

2015-16

SYSTEM
ACCOUNTABILITY
REPORT

BOG APPROVED
03/30/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

MMIII





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Highlights

The State University System (SUS) of Florida is committed to excellence in teaching, research and public service – the traditional mission of universities. This is achieved through a coordinated system of institutions, each having a distinct mission and each dedicated to meeting the needs of a diverse state and nation. This past year, the System has experienced myriad accomplishments and has identified a number of opportunities for improvement:

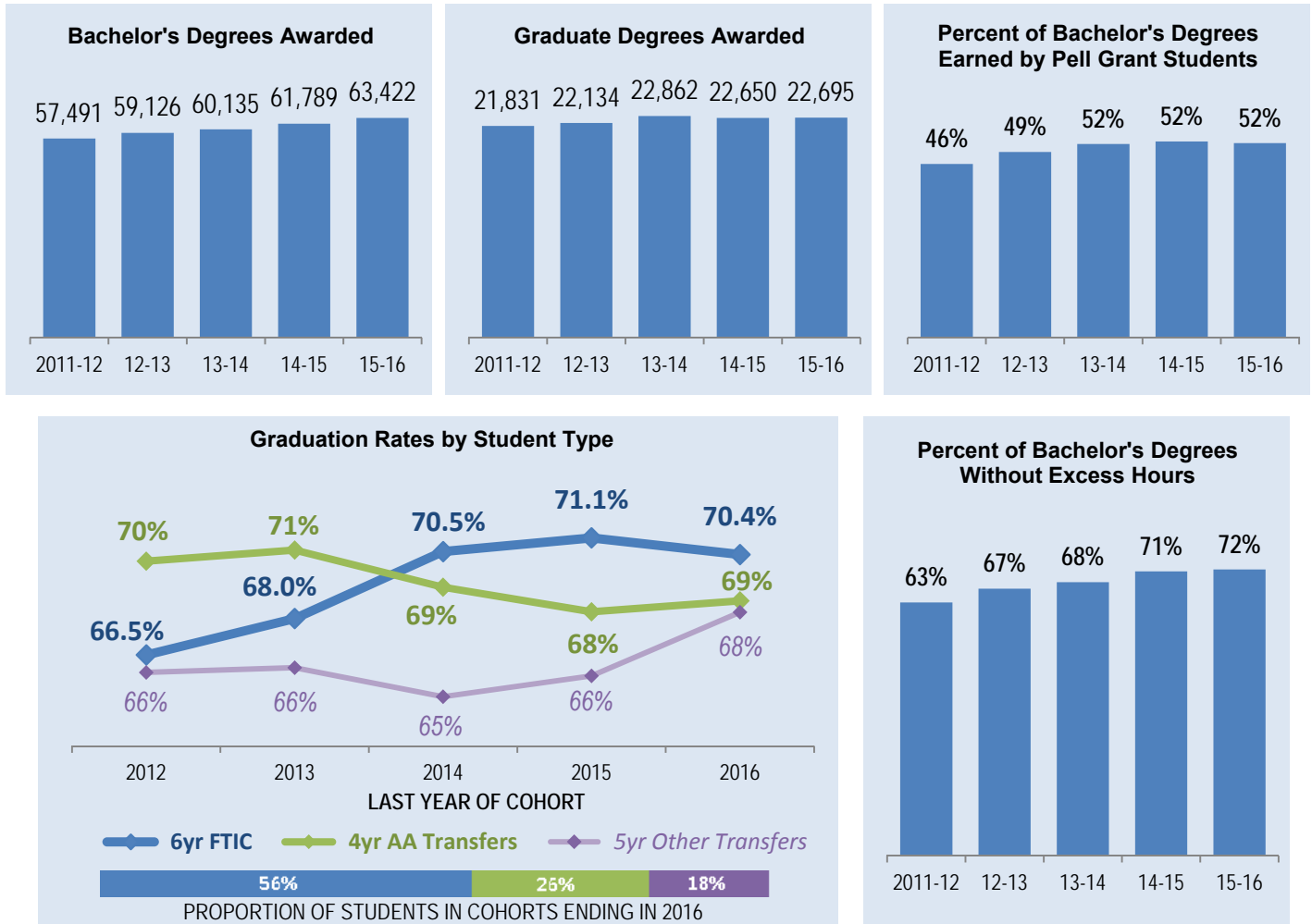
- At the System level, six of the eight Performance-Based Funding (PBF) metrics that are common to all universities show improvement over last year's data. (See pages 7-8 for more information.)
- The Board's new Cost to the Student affordability metric shows that the average cost of earning a bachelor's degree is less than \$15,000 after financial aid (grants, scholarships and waivers) is included. And the costs for 8 of the 11 universities show a decreasing trend. (See page 7.)
- The State University System's 6-year graduation rate for First-Time-in-College Students is the second highest among the ten largest states. (See page 15.)
- The State University System of Florida produces more degrees in Business and Health Professions at both the bachelor's and graduate levels than any other discipline. (See page 13.)
- STEM (science, technology, engineering, and mathematics) degree production increased more than non-STEM degree production during the past four years for both baccalaureate degrees and graduate degrees. (See page 14.)
 - In the last five years at the baccalaureate level, STEM degrees have grown 31% and Health degrees have grown by 52%, compared to the -1% trend in non-STEM/Health disciplines.
 - Graduate STEM degrees grew 17% and Health grew 24%, compared to a decline of -7% for non-STEM/Health graduate degrees.
- The State University System of Florida expended \$2.1 Billion dollars in FY2015-16 and was ranked 4th among states in terms of public university R&D activity. (See pages 19-22.)
 - Collectively, SUS institutions earn more utility patents in Florida than any other entity in Florida. (See page 21.)
 - The SUS has 532 institutes and centers conducting research with an average \$4.34 return on investment (ROI) for every state dollar invested. Further, the SUS has 11 Centers of Excellence with an average \$7.64 return on investment (ROI) for every state dollar invested.
- The State University System of Florida ranked 2nd in the Nation in the total number of students who took at least one Distance Learning course. (See pages 11-12.)
 - 47% of students enrolled in at least one 100% Distance Learning course during Fall 2015.
 - 61% of students enrolled in at least one 80+% Distance Learning course during AY2015-16.
 - 24% of all instructional activity occurred via Distance Learning during AY2015-16.
- Universities terminated 34 degree programs during the 2015-16 academic year. In addition, some other new programs that were identified on the University Work Plans as being considered for implementation in AY2015-16 have not been implemented as a result of a robust and ongoing review process by the Council of Academic Vice Presidents.



Dashboard

Enrollments	Fall 2015	% Total	1 Year % Chg	Degree Programs Offered			Basic Carnegie Classifications (as of 2015)		
				Faculty (Fall 2015)	Full-Time	Part-Time			
TOTAL	345,672	100%	1%	TOTAL (as of Spring 2016)			1,740	Research Universities (Highest Research Activity)	FIU, FSU, UCF, UF, USF
White	164,322	48%	-1%	Baccalaureate			732	Research Universities (Higher Research Activity)	FAU, FAMU
Hispanic	86,419	25%	4%	Master's & Specialist's			700	Doctoral Universities (Moderate Research Activity)	UWF
Black	43,287	13%	-1%	Research Doctorate			275	Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	51,644	15%	7%	Professional Doctorate			33	Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	243,204	70%	1%						
Part-Time	102,468	30%	1%						
Undergraduate	267,083	77%	2%	TOTAL	13,634	3,185			
Graduate	62,982	18%	2%	Tenure & Ten. Track	7,768	204			
Unclassified	15,607	5%	-5%	Non-Tenured Faculty	5,866	2,981			

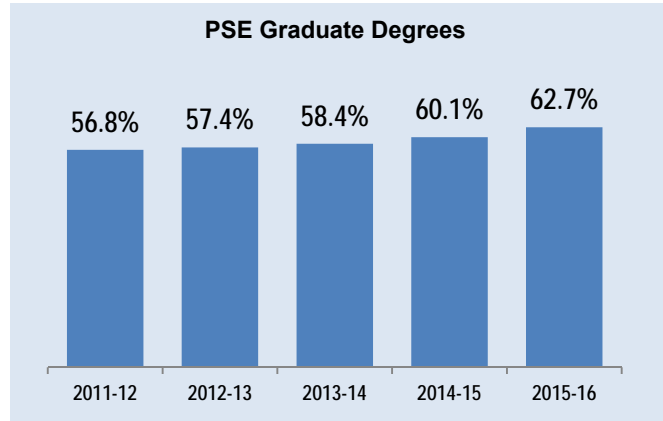
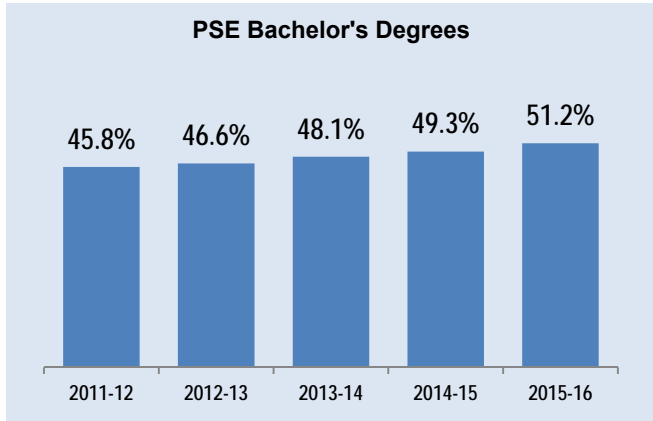
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



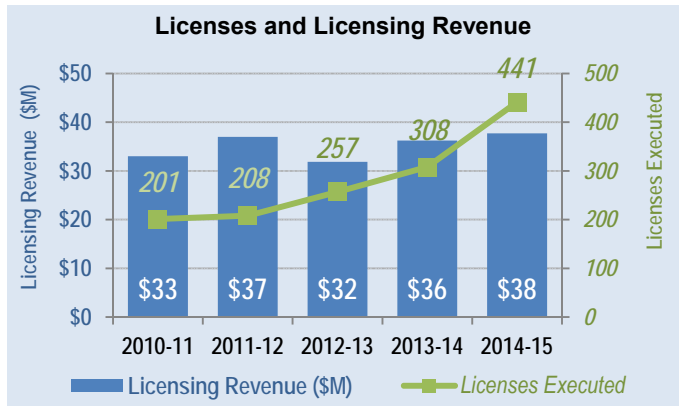
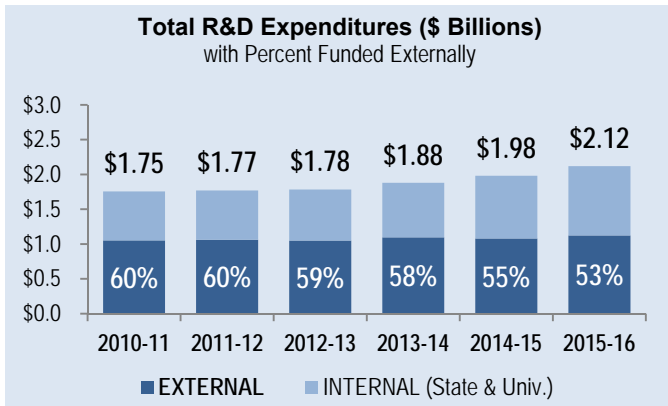


Dashboard

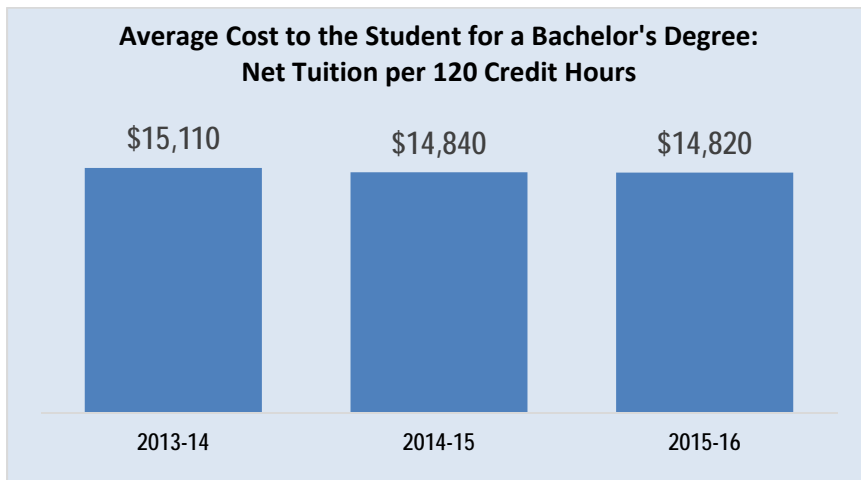
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



AFFORDABILITY



Notes: This metric 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 currently 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.

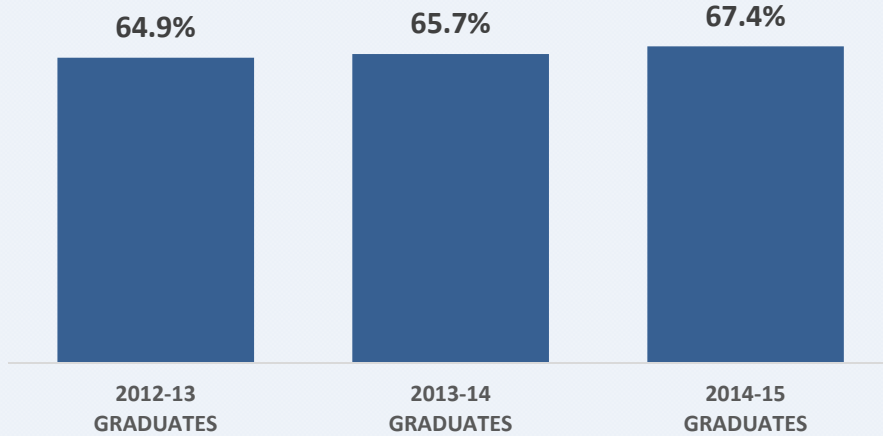
This data is not adjusted for inflation.



Dashboard

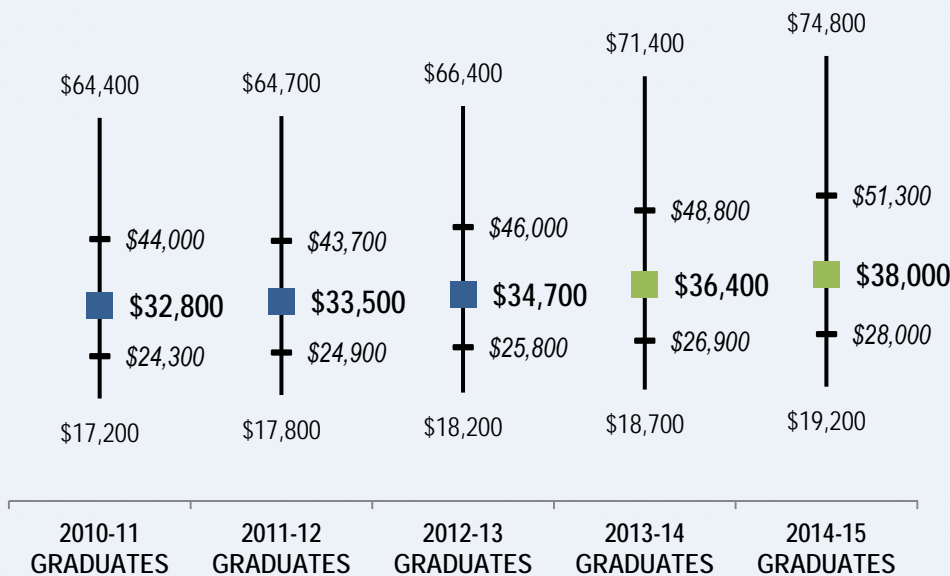
POST-GRADUATION METRICS

Percent of Bachelor's Graduates Employed (\$25,000+) or Enrolled, One Year After Graduation



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education in the U.S. (based on the National Student Clearinghouse data). 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. It is important to note that BOG staff 'found' 92% of the total graduating class for 2014-15.

Wages of Bachelor's Graduates
Employed Full-time, One Year After Graduation
5th, 25th, 50th, 75th and 95th Percentiles



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 out of state, employed by the military or federal government, or those without a valid social security number. These data account for 56% of the total 2014-15 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 have been rounded to the nearest hundreds digit.

BLUE includes Florida wages only

GREEN includes US wages



Performance Based Funding Metrics

The Performance Based Funding (PBF) Model includes 10 metrics that evaluate the institutions on a range of issues. The first eight metrics are the same for each institution, and the last two are institution-specific (one is chosen by the Board of Governors and one by each university Board of Trustees). For more information about the Performance Based Funding Model and the methodology used to calculate the data, see:

http://www.flbog.edu/about/budget/performance_funding.php.

METRICS COMMON TO ALL UNIVERSITIES

1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Enrolled [1Yr After Graduation]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	59.2	66.8	65.6	70.9	60.3	42.1	64.3	66.2	66.1	65.3	57.7	64.9
2013-14	61.8	68.4	64.3	68.6	60.8	43.8	65.1	67.6	66.5	67.2	61.0	65.7
2014-15	64.6	67.5	65.8	69.0	63.7	41.8	66.2	69.4	68.7	69.6	67.6	67.4
1Yr %Δ	2.8	-1.0	1.5	0.3	2.9	-1.9	1.1	1.8	2.2	2.5	6.5	1.6

2. Median Wages of Bachelor's Graduates Employed Full-time [1Yr After Graduation]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	28,800	36,000	35,300	36,200	31,600	26,300	34,900	34,800	34,700	35,200	32,900	34,700
2013-14	32,000	36,800	35,200	37,400	34,200	25,000	37,000	38,400	36,100	36,700	35,400	36,400
2014-15	32,700	38,700	36,300	38,800	35,700	26,500	38,600	40,700	37,000	38,000	36,700	38,000
1Yr %Δ	2.2	5.2	3.1	3.7	4.4	6.0	4.3	6.0	2.5	3.5	3.7	4.4

3. Average Cost to the Student [Net Tuition per 120 Credit Hours]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	14,350	17,260	18,300	17,550	14,140	8,190	16,260	9,950	17,060	14,490	15,120	15,110
2014-15	13,830	16,920	18,690	17,760	14,980	8,190	15,330	10,060	17,290	13,540	15,460	14,840
2015-16	12,640	16,540	18,790	17,180	14,930	5,920	15,280	10,660	17,260	13,170	16,340	14,820
1Yr %Δ	-8.6	-2.2	0.5	-3.3	-0.3	-27.7	-0.3	6.0	-0.2	-2.7	5.7	-0.1

4. Six-Year Graduation Rate for First-time-in-College (FTIC) Students [Full- and Part-time]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2005-11	39.7	41.2	43.8	41.5	73.7	67.9	62.1	83.5	48.8	51.7	46.4	60.2	65.1
2006-12	39.5	40.4	43.9	47.2	74.9	69.1	64.6	84.9	46.9	56.5	43.6	61.8	66.5
2007-13	40.8	40.1	43.2	49.8	76.7	65.8	66.6	86.3	48.6	63.2	41.9	63.5	68.0
2008-14	39.3	45.0	48.8	53.1	79.0	69.4	69.2	87.5	54.8	66.1	50.5	65.9	70.5
2009-15	38.6	48.9	43.0	56.8	79.4	70.5	70.1	86.5	54.0	67.8	46.7	66.2	71.0
2010-16	40.7	49.2	45.5	54.8	80.0	63.4	68.3	87.2	53.0	66.3	48.3	65.5	70.4
5Yr Change	1.0	8.0	1.7	13.3	6.3	-4.5	6.2	3.7	4.2	14.6	1.9	5.3	5.3
1Yr Change	2.0	0.4	2.5	-2.0	0.7	-7.1	-1.9	0.7	-1.0	-1.5	1.6	-0.7	-0.6



5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS ANY
2010-11	54.0	70.4	66.5	73.3	.	90.2	86.3	84.5	94.3	74.5	81.3	68.3	81.5
2011-12	63.3	71.4	68.3	72.7	.	88.8	82.7	85.0	94.0	77.5	83.8	62.4	82.5
2012-13	69.0	67.7	69.6	75.5	.	89.4	81.2	84.9	95.7	76.1	84.5	61.0	83.3
2013-14	70.1	65.9	71.7	76.9	.	90.5	80.2	85.0	95.2	77.8	85.3	64.6	84.0
2014-15	75.4	72.2	73.5	80.4	73.0	91.0	81.3	86.6	94.6	74.6	85.1	64.8	85.1
2015-16	74.6	74.7	72.9	80.8	76.8	90.4	84.3	86.5	95.5	75.4	86.1	70.1	85.9
5Yr Change	20.6	4.3	6.4	7.5	.	0.2	-2.0	2.0	1.2	0.9	4.8	1.8	3.4
1Yr Change	-0.8	2.5	-0.6	0.4	3.8	-0.6	3.0	-0.1	0.9	0.8	1.1	5.2	0.8

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	50.2	49.9	45.2	48.7	38.2	40.1	45.5	50.1	48.1	45.8	47.8	46.1
2011-12	48.5	51.3	42.4	46.0	36.7	33.5	44.7	52.9	45.4	48.3	40.8	45.8
2012-13	50.3	52.9	43.8	45.5	38.3	41.9	46.2	52.2	44.6	49.5	45.0	46.6
2013-14	51.1	55.1	45.2	46.1	37.5	42.4	48.9	54.7	44.8	51.0	50.1	48.1
2014-15	49.7	54.2	44.7	46.9	39.1	39.5	49.7	56.1	44.7	54.6	51.1	49.3
2015-16	48.0	52.7	47.9	47.7	42.8	45.9	52.0	56.9	48.7	59.0	49.5	51.2
5Yr Change	-2.2	2.8	2.7	1.0	4.6	5.8	6.5	6.8	0.6	13.2	1.7	5.1
1Yr Change	-1.7	-1.4	3.2	0.8	3.8	6.3	2.3	0.8	4.0	4.4	-1.7	1.9

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2010	67.7	36.8	30.3	46.2	29.7	28.9	32.2	30.9	32.6	38.9	35.3	36.6
Fall 2011	68.5	42.0	34.0	51.5	30.0	30.1	36.2	33.2	36.7	42.1	38.3	39.9
Fall 2012	65.8	41.5	35.4	49.6	30.6	28.8	38.0	32.8	36.2	42.0	39.9	39.8
Fall 2013	61.6	41.2	35.0	51.0	30.0	28.6	38.4	32.4	33.5	42.1	40.5	39.6
Fall 2014	64.8	42.3	34.2	51.1	28.4	30.0	39.4	31.6	32.6	43.0	41.6	39.7
Fall 2015	65.4	41.8	31.9	51.4	27.7	28.3	39.8	29.7	32.1	41.2	41.3	39.0
5Yr Change	-2.3	5.0	1.6	5.2	-2.0	-0.6	7.6	-1.2	-0.5	2.3	6.0	2.4
1Yr Change	0.7	-0.5	-2.3	0.3	-0.7	-1.6	0.4	-1.9	-0.5	-1.8	-0.3	-0.7

8a. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	45.3	52.7	58.9	53.6	39.2	.	59.7	66.3	48.2	67.7	48.5	57.3
2011-12	48.8	54.5	52.9	49.0	38.0	.	61.7	67.0	49.0	67.4	42.1	56.8
2012-13	43.5	51.3	66.2	49.3	38.1	.	61.2	69.0	51.2	69.1	43.4	57.4
2013-14	43.3	55.5	63.6	52.4	38.5	.	57.4	69.8	50.2	69.0	46.6	58.4
2014-15	51.5	61.2	60.2	54.1	42.0	.	61.7	69.2	50.0	72.7	38.8	60.1
2014-15	58.2	59.4	65.3	58.7	46.0	.	63.4	70.3	48.9	74.6	44.0	62.7
5Yr Change	12.9	6.7	6.4	5.1	6.8	.	3.7	4.0	0.7	6.9	-4.5	5.4
1Yr Change	6.7	-1.8	5.2	4.6	4.0	.	1.7	1.1	-1.1	1.9	5.1	2.6



8b. Freshmen in Top 10% of High School Graduating Class – for NCF only

UNIV	Fall 2011	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	1YR CHANGE
NCF	50%	43%	35%	41%	45%	43%	-2% pts

INSTITUTION SPECIFIC METRICS

Board of Governors Choice Metrics

9a. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	FAMU	FAU	FGCU	FIU	FSU*	NCF*	UCF	UF*	UNF	USF	UWF	SUS
2012-13	31.4	71.3	71.9	65.5	75.1	.	67.0	74.4	69.4	58.2	65.2	66.8
2013-14	34.0	72.9	72.3	67.6	73.9	19	66.9	77.3	71.1	63.9	72.8	68.5
2014-15	29.0	74.6	75.9	68.9	78.2	35	69.2	79.8	71.9	65.8	75.8	71.2
2015-16	28.3	73.2	75.6	69.1	78.7	76.9	66.3	80.3	71.7	75.6	80.5	71.6
1YR Change	-0.7	-1.3	-0.4	0.1	0.5	42	-2.9	0.5	-0.2	9.8	4.7	0.6

Note*: FSU, NCF, and UF data are only provided for context. The Board of Governors selected a different Institution-Specific metric for these institutions – see these below.

9b. Number of Faculty Awards

UNIV	2011	2012	2013	2014	1YR CHANGE
FSU	11	7	2	7	5
UF	18	20	15	21	6

9c. National Ranking (top 50)

UNIV	2014	2015	2016	2017	1YR CHANGE
NCF	5	5	5	5	0

Board of Trustee Choice Metrics

UNIV	METRIC	PRIOR	CURRENT	1YR CHANGE
FAMU	10a. Percent of R&D Expenditures Funded from External Sources	81.0%	80.0%	-1.0% pts
FAU	10b. Percent of Baccalaureate Degrees Awarded to Minorities	45.2%	45.6%	0.4% pts
FGCU	10b. Number of Baccalaureate Degrees Awarded to Minorities	504	549	8.9%
FIU	10b. Percent of Baccalaureate Degrees Awarded to Minorities	85.3%	84.2%	-1.1% pts
FSU	10c. National Rank Higher than Financial Resources Ranking	114	120	5.3%
NCF	10d. Percent of Undergraduate Seniors in a Research Course	100%	100%	-
UCF	10e. Bachelor's Degrees Awarded Annually	12,629	12,832	1.6%
UF	10f. Licenses/Options Executed Annually (AAU Rank)	147 (5 th)	261 (3 rd)	-
UNF	10g. Undergraduate FTE Enrollments in Online Courses	14.0%	16.2%	2.2% pts
USF	10h. Number of post-doctoral appointees	321	300	-6.5% pts
UWF	10i. Percent of Adult (Aged 25+) Undergraduates Enrolled	30.9%	31.7%	0.9% pts



ENROLLMENT

With 345,672 students enrolled during the Fall 2015 semester, the State University System of Florida had the second-largest enrollment among public four-year institutions, behind the California State University System. During the last ten years, the State University System's Fall headcount enrollment has grown by more than 58,000 students – representing 20% growth. If the entire academic year is considered, instead of just the traditional view of Fall-only enrollment, there were 405,193 students enrolled in the System during 2015-16.

Fall Headcount Enrollment Trend

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	10 YR %Δ
Unclassified	14,120	13,181	13,137	11,871	12,576	12,903	13,886	14,762	15,435	16,422	15,607	11%
Undergraduate	221,599	227,896	232,520	233,511	239,854	247,171	254,062	257,876	260,350	262,656	267,083	21%
<i>FTIC</i>	135,202	140,741	142,328	141,963	142,902	144,807	146,420	146,666	147,266	148,716	150,268	11%
<i>AA Transfers</i>	44,416	45,806	49,337	51,659	55,568	61,523	66,207	68,782	69,817	70,195	71,033	60%
<i>Other</i>	41,981	41,349	40,855	39,889	41,384	40,841	41,435	42,428	43,267	43,745	45,782	9%
Master's	31,486	32,337	34,196	35,693	37,751	38,840	38,963	39,028	38,252	37,966	38,919	24%
Doctoral	20,131	20,602	21,283	21,438	22,078	22,589	22,826	23,323	23,728	24,000	24,063	20%
TOTAL	287,336	294,016	301,136	302,513	312,259	321,503	329,737	334,989	337,750	341,044	345,672	20%

Another important dimension to enrollment is the amount of credit hours that students earn. Full-time Equivalent (FTE) enrollment is a measure of student instructional activity that essentially translates the number of credit hours earned into an equivalent count of full-time students.

Academic Year Full-Time Equivalent (FTE) Enrollment Trend

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Undergraduate										
State Fundable	204,140	209,889	214,508	213,670	220,010	227,747	234,059	234,358	234,285	235,341
Not Fundable	4,280	4,424	4,892	5,298	5,667	6,209	6,600	6,776	6,950	7,192
Subtotal	208,420	214,312	219,400	218,968	225,677	233,956	240,658	241,134	241,235	242,533
Master's										
State Fundable	32,578	34,290	35,466	36,465	31,912	30,082	29,069	27,973	26,940	26,175
Not Fundable	2,502	2,548	2,995	3,314	3,001	3,720	4,582	5,572	6,186	7,038
Subtotal	35,080	36,839	38,461	39,778	34,913	33,802	33,651	33,544	33,127	33,213
Doctoral										
State Fundable	8,742	9,211	9,553	9,836	16,126	18,541	18,646	18,634	18,513	18,365
Not Fundable	318	310	278	311	846	780	696	689	642	666
Subtotal	9,059	9,521	9,830	10,148	16,972	19,320	19,342	19,323	19,155	19,031

Note: These data are based on the national definition of full-time, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Student credit hours for which the University receives funding by the state are called State Fundable Student Credit Hours (SFSCCH). Not all credit hours are fundable (i.e., credits that are awarded by exam, or for students repeating a course, or for auditing a course). The two largest, and fastest growing, components of non-fundable credits are: 'Funded from Non-University Sources' where a sponsoring agency pays all direct costs, and 'Student Funded' where students pay all of the costs of student instruction. This data does not include medical (Grad III) instructional activity.



DISTANCE LEARNING

The following tables provide several different views of Distance Learning education within the State University System. In 2015-16, 14% of all the course sections taught in the System were offered via Distance Learning. In terms of the overall instructional effort (measured in student credit hours), 24% of all activity occurred via Distance Learning. In comparison with other states, Florida ranks 2nd in the total number of students who took at least one Distance Learning course and first, among the ten largest states, with 47% of students having some Distance Learning experience.

Percentage of Course Sections Offered via Distance Learning (All Levels)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
2011-12	1	9	12	12	4	0	14	11	5	11	23	10
2012-13	2	10	12	12	5	0	15	14	7	12	29	11
2013-14	2	11	13	15	5	0	15	16	9	12	30	12
2014-15	2	12	15	17	5	0	16	18	11	14	27	13
2015-16	2	12	17	19	6	0	15	19	13	14	30	14

Note: 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.).

Percentage of Full-Time Equivalent (FTE) Students in Distance Learning Courses

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
UNDERGRAD													
2012-13	1	9	15	21	.	6	0	27	20	8	23	29	18
2013-14	1	10	16	24	.	9	0	28	26	11	23	30	20
2014-15	2	11	18	25	0	11	0	30	27	14	26	29	22
2015-16	2	19	21	27	0	13	0	31	31	16	28	30	24
MASTERS													
2012-13	12	28	27	23	.	15	.	34	31	14	28	65	28
2013-14	8	29	26	24	.	20	.	33	33	16	28	70	29
2014-15	9	30	28	24	0	22	.	33	37	19	30	70	31
2015-16	7	33	36	26	0	26	0	34	38	20	30	75	33
DOCTORAL													
2012-13	0	10	17	2	.	1	.	13	17	5	4	40	9
2013-14	0	12	21	2	.	2	.	13	20	7	5	48	11
2014-15	0	14	24	2	0	2	.	12	21	17	6	58	12
2015-16	0	12	32	2	0	3	.	12	18	26	7	79	11
TOTAL													
2012-13	1	11	16	20	.	6	0	27	21	9	23	34	18
2013-14	1	12	17	23	.	9	0	28	26	11	23	36	20
2014-15	2	14	19	24	0	11	0	29	28	14	26	35	22
2015-16	2	20	22	26	0	13	0	31	30	17	27	37	24

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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.). This data includes all activity regardless of funding category.



Percent of Headcounts Enrolled Only in Distance Learning Courses

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
UNDERGRAD													
FALL 2012	0	3	3	8	.	1	0	10	3	2	7	14	6
FALL 2013	0	4	3	9	.	2	0	10	4	2	8	15	7
FALL 2014	0	4	3	11	0	2	0	12	5	3	8	14	7
FALL 2015	0	6	4	12	0	2	0	14	8	4	9	17	9
MASTERS													
FALL 2012	10	16	16	18	.	15	0	27	27	7	21	58	22
FALL 2013	7	18	18	18	.	15	0	28	29	7	20	62	23
FALL 2014	7	18	23	19	0	19	0	28	32	11	22	63	25
FALL 2015	6	23	33	22	0	24	0	27	33	12	23	70	27
DOCTORAL													
FALL 2012	0	2	1	1	.	0	0	6	5	2	1	19	3
FALL 2013	0	3	0	1	.	0	0	5	5	5	1	34	3
FALL 2014	0	2	6	1	0	0	0	5	5	8	2	44	3
FALL 2015	0	2	38	1	0	1	0	5	5	21	3	66	4
TOTAL													
FALL 2012	1	5	5	8	.	3	0	12	9	2	10	23	8
FALL 2013	1	6	5	9	.	3	0	12	10	3	10	25	9
FALL 2014	1	6	5	10	0	4	0	13	11	4	11	24	10
FALL 2015	1	8	6	12	0	5	0	15	14	5	11	28	11

Note: 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.). Student level is based on the degree sought – non-degree seekers are included in the totals. Significant percentage gains can occur at the doctoral level when total headcounts, which serve as the denominator, are less than 350 students and when an institution (see FGCU, UNF and UWF) increases their online course offerings.

Top Ten States for Distance Learning Enrollment in Fall 2015 [for All Levels Among Public 4-Year, Primarily Baccalaureate-granting Institutions]

	STATE	NUMBER OF INSTITUTIONS	DL STUDENT HEADCOUNT	DISTANCE LEARNING ONLY	SOME DISTANCE LEARNING	COMBINED TOTAL
1	TEXAS	41	196,586	10%	20%	30%
2	FLORIDA	14	158,014	11%	35%	47%
3	CALIFORNIA	32	120,438	1%	16%	17%
4	OHIO	17	82,207	8%	20%	28%
5	ARIZONA	7	74,195	17%	28%	46%
6	MARYLAND	13	67,898	26%	13%	39%
7	NORTH CAROLINA	16	64,135	10%	19%	29%
8	PENNSYLVANIA	37	63,477	8%	15%	24%
9	GEORGIA	19	60,154	7%	16%	23%
10	INDIANA	14	56,906	8%	17%	26%

Source: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 2/16/2017). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education – Florida statute defines Distance Learning as at least 80%. It is important to note that the percent of students enrolled in at least one DL course for the entire 2015-16 academic year jumps to 61%, because the expanded time period provides more opportunities for a student to take a DL course. Note *: This table shows Florida with 14 public 4yr institutions because USF campuses report separately to IPEDS.



Degree Productivity and Program Efficiency

DEGREES AWARDED

The Board of Governors' 2025 System Strategic Plan set a goal of 90,000 bachelor's and 35,000 graduate degrees awarded by 2025. The table below shows a fairly stable trend of bachelor's degree growth that is slightly behind the pace for the 2025 goal. Degree production at the graduate level has slowed in recent years, and is now well-off the pace for the 2025 goal.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Bachelor's	44,956	47,212	49,747	51,446	53,391	54,614	57,491	59,126	60,135	61,791	63,423
1Yr %Δ	3.8	5.0	5.4	3.4	3.8	2.3	5.3	2.8	1.7	2.8	2.6
Master's	12,894	13,770	14,612	15,166	15,956	16,876	17,435	17,686	18,176	17,803	17,812
1Yr %Δ	-3.5	6.8	6.1	3.8	5.2	5.8	3.3	1.4	2.8	-2.1	0.1
Doctoral	3,290	3,666	4,034	4,007	4,231	4,531	4,396	4,448	4,686	4,847	4,883
1Yr %Δ	6.1	11.4	10.0	-0.7	5.6	7.1	-3.0	1.2	5.4	3.4	0.7
TOTAL	61,140	64,648	68,393	70,619	73,578	76,021	79,322	81,260	82,997	84,441	86,118
1Yr %Δ	2.3	5.7	5.8	3.3	4.2	3.3	4.3	2.4	2.1	1.7	2.0

Note: This table reports the number of first-major 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.

Ten Most Popular Degrees by Academic Discipline in 2015-16

Academic Discipline	Bachelor's	Academic Discipline	Master's	PhD	Prof.	Graduate Total
1 Business and Management	13,329	Health Professions	2,883	140	2013	5,036
2 Health Professions	7,443	Business and Management	4,108	46	.	4,154
3 Social Sciences	6,416	Education	2,723	365	35	3,123
4 Psychology	5,308	Engineering	1,645	383	.	2,028
5 Biological/Biomedical Sciences	4,848	Public Administration	922	31	.	953
6 Engineering	4,054	Law	133	.	785	918
7 Mass Communications	3,696	Computer and Info. Science	831	34	.	865
8 Education	3,201	Biological/Biomed. Sciences	631	210	.	841
9 Homeland Security, Enforcement, Emergency	2,682	Social Sciences	396	120	.	516
10 Visual and Performing Arts	2,005	Visual and Performing Arts	407	38	.	445

Notes: To accurately count the number of graduates with specific skills, degree counts by discipline include first and second majors. PhD (above) refers to "research doctoral" degree programs. "Professional doctorates" include 11 programs, including: audiology, curriculum & instruction, dentistry, law, medicine, nursing anesthetist, nursing practice, pharmacy, physical therapist, plant medicine and veterinary medicine.



PROGRAMS OF STRATEGIC EMPHASIS

To promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State, the Board of Governors maintains a list of Programs of Strategic Emphasis that are classified into the following categories: Science, Technology, Engineering, and Mathematics (128 disciplines), Health Professions (51 disciplines), Global Competitiveness (24 disciplines), Education (38 disciplines), and Gap Analysis (10 disciplines). For additional details about the programs, please visit the Board’s website at: http://www.flbog.edu/pressroom/strategic_emphasis/. The categories associated with the programs of strategic emphasis were updated by the Board during its November 2013 meeting.

The Board of Governors’ 2025 System Strategic Plan calls for 50% of Bachelor’s degrees and 60% of Graduate degrees to be awarded within these Programs of Strategic Emphasis, and the Board included these two metrics within its Performance Based Funding Model.

Percentage of 2015-16 Degrees Awarded within Programs of Strategic Emphasis

BACHELOR'S	FAMU	FAU	FGCU	FIU	FSU	NCF*	UCF	UF	UNF	USF	UWF	SUS
STEM	17	26	23	18	21	37	18	36	15	24	18	22
Health	24	8	9	6	3	0	16	7	18	18	21	11
Global	0	2	0	8	5	9	1	3	3	3	2	3
Education	2	6	8	4	3	0	8	2	5	5	4	5
Gap Analysis	5	11	7	11	11	0	9	9	7	9	4	9
TOTAL	48	53	48	48	43	46	52	57	49	59	49	51

GRADUATE	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
STEM	11	14	9	18	20	.	29	33	6	30	13	24
Health	45	28	27	16	9	.	18	27	27	31	6	22
Global	0	1	0	8	2	.	0	1	0	1	0	2
Education	2	7	23	7	9	.	13	8	12	11	23	10
Gap Analysis	0	9	6	9	6	.	4	2	3	3	2	5
TOTAL	58	59	65	59	46	.	63	70	49	75	44	63

Notes: The calculation for the percentage of degrees awarded within the Programs of Strategic Emphasis includes first and second majors. Programs of Strategic Emphasis degree data for New College of Florida is provided by NCF staff, as they do not use the standard taxonomy of disciplines that would allow Board of Governors staff to make these calculations. For more information about how this metric is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_Strategic_Emphasis_Degrees_Methodology_2014-09-24.pdf.



GRADUATION RATES

The Board of Governors' 2025 System Strategic Plan calls for a 50% four-year FTIC graduation rate and a 70% six-year graduation rate. The trend of four-year graduation rates are provided below and is ahead of pace for meeting the 50% goal by 2025. The six-year trend is reported on page 7 (as part of the Performance Based Funding metrics).

First-Time in College (FTIC) Four-Year Graduation Rates [full-time students only]

The four-year graduation rates below provide additional context to the standard six-year rate. Currently, the methodology for the four-year rate is not as robust as the methodology for calculating the six-year rate that was enacted by Congress in the Student Right to Know Act of 1990. It is important to note that there are several issues that impact the accuracy of calculating four-year graduation rates if those rates are to be compared to other institutions. For example, the four-year graduation rate methodology does not account for the following: (1) differences in program length (18% of SUS programs require more than 120 credits hours); (2) the university differences of students with dual majors (ranges by university from 0% to 15% of the cohort); (3) university differences in the number of students who pursue advanced graduated degrees (e.g., 3+2 programs).

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2008-12	12	17	24	24	61	57	40	68	26	38	27	41	43
2009-13	11	20	21	28	62	63	40	66	26	42	27	43	44
2010-14	12	19	20	25	61	54	40	67	26	43	27	41	43
2011-15	13	24	21	27	62	57	40	68	30	48	22	43	45
2012-16	18	25	22	28	65	52	44	67	33	51	22	45	47

National Comparison of Six-Year Graduation Rates Among Ten Largest States

(For Full-time, FTICs in public, 4-year universities)

The State University System's 6-year graduation rates for First-Time-in-College Students is the second highest among the 10 largest states. Among all states, Florida is ranked 8th with Delaware having the highest six-year rate, at 75%.

RANK	STATE	2004-10	2005-11	2006-12	2007-13	2008-14	2009-15
1	California	65.1	64.1	64.6	64.0	65.9	68.0
2	Florida	61.4	61.4	62.6	64.4	66.3	66.4
3	Pennsylvania	62.6	63.4	63.3	62.7	64.5	64.3
4	North Carolina	59.1	59.5	60.3	61.2	63.1	62.9
5	Michigan	60.7	60.8	61.5	62.0	61.5	62.1
6	New York	58.2	59.3	60.1	60.1	60.7	61.6
7	Indiana	52.6	52.8	54.9	55.2	56.4	56.2
8	Ohio	55.6	56.2	57.0	57.0	56.8	56.0
9	Georgia	54.1	54.5	55.9	55.0	54.2	51.5
10	Texas	49.1	50.0	50.3	51.7	52.0	51.4

Source: Board of Governors staff analysis of IPEDS, 2017-02-28. Data is based on rates for each university and excludes students who transferred to another institution within the same state. The data above combines institutions that are not always governed by the same Board. For example, California combines the UC System and the CSU System into one graduation rate.



EXCESS HOURS

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour in excess of the total hours required for a degree. The Board of Governors' 2025 System Strategic Plan calls for 80% of all bachelor's degrees to be awarded without any excess hours. The Board included this metric as one of its university-specific metrics in the Performance Based Funding Model.

Percentage of 2015-16 Bachelor's Degrees Awarded Without Excess Hours

	FAMU	FAU	FGCU	FIU	FSU	NCF*	UCF	UF	UNF	USF	UWF	SUS
FTIC	23	60	70	52	80	.	68	78	69	70	71	68
AA Transfers	48	83	87	78	77	.	66	86	74	84	87	76
Other Transfers	38	77	81	74	78	.	58	84	72	72	84	72
TOTAL	28	73	76	69	79	77	66	80	72	76	81	72

Note: The statutory provisions of the "Excess Hour Surcharge" have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The data above is based on the latest statutory requirements, which mandates 110% of required hours as the threshold; however, this data does not attempt to report how many students have actually paid the surcharge at this time. Note*: New College of Florida staff provide their own Excess Hour calculations because they do not report credit hours to the Board. For more details about the methodology see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF--EXCESS_HRS--Methodology_2015-11-21.pdf.

The table below provides a look at the distribution of baccalaureate graduates by how many credit hours they attempted during their programs of study, which provides a more detailed picture of the graduating class than simply aggregating everyone above or below a threshold.

2015-16 Excess Hours: Grouped by Net Credit Hours Attempted After Exemptions [Only for graduates of 120 credit hour programs]

STUDENT TYPE	NUMBER OF GRADUATES	WITHOUT EXCESS HOURS GROUPED BY NET CREDIT HRS			WITH EXCESS HOURS GROUPED BY NET CREDIT HRS		
		<120	120	120-132	132-140	140-150	150+
FTIC	21,649	38%	3%	28%	11%	8%	12%
AA Transfers	18,657	29%	6%	41%	11%	7%	6%
Other Transfers	8,085	28%	5%	40%	11%	7%	10%
TOTAL	48,391	33%	5%	35%	11%	8%	9%

Note*: This table provides the total native hours and only the non-native hours (or, transfer hours) that are used toward the degree. This data uses the same exemptions (credits earned via dual enrollment, credit by exam, foreign language credits, internship credits, credit for life experience, credit for military training, and graduate rollover credit) that are used in calculating the excess hour metric, which is why students can have less than 120 credits.



Scholarship, Research and Innovation

Academic Program Quality

All institutions maintain regional accreditation through the Southern Association of Colleges and Schools. In addition, Board regulation (3.006) encourages institutions to seek national or specialized accreditation from professional organizations for its colleges, schools and academic programs for which there are established standards.

Specialized Accreditation

Seventy-five percent (75%) of State University System’s academic programs for which specialized accreditation was available, received or maintained the accreditation during academic year 2016-17. Another 4% are in the planning stages of seeking such accreditation, which may take several years to achieve due to the considerable time and resources demanded of programs to indicate that quality assurance standards established by the accrediting body are adequately addressed. To supplement specialized accreditation reviews and ensure that programs without such accreditation receive sufficient attention, the Board requires the review of all academic degree programs at minimum every seven years.

Percentage of Programs with Specialized Accreditation [across all degree levels]

STATUS	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Received Specialized Accreditation	83	76	80	74	72	65	81	77	80	95	87	56	75
Planning	3	5	9	2	1	12	1	6	1	0	13	11	4

Source: BOG staff analysis of 2015 State University System Accreditation Survey. The 2015 Accreditation Survey was changed to align with Regulation 3.006 Accreditation which was amended 1/22/2015. Note: Programs suspended for new enrollments are included in these counts. Programs indicating a status of 'Not Seeking' or 'Not Renewing' cited resource constraints as a common reason for not seeking or renewing specialized accreditation.

Student Learning Outcomes Assessment

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify what students are expected to know by the time they graduate and how that learning will be assessed. On an annual basis, programs also report whether the results yielded from the assessment process have been used to guide improvement. As of 2015-2016 nearly all of the undergraduate programs across the System have identified core student learning outcomes, adopted or developed assessment instruments, and used the results to guide improvement.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF System	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Core Learning Outcomes Available to Students	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Process in Place to Evaluate Learning Outcomes	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Uses Program Review Information to Improve Learning Outcomes and Program Effectiveness	100	100	100	99	100	100	100	100	100	100	100	100	100	100	100

Source: 2015-2016 Academic Learning Compact Status Report. Note: Student Learning Outcomes Assessment elements were amended in 2015-2016. Does not include suspended programs and/or new programs for which results are not yet available.



2015-16 ACADEMIC PROGRAM CHANGES

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives and the Governor listing new degree program reviews conducted within the preceding year and the results of each review. During the 2015-16 academic year, 40 new programs were approved and 34 were terminated. Another 46 programs are temporarily suspended for new enrollments.

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF SP	USF SM	UWF	SUS
New	1	5	1	5	0	5	4	3	3	5	5	0	0	3	40
Terminated	8	0	0	1	0	8	0	0	2	2	10	1	2	0	34
Suspended*	0	3	5	4	0	12	0	3	5	3	3	0	0	8	46

Note: This table does not include new majors or concentrations added under an existing degree program. Note*: Programs included in this list may have been suspended for new enrollments in the past and have continued to be suspended at least one term of the 2015-16 academic year. Tables 4A and 5A in the System appendix, and each university report, provide more details.

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. It is important to note that the ultimate pass rates, regardless of the number of attempts, are typically near 100%. In 2015-16, 75% (33 of 44) of university first-time pass rates were above the state and/or national averages.

Percentage of First-time Examinee Pass Rates in 2015-16

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	BENCHMARKS
Nursing	78	81	96	88	95	97	93	94	90	94	87
Law	54	.	.	87	78	.	77	.	.	.	66*
Medicine (2 nd Yr)	.	97	.	99	97	100	95	.	94	.	96
Medicine (4 th Yr-CK)	.	100	.	94	94	100	99	.	99	.	96
Medicine (4 th Yr -CS)	.	100	.	98	99	99	99	.	96	.	97
Veterinary	.	.	.	.	.	.	98	.	.	.	95
Pharmacy	85	.	.	.	.	.	95	.	.	.	93
Dentistry (Part 1)	.	.	.	.	.	.	100	.	.	.	96
Dentistry (Part 2)	.	.	.	.	.	.	99	.	.	.	92
Physical Therapy ¹	58	.	90	81	.	98	96	96	95	.	91
Number of Exams	4	4	2	6	5	5	10	2	5	1	
# At or Above Benchmark	0	3	1	4	4	5	9	2	3	1	
Occupational Therapy ²	65	.	93	94	.	.	100	.	.	.	<i>n/a</i>

Note*: All benchmarks are based on national averages (from accredited US institutions), except the Law exam average is based on the Florida average (excludes non-Florida examinees). Note1: We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes Note 2: Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (OTR) Examinations no longer report first-time pass rates. The pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken.



RESEARCH, DEVELOPMENT, AND COMMERCIALIZATION

Through its research successes, the State University System plays a critical role in Florida's economy, helping it achieve a national and global reputation for innovation. The System provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing Florida, the nation, and the world; produces intellectual property that can be commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up and spin-off companies; and attracts new employers to Florida.

Total Research Expenditures [Dollars in Millions]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-12	52	65*	14	118	225	0.9	122	697	7	451	16	1,769
2012-13	51	24	15	128	251	1.3	127	695	4	467	19	1,783
2013-14	46	23	10	133	253	0.9	186	709	4	497	20	1,879
2014-15	47	21	9	163	256	0.9	216	740	4	494	31	1,981
2015-16	47	27	7	171	268	1.1	242	791	9	515	41	2,120

Note: FAU revised their methodology in 2012-13.

Percent of Research Expenditures Funded from External Sources

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-12	86	35*	89	63	66	84	75	53	61	62	85	60
2012-13	80	79	87	62	64	89	69	51	40	59	76	59
2013-14	81	84	72	64	66	80	46	54	44	60	69	58
2014-15	81	79	74	52	60	68	50	52	50	55	43	55
2015-16	80	80	77	49	55	69	49	52	62	55	30	53

Note: External excludes State and University funds. FAU revised their methodology in 2012-13.

Utility Patents Issued by Calendar Year [based on the United States Patent Office]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011	1	5	0	3	24	0	74	60	0	89	0	256
2012	6	4	0	1	32	0	79	75	0	84	0	281
2013	4	4	0	2	47	0	52	97	0	98	0	304
2014	7	7	2	3	30	0	67	91	0	110	0	317
2015	3	2	0	4	24	0	55	115	0	90	0	293

Licenses/Options Executed

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	0	5	0	0	10	0	14	131	0	36	5	201
2011-12	0	2	0	0	13	0	11	129	0	52	1	208
2012-13	0	6	1	3	15	0	17	140	0	75	0	257
2013-14	0	17	0	3	25	0	23	147	0	91	2	308
2014-15	0	4	0	2	16	0	38	261	1	119	0	441



Top 10 States for Public University Research Expenditures (*Dollars in Billions*)

During the 2014-15 fiscal year, the State University System of Florida jumped Pennsylvania and moved into 4th place in university research expenditures among public institutions. Unfortunately, the percent of funding received from external (non-state or institutional sources) dropped to 55% - the lowest among the top ten states.

RANK	STATE	FY2010-11	FY2011-12	FY2012-13	FY2013-14	FY2014-15	FY2014-15 % EXTERNAL
1	California	\$5.80	\$5.97	\$5.90	\$5.88	\$6.07	73%
2	Texas	\$4.03	\$4.01	\$4.11	\$4.19	\$4.34	58%
3	Michigan	\$2.14	\$2.21	\$2.25	\$2.23	\$2.28	61%
4	Florida	\$1.76	\$1.77	\$1.78	\$1.88	\$1.98	55%
5	Pennsylvania	\$1.85	\$1.82	\$1.95	\$1.89	\$1.89	77%
6	Ohio	\$1.69	\$1.61	\$1.66	\$1.65	\$1.65	70%
7	North Carolina	\$1.43	\$1.46	\$1.56	\$1.60	\$1.60	67%
8	Washington	\$1.49	\$1.47	\$1.56	\$1.53	\$1.54	83%
9	Maryland	\$1.27	\$1.26	\$1.31	\$1.33	\$1.44	71%
10	Georgia	\$1.34	\$1.36	\$1.48	\$1.48	\$1.48	67%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar), extracted 2016-12-05. Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others) for public universities only.

Patents and licenses are good indicators of the System's contributions to Florida's economic development and knowledge economy. The State University System is the number one organization in Florida for the number of patents awarded to organizations in Florida during the past five years. For the last five years, the SUS represents 12% of the all of patents awarded to Florida's organizations.

Utility Patents Awarded to Organizations in Florida (2011-2015)

RANK	FIRST NAMED ASSIGNEE	2011	2012	2013	2014	2015	Total
	ALL PATENTS AWARDED TO ORGANIZATIONS	1,579	2,051	2,098	2,216	2,023	9,967
1	STATE UNIVERSITY SYSTEM	214	238	260	284	247	1,243
2	SIEMENS ENERGY, INC.	89	109	86	80	92	456
3	UNIVERSITY OF SOUTH FLORIDA	74	66	85	99	82	406
4	HARRIS CORP.	59	64	80	83	97	383
5	UNIVERSITY OF FLORIDA	47	65	74	77	89	352
6	FLORIDA TURBINE TECHNOLOGIES, INC.	111	80	75	47	8	321
7	INTERNATIONAL BUSINESS MACHINES CORP.	72	74	47	52	51	296
8	UNIVERSITY OF CENTRAL FLORIDA	63	64	46	65	47	285
9	THE NIELSEN COMPANY	18	30	38	64	64	214
10	LOCKHEED MARTIN CORPORATION	33	42	45	25	34	179

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2011 - 2015 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/stcasg/fl_stcorg.htm.



UNIVERSITY CENTERS AND INSTITUTES

In fiscal year 2015-16, there were 532 active University Centers and Institutes engaged in a wide range of activities related to scientific research, education, law and other community-service. In total, these centers and institutes accounted for \$664 million dollars in research activities – with 81% of these activities funded from non-state sources. Despite including many centers that are not focused on research, these centers and institutes generated a \$4.34 Return on Investment (ROI) for every dollar of State funds invested. For more information about these Institutes and Centers, visit the Florida ExpertNet website at: <http://expertnet.org>.

	Number of CENTERS	2015-16 EXPENDITURES FROM STATE E&G FUNDS \$M	2015-16 EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			2015-16 TOTAL EXPENDITURES \$M	RETURN ON INVESTMENT \$
			CONTRACTS & GRANTS \$M	FEES FOR SERVICE \$M	PRIVATE \$M		
FAMU	20	3.8	8.5	0.0	0.0	12.3	\$2.22
FAU	33	3.2	7.7	2.8	1.2	14.9	\$3.66
FGCU	9	0.7	2.1	0.0	0.3	3.3	\$3.37
FIU	42	8.4	50.5	6.4	7.7	73.0	\$7.72
FSU	108	11.4	58.7	5.4	7.7	83.1	\$6.29
UCF	18	24.7	54.6	6.3	3.3	88.9	\$2.59
UF	183	41.0	106.6	16.1	32.9	196.6	\$3.80
UNF	18	2.1	3.8	0.5	0.3	6.8	\$2.20
USF	89	20.9	126.3	2.5	17.7	167.4	\$7.02
UWF	12	8.0	9.1	0.2	0.3	17.6	\$1.19
SYSTEM	532	\$124.3 M	\$427.9 M	\$40.3 M	\$71.3 M	\$663.7 M	\$4.34

Note: These data do not include any Centers of Excellence activities – see next page for the Centers of Excellence data.

Top 10 University Centers and Institutes by 2015-16 Expenditures

RANK	UNIV	NAME OF CENTER/INSTITUTE	TOTAL \$Millions
1	USF	University of South Florida Health Informatics Institute	\$66.1
2	UCF	Center for Research and Education in Optics and Lasers (CREOL)	\$26.2
3	UCF	Institute for Simulation and Training	\$18.5
4	UF	Institute for Child Health Policy	\$18.3
5	FSU	Learning Systems Institute	\$16.3
6	USF	Center for Urban Transportation Research	\$14.6
7	UF	Clinical and Translational Science Institute	\$14.3
8	UF	Lastinger Center for Learning	\$13.6
9	UF	Institute on Aging	\$12.5
10	UCF	Florida Space Institute (FSI)	\$12.4



STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida’s investment in creating 11 Centers of Excellence is providing a substantial return on investment. Overall, the State has invested a total of \$78.4 million, and the Centers have returned \$599 million in competitive grant awards, private funds and licensing income - for a \$7.64 Return-on-Investment (ROI) for every state dollar invested.

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS \$M	GRANT FUNDING \$M	RETURN ON INVESTMENT
FAU	Center for Biomedical and Marine Biotechnology	2002-03	10.0	28.9	\$2.89
UCF	Florida Photonics Center of Excellence	2002-03	10.0	70.7	\$7.07
UF	Regenerative Health Biotechnology	2002-03	10.0	57.4	\$5.74
FAU	Southeast National Marine Renewable Energy Center	2006-07	5.0	20.2	\$4.05
FSU	High-Performance Materials Institute <i>also known as the</i> Center of Excellence in Advanced Materials	2006-07	4.0	30.0	\$7.49
UCF	Townes Laser Institute	2006-07	4.5	49.3	\$10.96
UF	Center for Nano-Bio Sensors	2006-07	4.0	24.1	\$6.03
UF	FISE Energy Technology Incubator	2006-07	4.5	185.4	\$41.20
USF	Center for Drug Discovery and Innovation	2006-07	8.0	52.0	\$6.50
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	7.5*	16.9	\$2.25
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	10.9*	64.2	\$5.89
TOTAL			\$78.4 M	\$599 M	\$7.64

Note*: The two (FIU and FSU) centers created in 2007-08 had their initial awards (of \$10M and \$14.5M, respectively) reduced in January 2009 during special Legislative Session A. Summary reports for each Center of Excellence are included in the university-specific sections of the Accountability Report – and each center name, in the table above, is hyperlinked to their website.



Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

The role of each university in achieving System goals is determined by that institution’s distinctive mission. The Board of Governors asked each institution to include in its annual report information regarding the unique aspects of its mission, as well as its responsibility for meeting specific community and regional needs.

Many of the individual university annual reports speak to the positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the System’s public service activity. The institutions play a major role in the cultural life of the communities in which they reside. The land-grant institutions offer critical assistance to Florida because of their cooperative extension programs. Students, faculty and staff provide thousands of hours in service to their communities, both through service-learning activities and through general volunteer activities. Many of the universities’ clinics provide services to members of their communities free of charge or at reduced costs.

The Carnegie Foundation for the Advancement of Teaching created an elective Classification for Community Engagement that focuses on the “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

COMMUNITY ENGAGEMENT CLASSIFICATION

Currently, eight campuses have achieved the Carnegie Foundation’s community engagement classification for Curricular Engagement and Outreach and Partnerships. The Board’s 2025 Strategic Plan calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
.	.	Yes	Yes	Yes	.	Yes	.	Yes	Tampa & St. Pete	Yes

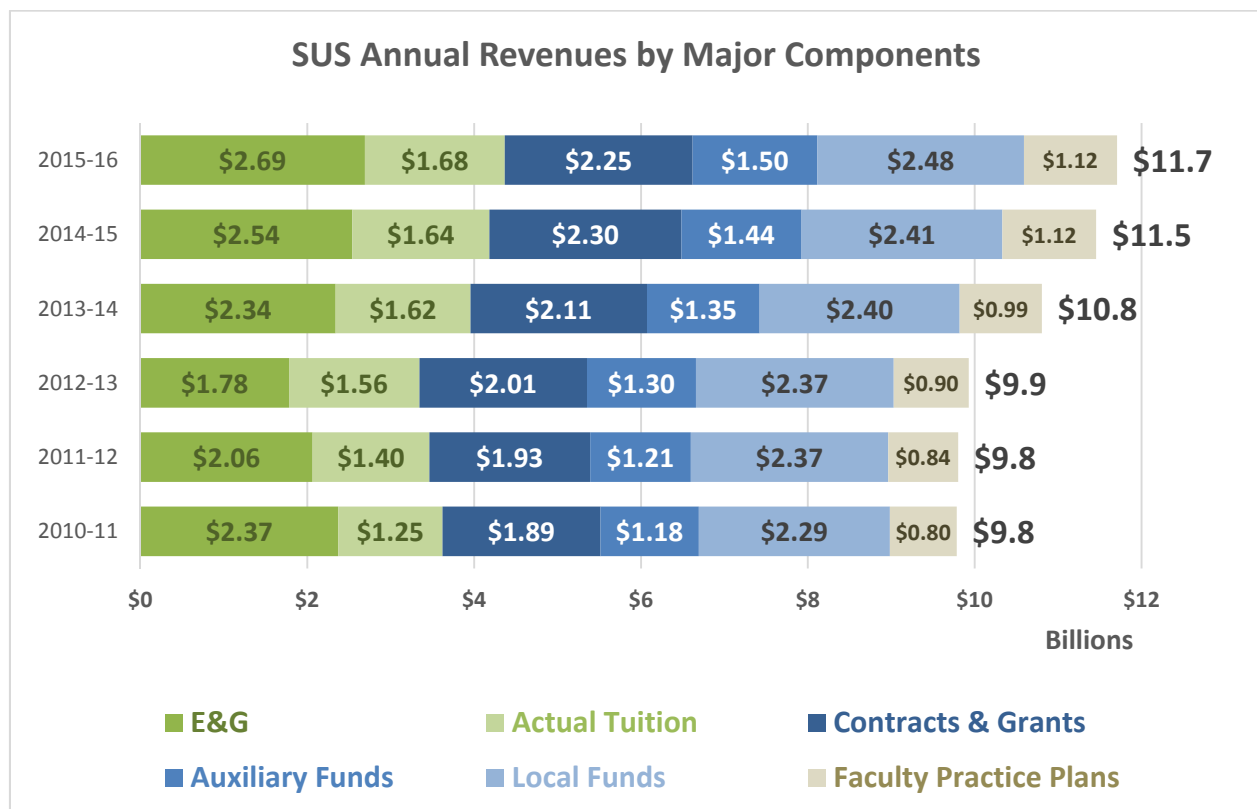


Fiscal Summary

REVENUES

In 2015-16, the State University System reported \$11.7 billion in revenues, which are divided into the following five major components that support university operations in a manner restricted by the definition of the funding categories:

- **Education and General (E&G)** includes state and tuition funds which are the primary sources of funding for instructional activities.
- **Contracts and Grants** are primarily federal grants restricted to the purpose of the grant.
- **Auxiliary Services** are ancillary self-supported units such as housing, transportation, food services, bookstores, parking services, and health centers.
- **Local Funds** are associated with student activity (supported by the student activity fee), and include student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.
- **Faculty Practice Plans** revenue is generated from patient services associated with health science center clinics.



Note: University Endowments that are managed by University Foundations are not included in these revenue data.



EXPENDITURES [Dollars in Millions]

Education & General (includes Main Operations, Health Science Centers, and IFAS)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	156.6	245.5	93.2	424.8	4.6	480.5	21.0	490.9	838.1	133.1	509.2	100.3	3,499
2013-14	169.2	256.1	101.5	449.7	13.4	499.4	22.3	498.7	919.5	141.1	512.5	106.6	3,691
2014-15	169.7	277.4	121.1	470.8	26.4	547.8	24.1	551.7	973.7	154.3	575.1	141.7	4,035
2015-16	167.0	287.9	126.5	483.1	30.3	555.1	25.1	615.5	1,015	156.7	609.3	150.4	4,284

Contracts & Grants

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	46.9	46.9	17.8	102.6	.	203.7	2.1	138.7	1,093	10.0	309.5	21.1	1,992
2013-14	44.9	47.5	13.3	125.8	.	219.0	2.2	132.8	1,129	8.3	322.7	22.6	2,068
2014-15	46.6	47.7	12.2	129.4	0.7	208.3	2.6	150.1	1,200	10.0	335.7	23.1	2,166
2015-16	45.8	53.2	13.1	126.5	1.5	190.7	2.9	142.1	1,320	9.4	367.0	21.2	2,293

Auxiliary

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	23.9	71.9	25.0	166.6	0.3	200.5	5.8	138.7	332.6	36.5	145.9	18.2	1,166
2013-14	31.5	79.6	27.0	183.7	0.1	223.8	6.0	165.1	351.5	41.6	155.4	22.0	1,287
2014-15	33.7	85.9	29.0	193.1	1.0	229.4	8.8	169.3	357.4	49.9	174.3	23.8	1,356
2015-16	25.1	92.1	26.4	203.3	2.7	216.2	6.2	187.9	362.6	46.6	179.3	23.2	1,372

Local Funds

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	63.1	218.1	34.8	184.7	.	212.3	4.6	515.5	561.8	59.6	451.4	96.4	2,402
2013-14	56.4	225.6	39.2	195.6	.	222.1	4.4	518.4	558.3	58.2	456.0	96.8	2,431
2014-15	60.0	215.0	42.0	202.8	3.1	217.8	4.6	537.0	600.7	57.9	435.1	90.5	2,466
2015-16	58.3	224.6	40.5	208.5	-0.5	235.8	4.7	549.4	586.0	55.4	436.5	93.3	2,493

Faculty Practice

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	.	0.3	.	3.1	.	9.1	.	3.4	690.7	.	198.1	.	905
2013-14	.	0.6	.	7.2	.	9.7	.	2.4	737.4	.	126.2	.	883
2014-15	.	0.7	.	10.2	.	8.8	.	4.5	845.7	.	229.7	.	1,099
2015-16	.	1.1	.	5.2	.	6.5	.	5.2	830.1	.	246.1	.	1,094

Note: These expenditures include carry-forward expenditures; therefore, these data are not comparable to the current-year revenues. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. Therefore, totaling these expenditures across categories would result in double counting.



VOLUNTARY SUPPORT FOR HIGHER EDUCATION

The three measures of Alumni Support reported below serve as barometers of how well institutions have served their graduates. When colleges deliver on the promise of providing academic excellence and creating a positive campus atmosphere, they produce successful and happy graduates with an affinity for their alma mater that often results in donations. Alumni relations are a crucial part of any institution's on-going advancement activities.

Endowment (\$Millions)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FY2011-12	107.7	172.3	55.6	132.6	.	497.7	27.2	122.6	1,263	74.9	334.1	47.7	2,837
FY2012-13	115.3	189.3	63.0	149.4	.	548.1	32.0	135.5	1,360	83.6	363.9	53.7	3,093
FY2013-14	127.2	208.5	75.7	176.5	0.1	624.6	36.4	154.6	1,520	94.9	417.3	61.8	3,497
FY2014-15	120.7	204.8	74.9	178.8	0.1	605.3	37.9	150.7	1,556	98.3	417.4	60.2	3,505
FY2015-16	115.6	257.0	72.9	174.1	0.7	584.5	37.8	146.4	1,468	96.5	395.3	60.0	3,408

Gifts Received (\$Millions)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FY2011-12	3.2	9.4	5.3	15.3	.	55.9	2.1	14.9	173.4	10.2	43.6	3.1	336
FY2012-13	3.2	11.9	6.8	24.7	.	61.3	1.9	38.8	211.0	10.2	36.5	2.9	409
FY2013-14	3.3	10.7	17.4	21.3	7.0	55.7	2.0	23.1	215.2	9.9	37.4	4.2	400
FY2014-15	5.8	15.9	8.3	23.5	2.9	68.6	3.9	36.8	215.6	10.4	59.9	4.0	453
FY2015-16	6.4	44.9	12.3	27.8	4.3	75.4	2.6	22.4	243.7	17.6	45.6	11.2	510

Percentage of Alumni Donors

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FY2011-12	5.8	1.4	3.0	7.3	.	15.7	20.7	5.7	13.2	4.2	9.9	3.3	9.6
FY2012-13	4.4	2.1	2.8	8.6	.	17.8	14.8	6.1	12.9	4.5	9.4	4.1	10.2
FY2013-14	3.3	3.0	3.7	6.3	.	16.7	14.9	2.8	12.3	3.7	8.9	3.9	9.0
FY2014-15	8.9	3.1	4.6	4.7	.	17.2	12.8	1.5	11.8	3.2	8.6	4.4	8.6
FY2015-16	6.4	3.2	2.9	4.9	.	16.6	14.0	2.6	10.9	4.7	11.3	4.6	8.7

Note: **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.*

2015-16

SYSTEM ACCOUNTABILITY REPORT

APPENDIX: DATA TABLES

BOG APPROVED 03/30/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

MMIII



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$1,530,773,793	\$1,771,265,072	\$2,004,246,997	\$1,977,317,433	\$2,035,836,134
Non-Recurring State Funds	-\$223,286,969	\$64,987,064	\$36,180,332	\$169,650,000	\$250,410,328
Tuition	\$1,209,505,656	\$1,240,932,746	\$1,262,176,193	\$1,282,977,051	\$1,322,726,587
Tuition Differential Fee	\$233,002,947	\$242,297,684	\$244,791,204	\$248,705,385	\$251,863,431
Misc. Fees & Fines	\$35,005,671	\$25,828,833	\$26,602,644	\$41,779,797	\$42,533,897
Phosphate/Other TF	\$5,022,319	\$5,060,505	\$5,071,736	\$1,801,487	\$3,062,084
SUBTOTAL	\$2,790,023,417	\$3,350,371,904	\$3,579,069,106	\$3,722,231,153	\$3,906,432,461
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$256,136,544	\$282,063,842	\$286,570,895	\$288,789,417	\$295,777,479
Non-Recurring State Funds	\$0	\$4,534,888	\$4,650,000	\$3,300,000	\$1,600,000
Tuition	\$116,845,291	\$130,121,782	\$133,429,608	\$141,199,940	\$152,981,746
Tuition Differential Fee	\$2,956,633	\$3,248,580	\$3,339,071	\$3,282,304	\$3,288,193
Misc. Fees & Fines	\$447,294	\$426,995	-\$26,829,312	\$989,650	\$795,608
Phosphate/Other TF	\$23,304,902	\$23,958,755	\$27,453,651	\$30,090,135	\$32,812,783
SUBTOTAL	\$399,690,664	\$444,354,842	\$428,613,913	\$467,651,446	\$487,255,809
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	\$136,741,897	\$144,581,365	\$147,053,333	\$156,184,692	\$168,596,377
Non-Recurring State Funds	\$1,117,000	\$310,726	\$5,985,878	\$1,701,388	\$3,581,286
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Phosphate/Other TF	\$16,526,296	\$16,906,873	\$22,567,202	\$19,011,567	\$27,748,666
SUBTOTAL	\$154,385,193	\$161,798,964	\$175,606,413	\$176,897,647	\$199,926,329
TOTAL	\$3,344,099,274	\$3,956,525,710	\$4,183,289,432	\$4,366,780,246	\$4,593,614,599

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	\$1,701,264,605	\$1,900,522,117	\$2,004,409,859	\$2,143,255,271	\$2,231,645,177
Administration and Support	\$276,463,976	\$318,238,227	\$340,265,192	\$388,246,775	\$476,130,854
PO&M	\$267,866,481	\$328,885,479	\$326,698,400	\$339,463,456	\$380,306,291
Student Services	\$194,813,969	\$238,306,894	\$254,684,231	\$286,492,976	\$293,460,649
Library/Audio Visual	\$109,547,014	\$110,593,531	\$119,513,968	\$134,600,295	\$123,973,713
Other	\$60,273,258	\$59,654,837	\$62,370,802	\$107,472,077	\$116,757,223
SUBTOTAL	\$2,610,229,303	\$2,956,201,085	\$3,107,942,452	\$3,399,530,850	\$3,622,273,907
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$256,759,086	\$280,883,879	\$307,639,534	\$338,908,166	\$344,533,822
Administration and Support	\$22,527,976	\$29,796,651	\$31,406,644	\$30,771,812	\$31,025,179
PO&M	\$30,587,096	\$43,255,640	\$39,931,775	\$46,947,730	\$43,675,385
Library/Audio Visual	\$8,732,805	\$10,191,485	\$11,261,955	\$12,352,171	\$12,939,888
Teaching Hospital & Clinics	\$18,811,107	\$18,222,133	\$18,300,431	\$20,213,152	\$22,613,852
Student Services, and Other	\$0	\$16,798,949	\$17,454,827	\$20,428,178	\$27,898,982
SUBTOTAL	\$337,418,070	\$399,148,737	\$425,995,166	\$469,621,209	\$482,687,108
IFAS					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Administration and Support	\$7,185,500	\$10,856,182	\$14,928,593	\$13,725,318	\$14,735,578
PO&M	\$14,289,202	\$15,905,754	\$17,769,832	\$18,635,302	\$20,881,096
Student Services	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$41,409,931	\$41,783,184	\$46,018,498	\$49,221,975	\$54,233,752
Institutes & Centers, Other	\$73,235,066	\$74,878,235	\$78,554,232	\$83,989,383	\$89,116,714
SUBTOTAL	\$136,119,699	\$143,423,355	\$157,271,155	\$165,571,978	\$178,967,140
TOTAL	\$3,083,767,072	\$3,498,773,177	\$3,691,208,773	\$4,034,724,037	\$4,283,928,155

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.*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR & Lottery)</i>	\$5,759	\$4,737	\$6,694	\$7,425	\$7,713
Tuition & Fees <i>(State-funded Aid)</i>	\$1,105	\$1,072	\$1,068	\$980	\$925
Tuition & Fees <i>(from Student)</i>	\$3,721	\$4,280	\$4,432	\$4,600	\$4,726
Other Trust Funds	\$26	\$18	\$18	\$18	\$18
TOTAL	\$10,612	\$10,108	\$12,213	\$13,024	\$13,382

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	.	\$26,400	\$27,200	\$28,500	\$30,360
[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	.	.	\$15,110	\$14,840	\$14,820

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.fibog.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	\$1,205,035,583	\$1,304,841,616	\$1,351,883,195	\$1,440,705,902	\$1,495,517,811
Expenditures	\$1,095,124,336	\$1,165,929,389	\$1,287,282,293	\$1,355,555,354	\$1,371,921,236
Contracts & Grants					
Revenues	\$1,927,998,352	\$2,009,158,972	\$2,114,543,972	\$2,301,106,140	\$2,251,346,650
Expenditures	\$1,962,379,325	\$1,991,915,932	\$2,067,910,207	\$2,165,873,644	\$2,293,121,982
Local Funds					
Revenues	\$2,367,301,351	\$2,371,276,152	\$2,396,231,839	\$2,406,696,558	\$2,476,879,650
Expenditures	\$2,336,057,023	\$2,402,223,683	\$2,430,978,898	\$2,466,378,242	\$2,492,521,495
Faculty Practice Plans					
Revenues	\$837,213,310	\$898,769,765	\$985,799,409	\$1,123,537,594	\$1,115,870,738
Expenditures	\$848,135,676	\$904,297,973	\$882,903,719	\$1,098,815,501	\$1,094,032,785

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

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$2,837	\$3,093	\$3,497	\$3,505	\$3,408
Gifts Received (\$1000s)	\$341	\$409	\$400	\$453	\$510
Percentage of Alumni Donors	9%	10.2%	9.0%	8.6%	8.7%

Notes: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Gifts Received as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. Percentage of Alumni Donors as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *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	5,531	5,528	5,570	5,558	5,626
Tenure-track Faculty	2,185	2,113	2,014	2,054	2,142
Non-Tenure Track Faculty	4,900	5,333	5,785	5,668	5,903
Instructors Without Faculty Status	87	43	38	37	43
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	28,777	29,105	30,622	31,725	32,609
FULL-TIME SUBTOTAL	41,480	42,122	44,029	45,042	46,323
Part-time Employees					
Tenured Faculty	201	149	134	145	170
Tenure-track Faculty	46	44	27	35	34
Non-Tenure Track Faculty	2,426	2,816	2,848	2,945	2,981
Instructors Without Faculty Status	2,240	2,263	2,320	2,439	2,357
Graduate Assistants/Associates	13,858	13,586	13,418	13,315	13,480
Non-Instructional Employees	675	1,611	905	1,043	914
PART-TIME SUBTOTAL	19,446	20,469	19,652	19,922	19,936
TOTAL	60,926	62,591	63,681	64,964	66,259

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	329,737	334,989	337,765	341,044	345,672
UNDERGRADUATE					
FTIC (Regular Admit)	138,292	139,315	140,925	143,092	145,285
FTIC (Profile Admit)	8,128	7,351	6,341	5,624	4,983
FCS AA Transfers	66,207	68,782	69,817	70,195	71,033
Other AA Transfers	4,927	4,967	5,059	4,980	5,021
Post-Baccalaureates	0	0	0	3,319	4,993
Other Undergraduates	36,508	37,461	38,208	35,446	35,768
Subtotal	254,062	257,876	260,350	262,656	267,083
GRADUATE					
Master's	38,963	39,028	38,252	37,966	38,919
Research Doctoral	13,633	13,606	13,520	13,487	13,576
Professional Doctoral	9,193	9,717	10,208	10,513	10,487
<i>Dentistry</i>	331	327	341	348	360
<i>Law</i>	2,968	2,824	2,659	2,542	2,495
<i>Medicine</i>	1,934	2,255	2,549	2,802	2,931
<i>Nursing Practice</i>	432	487	553	656	768
<i>Pharmacy</i>	2,301	2,280	2,382	2,437	2,412
<i>Physical Therapist</i>	647	890	1,084	1,062	868
<i>Veterinary Medicine</i>	371	402	426	439	450
<i>Other</i>	209	252	214	227	203
Subtotal	61,789	62,351	61,980	61,966	62,982
UNCLASSIFIED					
HS Dual Enrolled	4,098	5,500	6,328	7,111	5,842
Other	9,788	9,262	9,107	9,311	9,765
Subtotal	13,886	14,762	15,435	16,422	15,607

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 2016 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted. FGCU provided HS dual enrolled numbers that do not match with SUDS data on degree level sought element. The system numbers for "other undergraduates" and "HS dual enrolled" reflect the manual change to FGCU's table.



Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	92,913	91,797	90,562	89,898	90,500
UPPER	131,219	132,219	132,247	132,158	132,867
MASTERS (GRAD I)	24,171	22,693	21,508	20,521	20,177
DOCTORAL (GRAD II)	12,994	12,918	12,766	12,480	12,112
TOTAL	261,297	259,627	257,083	255,057	255,656
NON-RESIDENT FUNDABLE					
LOWER	4,856	4,990	5,573	6,594	7,844
UPPER	5,076	5,357	5,906	6,695	7,552
MASTERS (GRAD I)	4,904	5,284	5,433	5,660	6,182
DOCTORAL (GRAD II)	5,654	5,717	5,747	5,886	6,147
TOTAL	20,490	21,348	22,660	24,834	27,723
TOTAL FUNDABLE					
LOWER	97,769	96,786	96,136	96,492	98,343
UPPER	136,295	137,576	138,153	138,853	140,418
MASTERS (GRAD I)	29,075	27,977	26,941	26,181	26,359
DOCTORAL (GRAD II)	18,648	18,635	18,513	18,366	18,259
TOTAL	281,787	280,975	279,742	279,892	283,380
TOTAL NON-FUNDABLE					
LOWER	3,066	3,095	3,125	3,258	3,651
UPPER	3,530	3,678	3,823	3,931	4,060
MASTERS (GRAD I)	4,577	5,568	6,186	7,033	7,654
DOCTORAL (GRAD II)	695	688	642	665	743
TOTAL	11,869	13,029	13,776	14,887	16,108
TOTAL					
LOWER	100,835	99,882	99,261	99,750	101,994
UPPER	139,825	141,254	141,976	142,784	144,478
MASTERS (GRAD I)	33,652	33,545	33,127	33,214	34,013
DOCTORAL (GRAD II)	19,343	19,323	19,155	19,031	19,002
TOTAL	293,656	294,004	293,518	294,779	299,487

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.



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	87,490	83,849	81,321	80,194	79,877
UPPER	108,507	106,391	103,049	101,095	98,594
MASTERS (GRAD I)	24,274	22,853	22,222	21,830	22,014
DOCTORAL (GRAD II)	17,901	16,852	16,589	16,368	16,438
TOTAL	238,173	229,945	223,181	219,486	216,922
DISTANCE LEARNING					
LOWER	10,726	12,414	13,905	15,802	18,505
UPPER	26,810	30,468	34,339	36,816	40,866
MASTERS (GRAD I)	7,851	9,257	9,561	10,216	11,057
DOCTORAL (GRAD II)	898	1,824	2,122	2,243	2,167
TOTAL	46,284	53,962	59,927	65,078	72,595
HYBRID					
LOWER	2,619	3,619	4,035	3,754	3,611
UPPER	4,506	4,395	4,587	4,872	5,017
MASTERS (GRAD I)	1,526	1,434	1,344	1,167	941
DOCTORAL (GRAD II)	542	647	443	420	398
TOTAL	9,194	10,094	10,409	10,213	9,967
TOTAL					
LOWER	100,835	99,882	99,261	99,750	101,993
UPPER	139,823	141,253	141,974	142,783	144,477
MASTERS (GRAD I)	33,651	33,544	33,127	33,213	34,011
DOCTORAL (GRAD II)	19,342	19,323	19,155	19,031	19,002
TOTAL	293,652	294,001	293,516	294,777	299,484

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. 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 (e.g., labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. 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). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



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	163	166	163	134	110
Undergraduate	4,806	4,904	4,574	4,232	4,614
Master's (GRAD 1)	1,086	1,161	1,126	1,023	1,170
Doctoral (GRAD 2)	143	164	142	139	150
Subtotal	6,198	6,395	6,005	5,528	6,044
DEPENDENTS					
Unclassified	8	22	30	30	35
Undergraduate	1,428	1,871	2,896	3,000	3,105
Master's (GRAD 1)	143	183	282	288	287
Doctoral (GRAD 2)	29	34	46	44	45
Subtotal	1,608	2,110	3,254	3,362	3,472
NON-MILITARY					
Unclassified	13,679	14,535	15,207	16,228	15,425
Undergraduate	248,118	251,389	253,164	255,726	259,645
Master's (GRAD 1)	46,190	45,573	45,184	44,731	45,626
Doctoral (GRAD 2)	13,944	14,987	14,936	15,469	15,460
Subtotal	321,931	326,484	328,491	332,154	336,156
TOTAL	329,737	334,989	337,750	341,044	345,672

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	99,602	100,895	101,013	100,308	99,389
Percent with Pell Grant	40%	40%	40%	39.7%	39.0%

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

Program Title (2-digit CIP)	New Programs	Temporarily Suspended Programs	Terminated Programs
AGRICULTURE (1)	0	1	0
NATURAL RESOURCES AND CONSERVATION (03)	2	0	1
ARCHITECTURE (04)	0	2	0
ETHNIC, CULTURAL, GENDER STUDIES (05)	1	1	2
COMPUTER SCIENCE (11)	0	0	1
EDUCATION (13)	2	6	10
ENGINEERING (14)	2	0	0
FOREIGN LANGUAGES (16)	3	3	6
BIOLOGICAL AND BIOMEDICAL SCIENCES (26)	2	0	0
INTERDISCIPLINARY STUDIES (30)	3	1	0
HOMELAND SECURITY, LAW ENFORCEMENT, ETC. (43)	1	0	0
SOCIAL SCIENCES (45)	0	1	0
VISUAL AND PERFORMING ARTS (50)	1	3	0
HEALTH PROFESSIONS (51)	4	1	1
BUSINESS MANAGEMENT (52)	0	3	0
TOTAL	21	22	21

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
<i>Cohort Size</i>	37,915	37,220	37,448	38,063	39,007
% Retained at same university <i>with Any GPA</i>	86%	86%	87%	87%	88%
% Retained-any SUS institution <i>with Any GPA</i>	88%	88%	89%	89%	90%
% Retained at same university <i>with GPA 2.0 or higher</i>	81.1%	81.7%	82.5%	83.9%	84.6%
% Retained—any SUS institution <i>with GPA 2.0 or higher</i>	82.5%	83.2%	84.0%	85.1%	85.9%

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
<i>Cohort Size</i>	35,855	35,186	34,222	35,687	35,642
% Graduated	68%	69%	71%	72%	70%
% Still Enrolled	8%	7%	7%	6%	6%
% Success Rate	76%	77%	78%	78%	76%

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
<i>Cohort Size</i>	34,280	35,739	37,813	37,877	37,216
Same University	41%	42%	41%	43%	45%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	43%	44%	43%	45%	47%

6 – Year Rates (Full- & Part-time)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	37,665	36,826	35,417	36,642	38,570
Same University	61.8%	63.5%	65.9%	66.2%	65.5%
Other University in SUS	5%	4%	5%	5%	5%
Total from System	66.5%	68.0%	70.5%	71.1%	70.4%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

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.fbog.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
<i>Cohort Size</i>	18,049	18,971	18,815	18,732	18,330
Same University	30%	28%	27%	27%	28%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	14,166	16,664	18,049	18,971	18,813
Same University	69%	69%	68%	67%	67%

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
<i>Cohort Size</i>	11,410	10,353	12,617	11,666	12,449
Same University	64%	64%	63%	64%	66%

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	57,491	59,126	60,135	61,789	63,422
Second Majors	2,961	2,967	3,096	2,913	2,800
TOTAL	60,452	62,093	63,231	64,702	66,222

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]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	11,306	12,134	12,822	13,616	14,802
HEALTH	4,923	5,416	6,101	7,116	7,463
GLOBALIZATION	2,268	2,413	2,330	2,328	2,300
EDUCATION	3,788	3,567	3,585	3,097	3,201
GAP ANALYSIS	5,387	5,412	5,585	5,753	6,146
SUBTOTAL	27,672	28,942	30,423	31,910	33,912
PSE PERCENT OF TOTAL	45.8%	46.6%	48.1%	49.3%	51.2%

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	7,232	7,290	7,410	7,668	7,833
Percentage of Degrees	13%	13%	13%	13%	13%
Hispanic					
Number of Degrees	11,918	13,210	14,277	15,291	16,221
Percentage of Degrees	21%	23%	25%	26%	27%
Pell-Grant Recipients					
Number of Degrees	26,058	28,658	30,394	31,561	32,082
Percentage of Degrees	46%	49%	52%	52%	52%

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	62%	61%	61%	68%	68%
AA Transfers	69%	74%	76%	76%	76%
Other Transfers	56%	66%	71%	70%	72%
TOTAL	63%	66.8%	68.5%	71.2%	71.6%

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	24,193	23,632	22,269	22,773	24,193

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	57%	57%	57%	59%	57%
30 to 49 Students	27%	26%	26%	25%	27%
50 to 99 Students	11%	11%	12%	11%	11%
100 or More Students	5%	5%	5%	6%	5%

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



Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	68%	68%	68%	68%	69%
Adjunct Faculty	20%	19%	19%	19%	19%
Graduate Students	10%	12%	11%	10%	10%
Other Instructors	2%	2%	2%	2%	2%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	24.8	25.3	25.2	23.6	23.3

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	1,181	1,297	1,291	1,268	1,261
First-time Pass Rate	93%	96%	91%	87%	92%
<i>National Benchmark</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>	<i>85%</i>	<i>87%</i>

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	.	.	64.9%	65.7%	67.4%
Employed (Full-time) or Enrolled	67%	67%	67%	74%	75%
<i>Percent Found</i>	90%	89%	91%	92%	92%
<i>Number of States/Districts Searched</i>	1	36	38	38	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/ifi/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	\$17,200	\$17,800	\$18,200	\$18,700	\$19,200
25th PERCENTILE WAGE	\$24,300	\$24,900	\$25,800	\$26,900	\$28,000
MEDIAN WAGE	\$32,800	\$33,500	\$34,700	\$36,400	\$38,000
75th PERCENTILE WAGE	\$44,000	\$43,700	\$46,000	\$48,800	\$51,300
95th PERCENTILE WAGE	\$64,400	\$64,700	\$66,400	\$71,400	\$74,800
<i>Percent Found</i>	47%	46%	49%	56%	56%
<i>Number of States/Districts Searched</i>	1	1	1	38	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

Program Title (2-digit CIP)	New Programs	Temporarily Suspended Programs	Terminated Programs
NATURAL RESOURCES AND CONSERVATION (03)	0	1	0
ETHNIC, CULTURAL, GENDER STUDIES (05)	0	0	2
COMMUNICATION (9)	1	1	0
COMPUTER SCIENCE (11)	2	0	0
EDUCATION (13)	2	7	5
ENGINEERING (14)	2	0	1
FOREIGN LANGUAGES (16)	0	1	0
HUMAN SCIENCES (19)	0	1	0
LEGAL PROFESSIONS AND STUDIES (22)	2	0	0
RECREATION AND FITNESS STUDIES (31)	0	0	1
PHILOSOPHY AND RELIGIOUS STUDIES (38)	0	1	0
PHYSICAL SCIENCES (40)	0	0	2
PSYCHOLOGY (42)	1	0	0
HOMELAND SECURITY, LAW ENFORCEMENT, ETC. (43)	0	1	0
PUBLIC ADMINISTRATION (44)	0	1	0
SOCIAL SCIENCES (45)	0	3	0
HEALTH PROFESSIONS (51)	7	2	1
BUSINESS MANAGEMENT (52)	2	4	1
TOTAL	19	23	13

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	21,831	22,134	22,862	22,650	22,695
Second majors	27	2	1	4	2
TOTAL	21,858	22,136	22,863	22,654	22,697
Masters and Specialist (1st majors)	17,435	17,686	18,176	17,803	17,812
Research Doctoral (1st majors)	1,949	1,969	2,128	2,136	2,046
Professional Doctoral (1st majors)	2,447	2,479	2,558	2,711	2,837
<i>Dentistry</i>	82	79	83	78	79
<i>Law</i>	959	992	899	864	785
<i>Medicine</i>	364	418	462	581	688
<i>Nursing Practice</i>	73	67	99	102	130
<i>Pharmacy</i>	596	558	538	585	576
<i>Physical Therapist</i>	233	221	308	341	384
<i>Veterinary Medicine</i>	84	86	98	101	111
<i>Other Professional Doctorate</i>	56	58	71	59	84

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	4,711	4,986	5,360	5,195	5,510
HEALTH	4,079	4,205	4,288	4,816	5,045
GLOBALIZATION	403	419	432	483	460
EDUCATION	2,373	2,222	2,318	2,128	2,185
GAP ANALYSIS	854	884	950	991	1,032
SUBTOTAL	12,420	12,716	13,348	13,613	14,232
PSE PERCENT OF TOTAL	56.8%	57.4%	58.4%	60.1%	62.7%

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2012	2013	2014	2015	2016
Examinees	846	889	809	753	683
First-time Pass Rate	84%	84%	82%	81%	76%
<i>State Benchmark</i>	81%	80%	74%	69%	66%

Medicine: *US Medical Licensing Exam - Step 1 (for 2nd year MD students)*

	2012	2013	2014	2015	2016 Preliminary
Examinees	475	517	576	643	643
First-time Pass Rate	95%	97%	97%	97%	97%
<i>National Benchmark</i>	96%	97%	96%	96%	96%

Medicine: *US Medical Licensing Exam - Step 2 Clinical Knowledge (for 4th year MD students)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	399	492	509	639	657
First-time Pass Rate	99%	100%	99%	97%	97%
<i>National Benchmark</i>	98%	98%	97%	95%	96%

Medicine: *US Medical Licensing Exam - Step 2 Clinical Skills (for 4th year MD students)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	377	463	514	562	630
First-time Pass Rate	99%	98%	95%	97%	98%
<i>National Benchmark</i>	97%	98%	96%	96%	97%

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	82	87	97	101	110
First-time Pass Rate	95%	99%	97%	95%	98%
<i>National Benchmark</i>	96%	96%	90%	90%	95%

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).



Section 5 – Graduate Education *(continued)*

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

Pharmacy: *North American Pharmacist Licensure Exam*

	2011	2012	2013	2014	2015
Examinees	422	408	397	400	402
First-time Pass Rate	94%	94%	92%	94%	92%
<i>National Benchmark</i>	94%	97%	95%	95%	93%

Dentistry: *National Dental Board Exam - Part 1*

	2011	2012	2013	2014	2015
Examinees	79	80	82	80	92
First-time Pass Rate	100%	100%	100%	100%	100%
<i>National Benchmark</i>	95%	93%	93%	96%	96%

Dentistry: *National Dental Board Exam - Part 2*

	2011	2012	2013	2014	2015
Examinees	87	79	81	80	79
First-time Pass Rate	99%	99%	100%	96%	99%
<i>National Benchmark</i>	95%	94%	94%	92%	92%

Physical Therapy: *National Physical Therapy Examinations*

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	594	673	665	692	734
First-time Pass Rate	85%	85%	85%	87%	88%
<i>National Benchmark</i>	89%	89%	89%	90%	91%

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

	2011	2012	2013	2014	2015
Examinees			134	157	137
'New Graduate' Pass Rate	.	.	96%	97%	93%
<i>System Average</i>	.	.	96%	97%	93%

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



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2010-11	2011-12	2012-13	2013-14	2014-15
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$1,755	\$1,769	\$1,783	\$1,879	\$1,981
Federally Funded (\$ 1,000s)	\$917	\$918	\$896	\$884	\$879
Percent Funded From External Sources	60%	60%	59%	58%	55%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$226,192	\$229,212	\$233,351	\$247,743	\$260,291
Technology Transfer					
Invention Disclosures	710	793	753	749	777
Licenses & Options Executed	201	208	257	308	441
Licensing Income Received (\$)	\$33	\$37	\$32	\$36	\$38
Number of Start-Up Companies	25	30	33	38	54
	2011	2012	2013	2014	2015
Utility Patents Issued	257	281	304	317	293

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.



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	SUS TOTAL	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		3,494	289
Value of Competitive Grants Applied For (\$)		2,334,471,461	170,474,015
Number of Competitive Grants Received		2,305	201
Value of Competitive Grants Received (\$)		\$590,714,255	\$67,888,239
Total Research Expenditures (\$)		\$374,455,717	\$25,490,062
Number of Publications in Refereed Journals From Center Research		3,471	270
Number of Invention Disclosures		606	29
Number of Licenses/Options Executed		111	7
Licensing Income Received (\$)		1,143,629	161,481
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		30	2
Jobs Created By Start-Up Companies Associated with the Center		432	10
Specialized Industry Training and Education		49	3
Private-sector Resources Used to Support the Center's Operations		7,395,121	385,953