University of South Florida

DIGITAL COMMONS
@ UNIVERSITY OF SOUTH FLORIDA

Digital Commons @ University of South Florida

USF Accountability Reports

USF Archives

1-1-2014

2014 Accountability Report USF Sarasota-Manatee

USF

Follow this and additional works at: https://digitalcommons.usf.edu/usf_accountability_reports

Scholar Commons Citation

USF, "2014 Accountability Report USF Sarasota-Manatee" (2014). *USF Accountability Reports*. 41.
https://digitalcommons.usf.edu/usf_accountability_reports/41

This Article is brought to you for free and open access by the USF Archives at Digital Commons @ University of South Florida. It has been accepted for inclusion in USF Accountability Reports by an authorized administrator of Digital Commons @ University of South Florida. For more information, please contact digitalcommons@usf.edu.

2013-14

Annual Accountability Report

UNIVERSITY OF SOUTH FLORIDA

SARASOTA-MANATEE

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

TABLE OF CONTENTS

EXECUTIVE SUMMARY

DASHBOARD p. 2
KEY ACHIEVEMENTS p. 5
NARRATIVE p. 6

DATA TABLES

SECTION 1. FINANCIAL RESOURCES p. 13
SECTION 2. PERSONNEL p. 17
SECTION 3. ENROLLMENT p. 18
SECTION 4. UNDERGRADUATE EDUCATION p. 22
SECTION 5. GRADUATE EDUCATION p. 31
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT p. 35

Dashboard

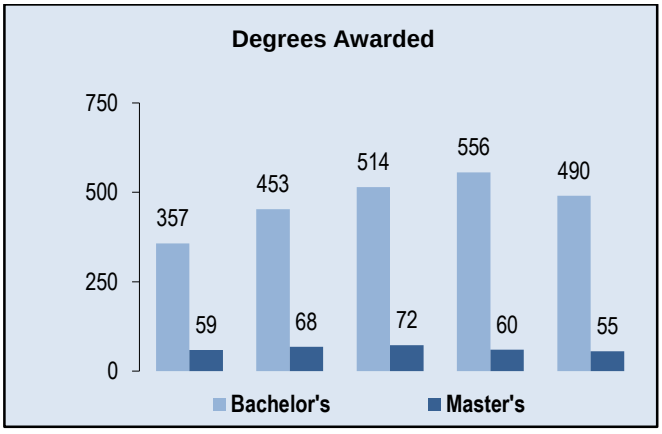
Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change
TOTAL	**1,887**	100%	**-3%**
White	1,383	73%	-5%
Hispanic	241	13%	0%
Black	121	6%	-5%
Other	142	8%	15%
Full-Time	876	46%	5%
Part-Time	1,011	54%	-9%
Undergraduate	1,671	89%	-2%
Graduate	128	7%	-9%
Unclassified	88	5%	-12%

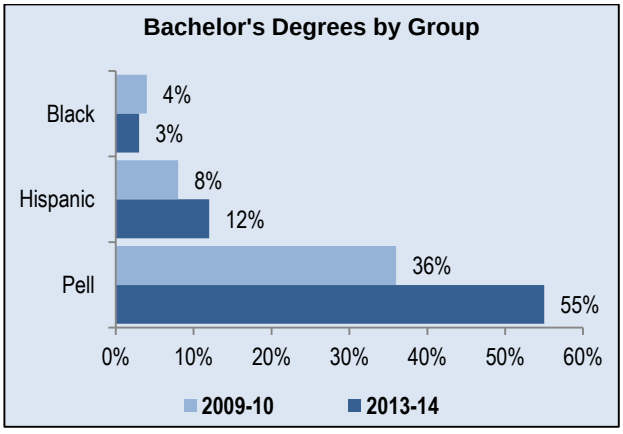
Degree Programs Offered	
TOTAL *(as of Spring 2014)*	**28**
Baccalaureate	19
Master's	9
Research Doctorate	0
Professional Doctorate	0

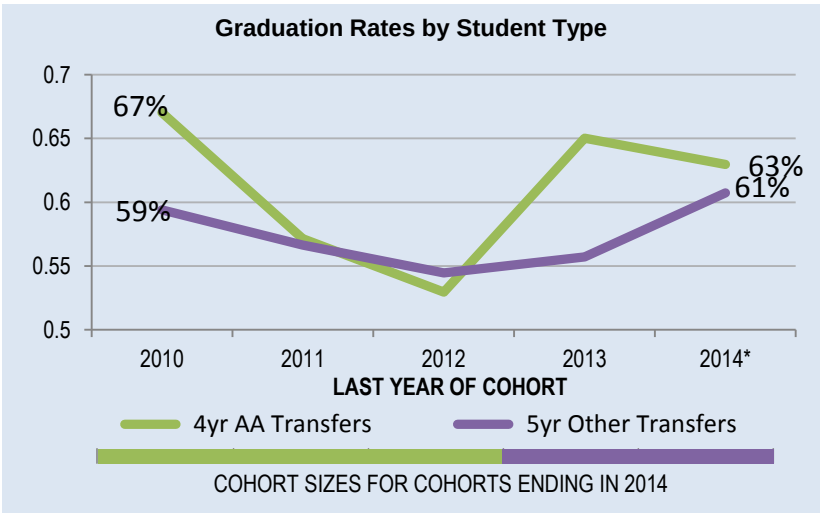
Faculty (Fall 2013)	Full-Time	Part-Time
TOTAL	**70**	**74**
Tenure & Ten. Track	31	0
Non-Tenured Faculty	39	74

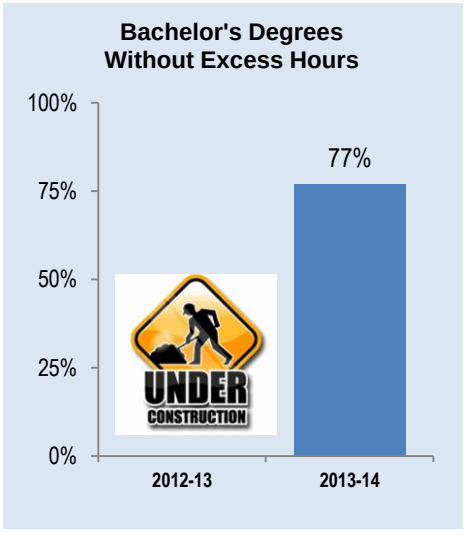
2012 Carnegie Classifications	
Basic:	Master's Colleges and Universities (medium)
Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Graduate Instructional Program:	Post-baccalaureate with arts & sciences (education dominant
Size and Setting:	Small four-year, primarily nonresidential
Community Engagement:	n/a

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY





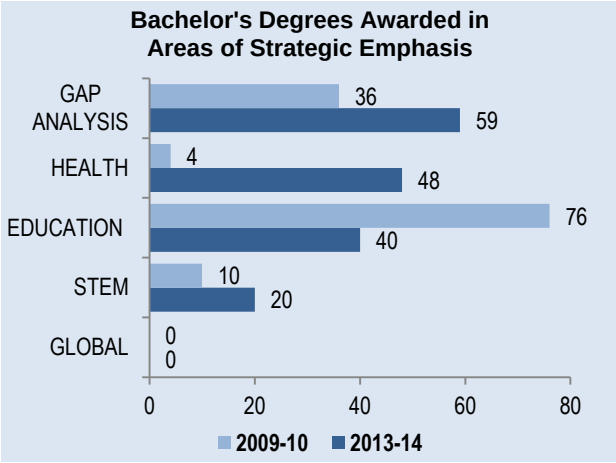


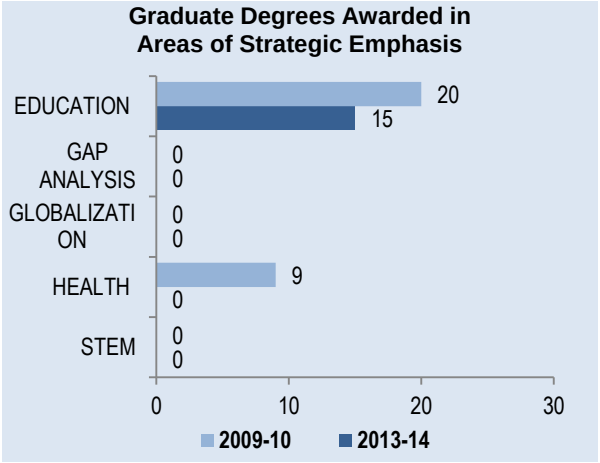


* Based on 2014 preliminary data

Dashboard

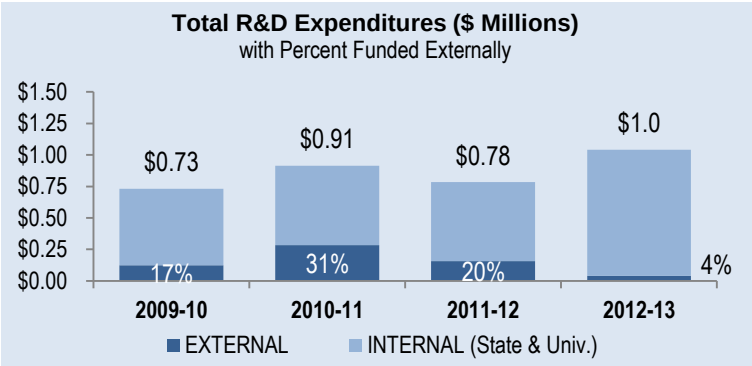
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



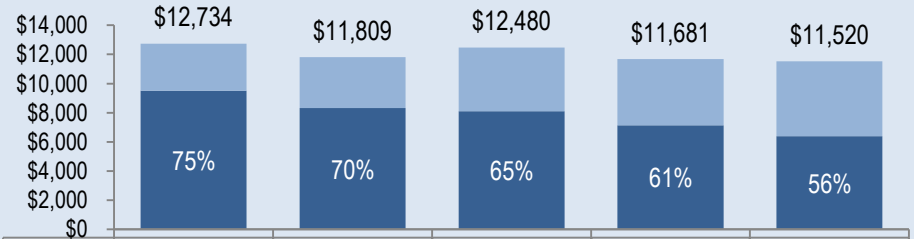


* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

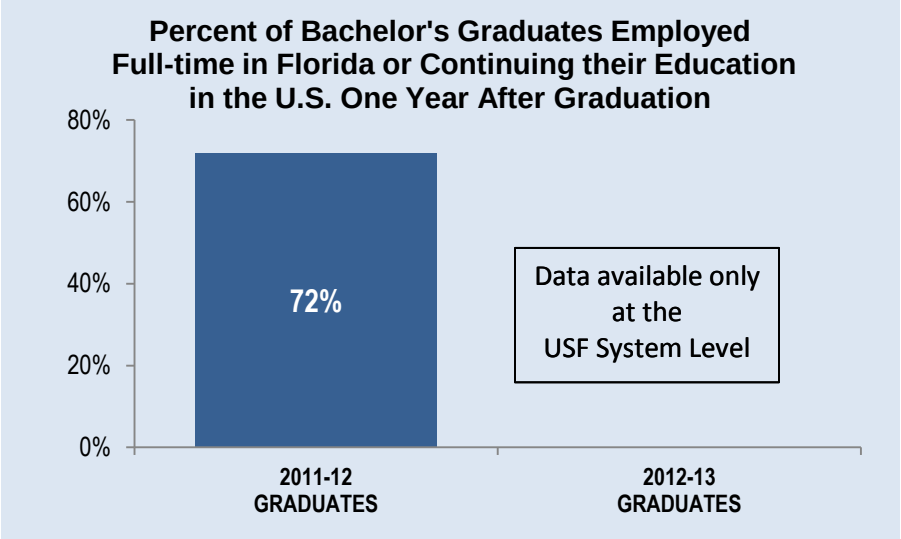


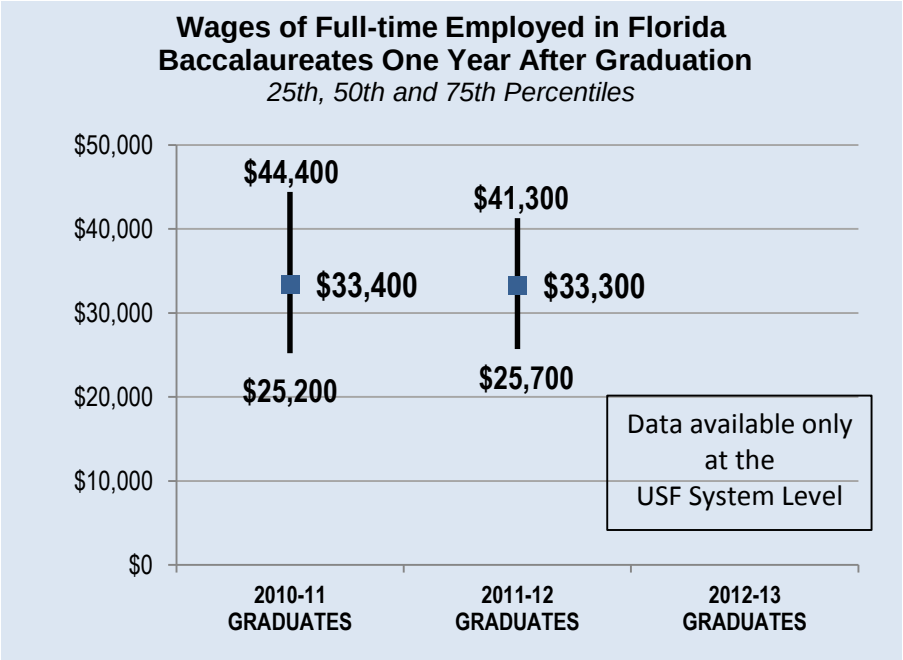
TOTAL	$12,734	$11,809	$12,480	$11,681	$11,520
TUITION	$3,228	$3,490	$4,374	$4,548	$5,122
STATE	$9,506	$8,319	$8,105	$7,132	$6,398

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

Dashboard

POST-GRADUATION METRICS





Key Achievements (2013 –2014)

Limit to one page. Please don't include achievements reported last year.

STUDENT AWARDS/ACHIEVEMENTS

1. Vanja Bogicevic, a master's degree student in hospitality management, won the Best Paper Award from the *Asia Pacific Journal of Tourism Research*.

2. Miriam Fleck and Naomi Jacobs, undergraduates in Elementary Education, were awarded the David Watts Scholarship for outstanding future educators.

3. Undergraduate Eric Geimer, majoring in Interdisciplinary Social Sciences, published the paper "The Efficacy of Mathematics Education" in the *Science, Technology, Engineering, Art, and Mathematics Journal*.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Cihan Cobanoglu, Dean of the College of Hospitality & Technology Leadership, was selected as recipient of the 2014 Bradenton Area Convention and Visitor's Bureau's 2014 Tourism Catalyst Award.

PROGRAM AWARDS/ACHIEVEMENTS

1. USF Sarasota-Manatee's College of Education received the Innovation in Teacher Education Award from the Southern Regional Association of Teacher Educators (SRATE).

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Melissa Sloan and Dr. Jane Roberts, faculty members in the College of Arts & Sciences, were awarded an American Sociological Association grant to support community action research with the Family Safety Alliance, a local organization devoted to engaging the community in the oversight and improvement of the local child welfare system.

2. Dr. Jennifer Menon Mariano, a faculty member in the College of Education, secured a sub-award through the John Templeton Foundation to fund international research on optimizing higher education's contribution to student purpose development.

3. Dr. Elaine Augustine, a faculty member in the College of Arts & Sciences, received the Editor's Choice Award from the Cognitive Development Society for an article in the *Journal of Cognition and Development*.

4. Dr. Valerie Lipscomb, a faculty member in the College of Arts & Sciences, was nominated for the Vera Mowry Roberts Research and Publication award for her essay "Putting on Her White Hair: The Course in Wilder's The Long Christmas Dinner."

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The USF Sarasota-Manatee College of Business earned separate accreditation from the Association to Advance Collegiate Schools of Business (AACSB).

Narrative

Limit narrative to one page per section (a 9pg max). Arial 11 point font.

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Specialized accreditation of USF Sarasota-Manatee programming was a top priority during the 2013-14 academic year.

- USF Sarasota-Manatee's College of Business earned specialized accreditation from the Association to Advance Collegiate Schools of Business (AACSB) for its undergraduate and master-level programs. AACSB is the longest standing and most recognized entity for specialized/professional accreditation for business programs worldwide with only 5 percent of colleges of business earning this accreditation.
- USF Sarasota-Manatee's College of Education met the standards of approval for the six preconditions to specialized accreditation from the National Council for Accreditation of Teacher Education (NCATE). The preconditions ensure that the applying educator preparation provider meets the fundamental requirements of NCATE accreditation.
- The USF Sarasota-Manatee undergraduate-level degree in Hospitality underwent extensive program review to aid the preparation for applying for specialized accreditation from the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

USF Sarasota-Manatee faculty and staff place tremendous emphasis on ensuring the success of every student, as well as providing for access to quality education for the Sarasota-Manatee region. The following list highlights the outcomes of the work of USF Sarasota-Manatee's faculty and staff in building strong curricula, exceptional advising services, and overall student success:

- USF Sarasota-Manatee increased degree production since 2009-10 by 37 percent.
- Despite more than half of USF Sarasota-Manatee's students attending part-time, the average time to degree for Florida College Transfer graduates in fall 2013 was 2.3 years.
- Compared to the 2009-10 academic year levels, USF Sarasota-Manatee increased the number of degrees awarded to Hispanics by 127 percent.
- The number of USF Sarasota-Manatee adult undergraduates (aged 25+) increased 16 percent since 2009.
- In 2010-11, USF Sarasota-Manatee offered 41 percent of its undergraduate FTE through distance learning or hybrid methods. In fall 2013, faculty delivered 50% percent of the undergraduate FTE online or as a hybrid.
- Since 2011-12, USF Sarasota-Manatee's lower-level student FTE have grown 97%. The addition of lower-level courses is a service to entering transfer students who previously needed to cross-enroll at the local community college to obtain many of their lower-level required courses. These

added courses alleviate the students' burden of having to pay out-of-pocket for courses at the community college before receiving reimbursement from their financial aid.

- Tuition differential collections in 2013-14 resulted in 401 students receiving tuition-differential-funded financial awards.

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

USF Sarasota-Manatee proposed and received approval to begin offering a new Bachelor of Science (B.S.) degree in Biology in the fall of 2014. Faculty designed the degree program for students interested in preparing for graduate school, as well as those seeking careers in the health professions (e.g., MD, DDS, DVM). USF Sarasota-Manatee is partnering with Mote Marine Laboratories, a world-renowned marine science laboratory, to provide collaborative, hands-on, real-world experiences to students enrolled in the science laboratory courses. The laboratories were built on the nearby Mote Marine campus, and Mote scientists actively participate in the curriculum through teaching and research supervision.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

USF Sarasota-Manatee is focusing efforts to strengthen the quality and reputation of scholarship, research, and innovation through meaningful community outreach and relationships. In October 2013 USF Sarasota-Manatee announced a gift of $2,000,000 from the McKibbon Foundation to establish the M3 Center for Hospitality Technology and Innovation. This funding elevates the former McKibbon Hotel Management Professorship to the McKibbon Hotel Management Endowed Chair, funds graduate assistants within the College of Hospitality and Technology Leadership, and underwrites student and faculty participation in national and international conferences.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Dr. Melissa Sloan and Dr. Jane Roberts, both of the College of Arts & Sciences, were awarded an American Sociological Association grant to support community action research with the Family Safety Alliance, a local organization devoted to engaging the community in the oversight and improvement of the local child welfare system. This faculty research will identify gaps, strengths, and weaknesses in the system of care for families and children in Sarasota, Manatee, and DeSoto counties and strengthen community partnerships.

Dr. Jennifer Menon Mariano, Associate Professor in the College of Education, received a sub-award as part of a larger grant awarded to Clark University from the John Templeton Foundation. The project, “How Service Learning Experiences Influence Civic Purpose Development in Five Countries,” will study college opportunities that support youth purpose around the world. It cultivates international collaborations around youth purpose, addressing questions about how purpose arises from and contributes to social and cultural ecologies.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Established avenues for research at USF Sarasota-Manatee continue to increase collaborations. These include the following:

- The USF Sarasota-Manatee College of Education Partnership for Arts-Integrated Teaching Center, established in 2012, worked throughout the 2013-14 academic year to form collaborative relationships with organizations and individuals to support the research, service, and teaching activities of its faculty members. These partners include the Lincoln Center Institute Imagination Conversations, Institute for the Arts in Education, Perlman Music Festival, Any Given Child, and the Kennedy Center.

- USF Sarasota-Manatee in partnership with Sarasota Sister Cities hosted the International Sustainability Conference. More than 360 individuals attended to learn more about sustainable solutions for water, energy, and infrastructure demands, renewable and alternative energy,

resource conservation, electric vehicles, recycling, reuse, clean technology, green businesses, ecotourism, local food, health improvements, and housing choices.

- USF Sarasota-Manatee in partnership with the Florida Creativity Coalition, LLC, sponsored the Florida Creativity Weekend for the second year in a row. The event brings together educators, creativity professionals, business people, and not-for-profit organization representatives. Event workshops focus on creative thinking and problem solving techniques in education, business, technology, government, and the arts.

- USF Sarasota-Manatee hosted the 2014 Regional Housing Forum. The Forum, sponsored by the Florida Department of Elder Affairs, brings together experts in homebuilding and home health care industries, local government agencies, and faith-based and civic organizations for presentations and panel discussions on meeting the challenges of aging in place and preparing environments that can meet the needs of elders.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

USF Sarasota-Manatee strengthened its collaboration with neighboring higher education institutions that comprise the Consortium Colleges of the Cultural Coast: Eckerd College; Florida State University/Ringling Museum and Cultural Center; New College of Florida; Ringling College of Art and Design; State College of Florida, Manatee-Sarasota; and University of South Florida Sarasota-Manatee.

The group, founded in summer 2013 by a grant from the Gulf Coast Community Foundation, is committed to working together to maximize student experiences, provide lifelong learning, and build the surrounding communities. The higher education institutions are a substantial cross-section of American higher education, each with distinct missions serving different students and leveraging individual areas of excellence for the greater community good. Its vision is to harness the intellectual capital that the community attracts by developing a new model for a dispersed, twenty-first century multi-university. Representatives from each institution share information on best practices, plan student events, and exchange ideas, such as international and study-abroad opportunities.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

As a regional institution, USF Sarasota-Manatee is highly engaged with its local community. The following investments in the Sarasota-Manatee community demonstrate the institution's commitment during the 2013-14 academic year:

- Through a partnership among the USF Tampa College of Business, USF Sarasota-Maatee College of Business, and the Small Business Development Network, a regional Small Business Development Center (SBDC) opened at the teaching site at USF Sarasota-Manatee at North Port. In addition to providing faculty as resources to the business community, USF Sarasota-Manatee provides the space to the center at no cost.

- USF Sarasota-Manatee's College of Hospitality and Technology Leadership now leases a Culinary Innovation Lab prominently located on the high-visibility Main Street of Lakewood Ranch. The facility offers classes to USF Sarasota-Manatee students and also provides a wide variety of programs and events for the broader community. The versatile space serves as a convening center for professionals and citizen groups, such as the Community Food Network. Demonstrations of cutting-edge food cultivation, high-performance nutrition, culinary trends, and best practices attract leading chefs, nutritionists, restaurateurs, epicureans, and new public audiences interested in learning how to enhance the role of food in their lives.

- The College of Hospitality and Technology Leadership is providing IT server space and programming to track community-based initiatives that increase food security and access to

healthy, fresh, local foods. Public and private sectors of two counties will use the data generated by this system to measure progress and community-outcome impacts. The open-access data also supports entrepreneurial investments and collaborative partnerships by linking resources.

- The Sarasota YMCA and USF Sarasota-Manatee's College of Education have formed a collaborative partnership to deliver the Summer Arts-Integration Literacy (SAIL) program. SAIL is part of United Way Suncoast's Summer Care Program, designed to help break the cycle of generational poverty through education programs that give children the skills to succeed.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Initiatives undertaken by the USF Sarasota-Manatee Career Services Center are assisting in maintaining high employment rates. The center coordinates numerous events throughout the year to connect the local business community with USF Sarasota-Manatee students. For instance, as part of homecoming week, the center holds the Bulls in Biz networking event. Here, current students make connections with members of the Tampa Bay business community and meet USF Sarasota-Manatee alumni who offer advice on the job search process and employer expectations.

USF Sarasota-Manatee also works to increase the community workforce through programs for high school students. USF Sarasota-Manatee and Take Stock in Children of Sarasota initiated a year-long College Readiness Passport Program for local juniors and seniors in high school to ensure that they are prepared for college upon graduation. Take Stock in Children aids at-risk, low-income students to ensure that they not only graduate from high school but also move on toward a successful college and working career.

Data Tables (new tables are shown in RED text below)

FINANCIAL RESOURCES

Table 1A. Education and General Revenues
Table 1B. Education and General Expenditures
Table 1C. Funding per Student FTE
Table 1D. Other Budget Entities
Table 1E. Voluntary Support of Higher Education
Table 1F. Tuition Differential Fee

PERSONNEL

Table 2A. Personnel Headcount

ENROLLMENT

Table 3A. Headcount Enrollment by Student Type
Table 3B. Full-time Equivalent (FTE) Enrollment
Table 3C. Enrollment by Method of Instruction
Table 3D. Headcount Enrollment by Military Status and Student Level
Table 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

UNDERGRADUATE EDUCATION

Table 4A. Baccalaureate Degree Program Changes in AY 2013-2014
Table 4B. Retention Rates
Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
Table 4D. Full- and Part-time FTIC Graduation Rates
Table 4E. AA Transfers Graduation Rates
Table 4F. Other Transfers Graduation Rates
Table 4G. Baccalaureate Degrees Awarded
Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
Table 4J. Baccalaureate Degrees Without Excess Credit Hours
Table 4K. Undergraduate Course Offerings
Table 4L. Faculty Teaching Undergraduates
Table 4M. Student/Faculty Ratio
Table 4N. Licensure/Certification Exam: Nursing (NCLEX)
Table 4O. Post-Graduation Metrics

GRADUATE EDUCATION

Table 5A. Graduate Degree Program Changes in AY 2013-2014
Table 5B. Graduate Degrees Awarded
Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
Table 5D. Licensure/Certification Exams for Graduate Programs

RESEARCH & ECONOMIC DEVELOPMENT

Table 6A. Research and Development Expenditures
Table 6B. Centers of Excellence

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	$11,882,443	$11,296,196	$11,109,190	$12,393,930	$13,874,110
Non-Recurring State Funds	$93,391	$123,086	-$993,867	$882,604	$200,000
Tuition	$5,766,517	$5,991,659	$6,082,277	$6,293,560	$7,557,370
Tuition Differential Fee	$498,603	$847,655	$1,397,116	$1,372,963	$1,373,068
Misc. Fees & Fines	$69,897	$63,259	$61,389	$70,589	$69,199
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$968,456	$0	$0	$0	$0
SUBTOTAL	**$19,279,307**	**$18,321,855**	**$17,656,105**	**$21,013,646**	**$23,073,747**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL	**$19,279,307**	**$18,321,855**	**$17,656,105**	**$21,013,646**	**$23,073,747**

Recurring State Funds: State recurring 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: for estimated 2013-14 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition**: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee**: Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines**: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund**: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds**: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	$9,786,291	$9,995,147	$9,923,115	$11,126,818	$12,313,236
Administration and Support	$2,528,316	$2,526,918	$2,196,199	$3,241,243	$3,425,543
PO&M	$920,903	$1,331,348	$1,135,491	$1,071,460	$1,127,601
Student Services	$1,829,151	$1,859,587	$1,848,275	$1,582,750	$1,614,831
Library/Audio Visual	$1,191,766	$363,719	$1,071,269	$1,102,445	$1,188,945
Other	$0	$0	$0	$0	$0
TOTAL	**$16,256,427**	**$16,076,719**	**$16,174,349**	**$18,124,716**	**$19,670,156**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
TOTAL	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL	**$16,256,427**	**$16,076,719**	**$16,174,349**	**$18,124,716**	**$19,670,156**

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

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

Section 1 – Financial Resources *(continued)*

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	$7,130	$6,840	$6,380	$5,827	$7,873
Lottery Funds	$546	$659	$752	$571	$699
Tuition & Fees	$3,490	$4,374	$4,548	$5,122	$5,229
Other Trust Funds	$643	$606	$0	$0	$0
TOTAL	$11,809	$12,480	$11,681	$11,520	$13,801
Actual Funding per FTE					
Tuition & Fees	$3,490	$3,923	$4,311	$4,770	$4,995
TOTAL	$11,809	$12,028	$11,444	$11,168	$13,567

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	Previously reported only at the		$1,888,702	$1,859,520	$1,989,594
Expenditures	USF System level.		$1,452,865	$1,144,646	$2,117,132
Contracts & Grants					
Revenues	Previously reported only at the		$207,283	$38,107	-$47,820
Expenditures	USF System level.		$300,044	$152,204	$246,905
Local Funds					
Revenues	Previously reported only at the		$1,149,499	$1,149,481	$1,129,900
Expenditures	USF System level.		$576,226	$1,060,747	$909,324
Faculty Practice Plans					
Revenues	Previously reported only at the		$0	$0	$0
Expenditures	USF System level.		$0	$0	$0

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

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2008-09	2009-10	2010-11	2011-12	2012-13
Endowment Value ($1000s)	Data only reported at the USF System Level.				
Gifts Received ($1000s)					
Percentage of Alumni Donors					

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	$847,655	$1,397,116	$1,372,963
Students Receiving TDF Funded Award	254	329	401
Total Value of TDF Funded Financial Aid Awards	$1,002	$967	$1,105

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	551	592	501
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	$0	$0	$0

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

Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	11	13	13	14	17
Tenure-track Faculty	20	19	24	21	14
Non-Tenure Track Faculty	21	17	20	22	39
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	99	101	95	93	102
FULL-TIME SUBTOTAL	**151**	**150**	**152**	**150**	**172**
Part-time Employees					
Tenured Faculty	1	1	1	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	4	86	75	64	74
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	2	4	5	7	4
Non-Instructional Employees	1	0	0	0	0
PART-TIME SUBTOTAL	**8**	**91**	**81**	**71**	**78**
TOTAL	**159**	**241**	**233**	**221**	**250**

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

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	**1,784**	**1,897**	**1,919**	**1,952**	**1,887**
UNDERGRADUATE					
FTIC (Regular Admit)	0	0	0	0	86
FTIC (Profile Admit)	0	0	0	0	0
AA Transfers	938	1052	1117	1099	995
Other Transfers	476	481	488	612	590
Subtotal	**1,414**	**1,533**	**1,605**	**1,711**	**1,671**
GRADUATE					
Master's	203	184	159	140	128
Research Doctoral	n/a	n/a	n/a	n/a	n/a
Professional Doctoral	n/a	n/a	n/a	n/a	n/a
Dentistry	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Law	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Medicine	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Nursing Practice	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Pharmacy	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Physical Therapist	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Veterinary Medicine	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Other	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Subtotal	**203**	**184**	**159**	**140**	**128**
UNCLASSIFIED					
	167	180	155	101	88

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

Note: USF System FTIC that started at USF Tampa or USF St. Pete are counted as other transfers in USFSM headcounts.

Section 3 – Enrollment *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	0	107	0	133	0	205
Upper-Division	798	959	798	931	798	821
Master's (GRAD I)	182	105	182	92	182	92
Doctoral (GRAD II)	0	0	0	0	0	0
Subtotal	**980**	**1,171**	**980**	**1,156**	**980**	**1,119**
NON-FLORIDA RESIDENTS						
Lower-Division	.	3	.	8	.	12
Upper-Division	.	21	.	19	.	25
Master's (GRAD I)	.	6	.	6	.	5
Doctoral (GRAD II)	.	0	.	0	.	0
Subtotal	**0**	**30**	**0**	**33**	**0**	**43**
TOTAL FTE						
Lower-Division	0	110	0	141	0	217
Upper-Division	798	980	798	950	798	847
Master's (GRAD I)	182	111	182	97	182	98
Doctoral (GRAD II)	0	0	0	0	0	0
Total	**980**	**1,201**	**980**	**1,189**	**980**	**1,162**
Total (US Definition)	**1,307**	**1,601**	**1,307**	**1,581**	**1,307**	**1,549**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

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

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

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

Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	1	4	1	0
Undergraduate	52	43	51	69
Master's (GRAD 1)	3	5	8	6
Doctoral (GRAD 2)	0	0	0	0
Total	**56**	**52**	**60**	**75**
ELIGIBLE DEPENDENT				
Unclassified	0	0	0	0
Undergraduate	9	10	14	9
Master's (GRAD 1)	1	0	1	1
Doctoral (GRAD 2)	0	0	0	0
Total	**10**	**10**	**15**	**10**
NON-MILITARY				
Unclassified	179	151	99	88
Undergraduate	1,472	1,552	1,647	1,593
Master's (GRAD 1)	180	154	131	121
Doctoral (GRAD 2)	0	0	0	0
Total	**1,831**	**1,857**	**1,877**	**1,802**

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

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	526	687	793	711	679
Percent with Pell Grant	37%	45%	49%	42%	41%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric was included in the Board of Governors Performance Based Funding Model in 2014 – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
B.S. Biology	26.0101	Bachelor	June 2013	Fall 2014	
Terminated Programs					
None					
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
None					

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

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Inactive Programs 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.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
Cohort Size					83
% Retained – same university					72%
% Retained – any USF institution		*USFSM began admitting FTICs in Fall 2013.*			83%
% Retained with GPA of 2.0 or higher—same university					70%
% Retained with GPA of 2.0 or higher—any USF institution					80%

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

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size					
% Graduated					
% Still Enrolled		*USFSM began admitting FTICs in Fall 2013.*			
% Success Rate					

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

Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size					
Same University					
Other USF Institution					
Other SUS University					
Outside the SUS					
TOTAL					

USFSM began admitting FTICs in Fall 2013.

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size					
Same University					
Other USF Institution					
Other SUS University					
Outside the SUS					
TOTAL					

USFSM began admitting FTICs in Fall 2013.

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data for students in the cohort who graduated from a different SUS institution. **Outside the SUS** provides data for students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	272	223	278	253	243
Same University	15%	30%	29%	34%	25%
Other SUS University	11%	5%	1%	2%	2%
State University System	26%	36%	30%	36%	27%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	188	231	272	223	278
Same University	67%	57%	53%	65%	63%
Other SUS University	4%	12%	18%	7%	5%
State University System	71%	69%	71%	72%	68%

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

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2009- 14 Preliminary
Cohort Size	133	173	191	149	191
Same University	59%	57%	54%	56%	61%
Other SUS University	5%	5%	12%	13%	6%
State University System	64%	61%	66%	69%	67%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	357	453	514	556	490
TOTAL (Second Majors)	1	2	7	5	2

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

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	10	14	14	21	20
HEALTH	4	0	13	75	48
GLOBALIZATION	0	0	0	0	0
EDUCATION	76	96	63	58	40
GAP ANALYSIS	36	66	89	69	59
SUBTOTAL	126	176	179	223	167
PSE PERCENT OF TOTAL	**35%**	**39%**	**34%**	**40%**	**34%**

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. 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

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	15	22	24	35	16
Percentage of Degrees	4%	5%	5%	6%	3%
Hispanic					
Number of Degrees	26	35	59	65	59
Percentage of Degrees	8%	8%	11%	12%	12%
Pell-Grant Recipients					
Number of Degrees	127	219	284	309	267
Percentage of Degrees	36%	49%	55%	56%	55%

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	Data not parsed by USF System Institution		64%	-	60%
AA Transfers			68%	76%	82%
Other Transfers			46%	71%	69%
TOTAL			**60%**	**73%**	**77%**

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	135	136	137	129	136
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	87%	85%	77%	81%	85%
30 to 49 Students	11%	12%	20%	15%	11%
50 to 99 Students	2%	3%	2%	3%	4%
100 or More Students	1%	0%	1%	1%	0%

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

Section 4 – Undergraduate Education *(continued)*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	60%	64%	65%	62%	63%
Adjunct Faculty	38%	34%	34%	37%	36%
Graduate Students	1%	1%	0%	1%	0%
Other Instructors	1%	1%	1%	0%	1%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	19.0	15.0	15.0	15.0	13.0

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2009	2010	2011	2012	2013
Examinees					
First-time Pass Rate			*N/A*		
National Benchmark					

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Post-Graduation Metrics

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	n/a	n/a	System Level
Percent Found	*n/a*	*n/a*	*n/a*	*n/a*	

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.
For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.
For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	n/a	n/a	System Level
Percent Found	*n/a*	*n/a*	*n/a*	*n/a*	

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

Section 5 – Graduate Education

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

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

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

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Inactive Programs 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.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	**59**	**68**	**72**	**60**	**55**
TOTAL (Second majors)	**0**	**0**	**0**	**0**	**0**
Masters and Specialist (first majors)	59	68	72	60	55
Research Doctoral (first majors)	n/a	n/a	n/a	n/a	n/a
Professional Doctoral (first majors)	n/a	n/a	n/a	n/a	n/a
Dentistry	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Law	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Medicine	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Nursing Practice	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Pharmacy	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Physical Therapist	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Veterinary Medicine	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*
Other	*xxx*	*xxx*	*xxx*	*xxx*	*xxx*

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

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	0	0	0	0	0
HEALTH	9	3	0	0	0
GLOBALIZATION	0	0	0	0	0
EDUCATION	20	29	31	18	15
GAP ANALYSIS	n/a	n/a	n/a	n/a	n/a
SUBTOTAL	29	32	31	18	15
PSE PERCENT OF TOTAL	**49%**	**47%**	**43%**	**30%**	**27%**

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. 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

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

	2010	2011	2012	2013	2014 Preliminary
Examinees					
First-time Pass Rate		Reported at the System Level			
National Benchmark					

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees					
First-time Pass Rate		Reported at the System Level			
National Benchmark					

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees					
First-time Pass Rate		Reported at the System Level			
National Benchmark					

Section 5 – Graduate Education *(continued)*

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

Pharmacy: *North American Pharmacist Licensure Exam*

	2009	2010	2011	2012	2013
Examinees					
First-time Pass Rate			Reported at the System Level		
National Benchmark					

Physical Therapy: *National Physical Therapy Examinations*

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees					
First-time Pass Rate			Reported at the System Level		
National Benchmark					

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. 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. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	Data Reported at the USF System Level		$914	$784	$1,041
Federally Funded ($ 1,000s)			$191	$115	$15
Percent Funded From External Sources			31%	20%	4%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*			$28,563	$21,189	$29,743
Technology Transfer					
Invention Disclosures	Reported at the System Level				
U.S. Patents Issued					
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty					
Licenses/ Options Executed					
Licensing Income Received ($)					
Number of Start-Up Companies					

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

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

TABLE 6B. Centers of Excellence

Name of Center: / Year Created:	N/A	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For			
Value of Competitive Grants Applied For *($)*			
Number of Competitive Grants Received			
Value of Competitive Grants Received *($)*			
Total Research Expenditures *($)*			
Number of Publications in Refereed Journals From Center Research			
Number of Invention Disclosures			
Number of Licenses/Options Executed			
Licensing Income Received *($)*			
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions			
Collaborations with Private Industry			
Collaborations with K-12 Education Systems/Schools			
Undergraduate and Graduate Students Supported with Center Funds			
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*			
Jobs Created By Start-Up Companies Associated with the Center			
Specialized Industry Training and Education			
Private-sector Resources Used to Support the Center's Operations			
Narrative Comments on next page.			