sar.-Man.					
<i>with Any GPA</i>	.	.	.	72%	79%
<i>with GPA 2.0 or higher</i>	.	.	.	69.88%	78.65%
Retained within USF-System					
<i>with Any GPA</i>	.	.	.	81%	87%
<i>with GPA 2.0 or higher</i>	.	.	.	77.11%	86.67%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>					
<i>% Graduated</i>					
<i>% Still Enrolled</i>					
<i>% Success Rate</i>					

USF-SM began admitting FTICs in Fall 2013.

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	223	278	253	243	222
Same University	30%	29%	34%	25%	22%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	231	272	223	278	253
Same University	57%	53%	65%	63%	60%

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

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	173	191	149	191	199
Same University	57%	54%	56%	61%	60%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	453	514	556	490	474
Second Majors	2	7	5	2	3
TOTAL	455	521	561	492	477

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	14	14	21	20	35
HEALTH	0	13	75	48	54
GLOBALIZATION	0	0	0	0	0
EDUCATION	96	63	58	40	28
GAP ANALYSIS	66	89	69	59	79
SUBTOTAL	176	179	223	167	196
PSE PERCENT OF TOTAL	38.68%	34.36%	39.75%	33.94%	41.09%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	22	24	35	16	36
Percentage of Degrees	5%	5%	6%	3%	8%
Hispanic					
Number of Degrees	35	58	65	59	71
Percentage of Degrees	8%	12%	12%	12%	15%
Pell-Grant Recipients					
Number of Degrees	219	284	309	267	255
Percentage of Degrees	49%	55%	56%	55%	54%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11*	2011-12*	2012-13**	2013-14**	2014-15
FTIC	Data reported at the System Level	64%	.	.	54%
AA Transfers		68%	73%	81%	82%
Other Transfers		46%	69%	67%	58%
TOTAL		60%	71%	75%	72%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	129	135	127	135	160
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	84%	77%	81%	85%	83%
30 to 49 Students	12%	20%	15%	11%	16%
50 to 99 Students	3%	2%	3%	4%	2%
100 or More Students	0%	1%	1%	0%	0%

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



Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	64%	65%	62%	63%	62%
Adjunct Faculty	34%	34%	37%	36%	34%
Graduate Students	1%	0%	1%	0%	1%
Other Instructors	1%	1%	0%	1%	3%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	15	15	15	13	13

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.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	70.72%	71.85%	75.81%	72.73%
Enrolled or Employed (Earned \$25,000+)	.	.	65.52%	62.81%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	91%	89%	92%	92%

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

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

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

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

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

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$16,400	\$18,100	\$18,200	\$18,800
25th PERCENTILE WAGE	\$25,300	\$25,800	\$26,000	\$27,200
MEDIAN WAGE	\$33,600	\$33,200	\$36,000	\$35,600
75th PERCENTILE WAGE	\$44,100	\$41,300	\$46,700	\$44,600
95th PERCENTILE WAGE	\$62,000	\$62,700	\$64,500	\$67,900
<i>Percent Found</i>	61%	62%	62%	58%

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
None						
Programs Suspended for New Enrollments						
None						
New Programs Considered By University But Not Approved						
none						

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

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	68	72	60	55	50
Second majors	0	0	0	0	0
TOTAL	68	72	60	55	50
Masters and Specialist (first majors)	68	72	60	55	50
Research Doctoral (first majors)	0	0	0	0	0
Professional Doctoral (first majors)	0	0	0	0	0
<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>	0	0	0	0	0
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	0	0	0	0	0

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	0	0	0	0	0
HEALTH	3	0	0	0	0
GLOBALIZATION	0	0	0	0	0
EDUCATION	29	31	18	15	6
GAP ANALYSIS	0	0	0	0	0
SUBTOTAL	32	31	18	15	6
PSE PERCENT OF TOTAL	47.06%	43.06%	30.00%	27.27%	12.00%

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



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$732	\$914	\$784	\$1,041	\$1,026
Federally Funded (\$ 1,000s)	\$106	\$191	\$115	\$15	\$6
Percent Funded From External Sources	17%	31%	20%	4%	1%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$23,610	\$28,560	\$21,190	\$29,740	\$33,100

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