

2015-16
Annual Accountability Report

FLORIDA GULF COAST UNIVERSITY

FGCU BOT APPROVED
3/14/2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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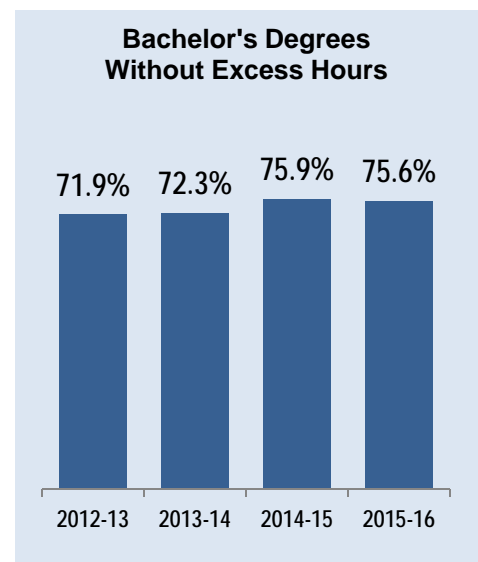
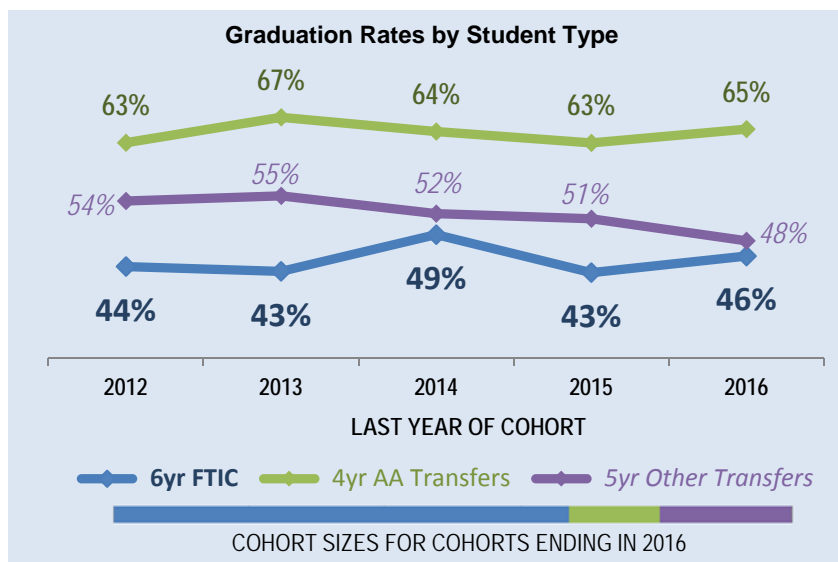
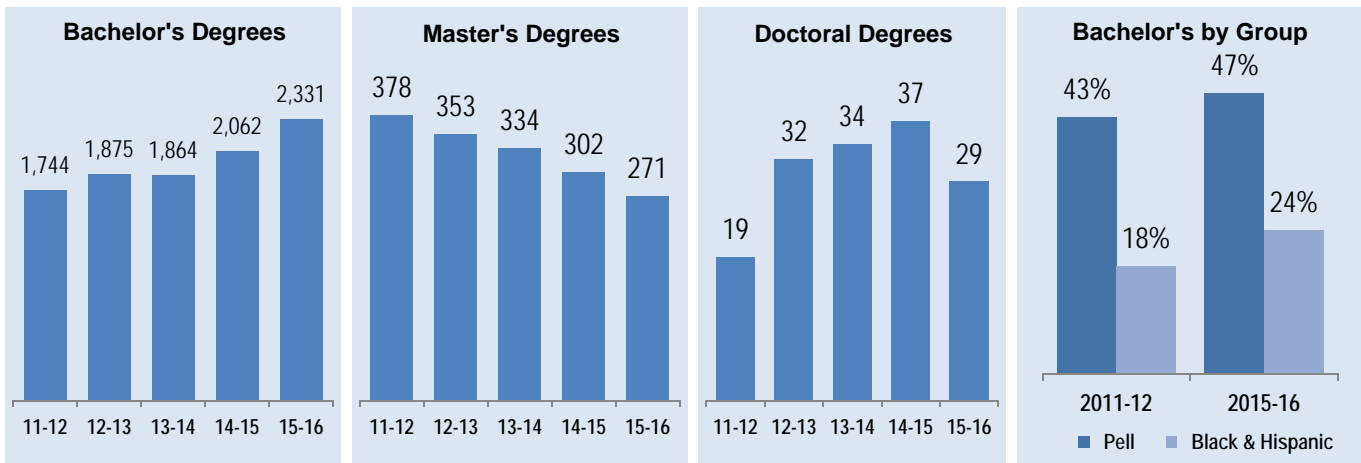
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Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-2015 % Change	Degree Programs Offered			2012 Carnegie Classifications		
				Faculty (Fall 2015)	Full-Time	Part-Time			
TOTAL	14,824	100%	2%	TOTAL (as of Spring 2016)			Basic:	Master's Colleges & Universities: Large	
White	9,867	67%	2%	Baccalaureate			51	Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Hispanic	2,727	18%	3%	Master's			22	Graduate Instructional Program:	Research Doctoral: Single program-Education
Black	1,070	7%	1%	Research Doctorate			1	Size and Setting:	Four-year, large, primarily residential
Other	1,160	8%	10%	Professional Doctorate			2	Community Engagement:	Yes
Full-Time	11,148	75%	2%	TOTAL			456		
Part-Time	3,676	25%	4%	Tenure & Ten. Track			8		
Undergraduate	13,576	92%	3%	Non-Tenured Faculty			448		
Graduate	980	7%	-2%				249		
Unclassified	268	2%	12%				0		

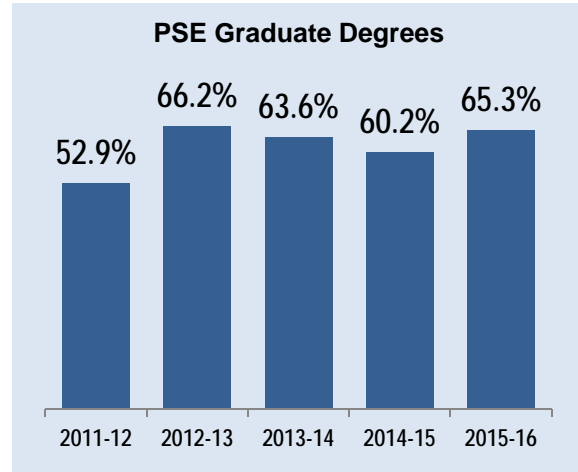
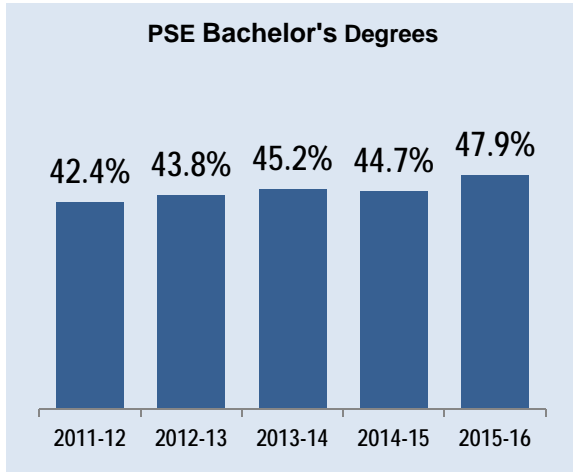
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



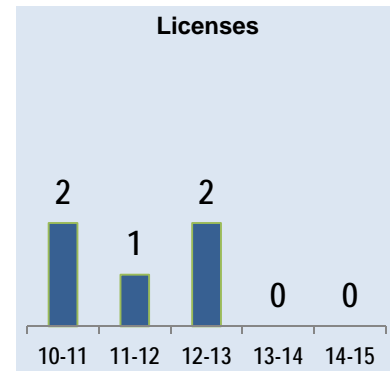
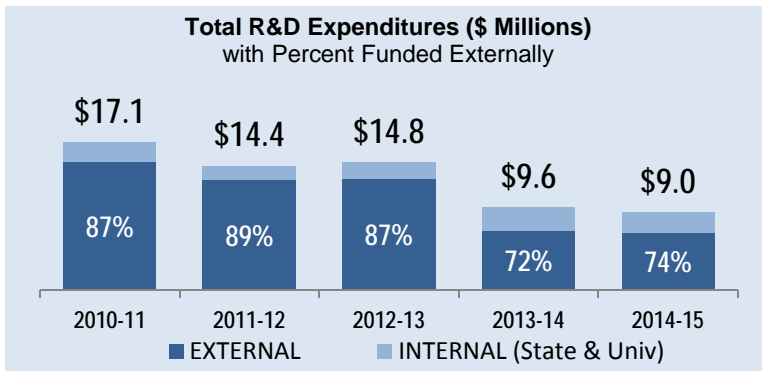


Dashboard

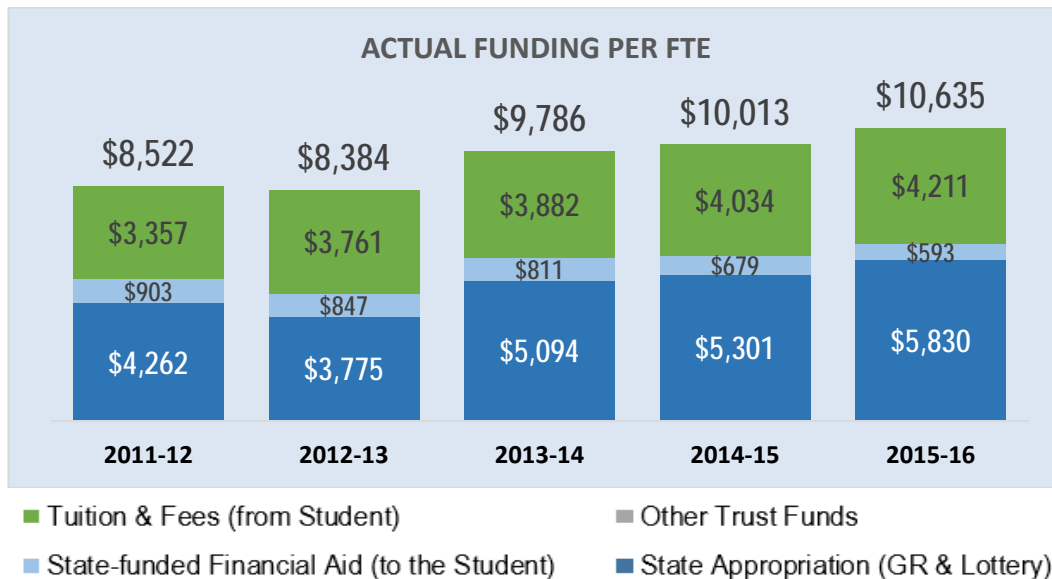
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

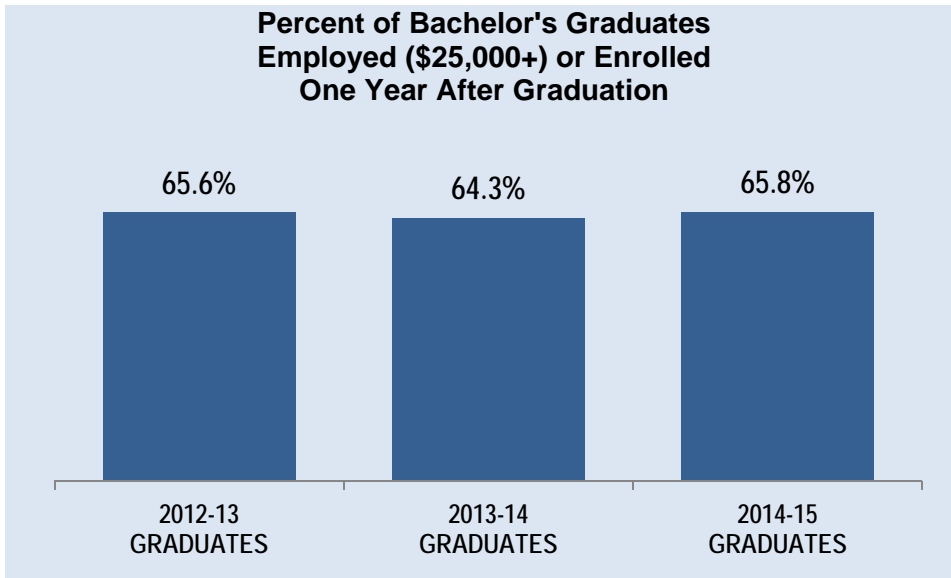


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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

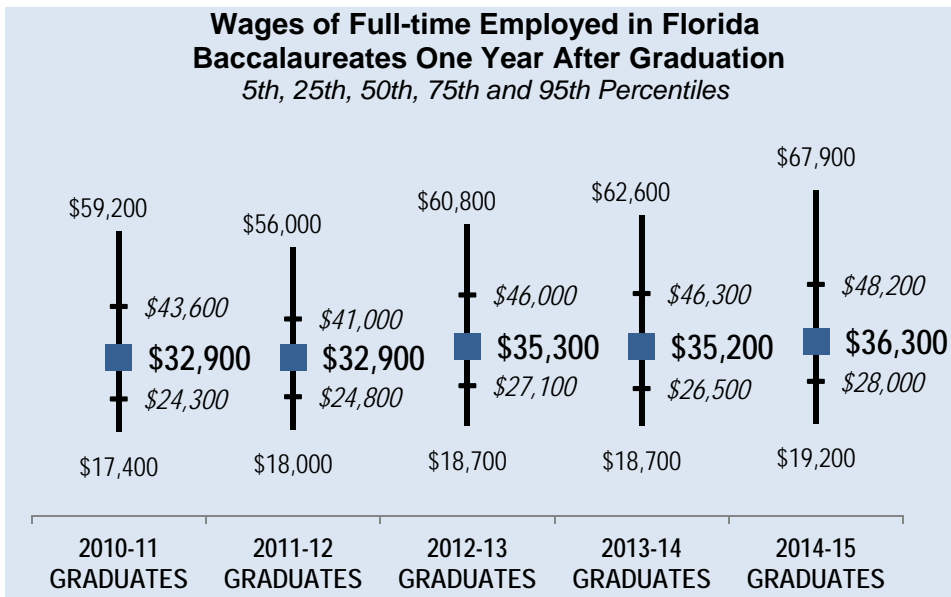


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 94% of FGCU's total 2014-15 graduating class. See Table 40 within this report for additional information about this metric.



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 61% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	64.3%	65.8%	1.5%
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$35,200	\$36,300	3.1%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$18,690	\$18,790	0.5%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	43.0%	45.5%	2.5%
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	73.5%	72.9%	-0.6%
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	44.7%	47.9%	3.2%
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	34.2%	31.9%	-2.3%
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	60.2%	65.3%	5.2%
		2014-15	2015-16	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	75.95%	75.6%	-0.4%
		2014-15	2015-16	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Bachelor's Degrees Awarded to Minorities	504	549	8.9%



Key Achievements (2015 -2016)

STUDENT AWARDS/ACHIEVEMENTS

1. Biology major Santiago Yori was awarded a summer fellowship at MIT through the Howard Hughes Medical Institute's Exceptional Research Opportunities Program.
2. History major Lori Boegerhausen was awarded a Fulbright English Teaching Assistantship to Germany and was named Student of the Year within the College of Arts and Sciences.
3. Emilio Feijoo earned bachelor's degrees in both English and Philosophy and was awarded a Fulbright Study/Research grant to pursue graduate studies at the University of Essex in the U.K.

FACULTY AWARDS/ACHIEVEMENTS

1. Assistant Professor of Medieval History, Dr. Melodie Eichbauer, was awarded a distinguished fellowship by the American Council of Learned Societies for a two-year period to collaborate on research with an historian at the University of Kentucky focusing on the cultural contexts of medieval law.
2. Dr. William J. Mitsch, director of FGCU's Everglades Wetland Research Park in Naples and the Juliet C. Sproul Chair for Southwest Florida Habitat Restoration and Management was the recipient of the International 2015 Ramsar Award for Merit at a presentation ceremony held in Uruguay. In addition, last spring Professor Mitsch was awarded a Fulbright Senior Specialist award to Poland.
3. College of Education Associate Professor Mark Simpson and Bower School of Music and the Arts Associate Professor Jeanie Darnell received Fulbright awards to Rwanda and Peru respectively.

PROGRAM AWARDS/ACHIEVEMENTS

1. FGCU's Student Support Services program was awarded \$2.3 million in Federal Education grants for its academic and student services support programs for first-generation, low income, and/or students with a disability to pursue STEM studies and other degree opportunities.
2. In part utilizing an external grant of \$20,000, FGCU's Doctoral Internship in Psychology at Counseling and Psychological Services (CAPS) achieved accreditation from the American Psychological Association. This accreditation is the highest benchmark possible in the field of psychology internship training and allows CAPS to participate in the national match process for doctoral level psychology interns as well as continue to assure that students at FGCU are receiving high quality therapy services at low cost to the university. Many of FGCU's doctoral interns stay in the local community after completing training which significantly enhances the mental health services available in SW Florida.
3. An FGCU record amount of \$33.6 million was raised in FY 2016 as part of the university's highly successful \$100 million capital campaign.

RESEARCH AWARDS/ACHIEVEMENTS

1. Title: Giving Back and Looking Forward: Enhancing and Diversifying STEM teaching in SWFL through Recruitment and Mentorship of Homegrown Talent; Sponsor: National Science Foundation; Amount: \$945,015. Principal Investigator(s): Laura Frost, Katie Johnson, Susan Cooper, Eli Safak.
2. Title: Title II-A Quality Teacher State Grant. Sponsor: Florida Department of Education; Amount: \$849,751. Principal Investigator(s): Marcia Mainetti and Madelyn Isaacs.
3. Title: MRI: Acquisition of 400 MHz NMR Spectrometer to Support Undergraduate Research and Chemical Education at FGCU Project. Sponsor: National Science Foundation. Amount: \$274,466.



Principal Investigator(s): Arsalan Mirjafari, Gregory Boyce, Sulekha Coticone, Scott Michael, and Dabiel Paul.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FGCU was awarded \$13.2 million in performance-based funding for FY 2016 during the 2015 legislative session, an increase of 39% over the previous year.
2. Florida Gulf Coast University was recognized by Governor Rick Scott at his Degrees to Jobs Summit in May with an award for its innovative Soar in 4: Governor's Challenge Rebate Program to incentivize students to finish their degrees at FGCU in four years or less and get a good paying job.
3. The university received the 2016 Sustainable Florida Best Practices Award in the universities and colleges competition category by Sustainable Florida at the Working on the Green Sustainability Summit in Fort Lauderdale. FGCU was also a finalist in the government and leadership categories.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

FGCU continues to focus on building the quality of its academic programs and its reputation. FGCU has in 20 years earned 17 discrete professional program accreditations that enroll nearly 50% of all student majors. Roughly, 80% of instruction is delivered by full-time faculty, well above the SUS average of roughly 70%. FGCU's faculty are supported by the Lucas Center for Faculty Development that is dedicated to improving pedagogy and supporting faculty in pursuing and achieving their career aspirations.

In a few short years FGCU's honors program has served to attract better academically qualified students than ever. Since 2009 the entering fall first-time in college student profile has gained 30 SAT points on combined math and verbal sections and average ACT scores have increased by 11%. In spring 2016, one of the first two FGCU students to be awarded Fulbright scholarships was an honors graduate. The honors program enrollment has risen to over 700 students and the establishment of an Honors College is planned for the current academic year.

This past year, the FGCU Board of Trustees developed and approved a new strategic plan, Focus 2016-2021, that is intended to significantly strengthen its quality and academic reputation by concentrating on four pillars: Academic Excellence; Entrepreneurship; Health Sciences; and Emerging Pre-eminence.

Pillar # 1 – Academic Excellence

1. Expand an already successful Honors Program to a recognized Honors College.
2. Expand the number of internships, co-op educational, and practicum experiences.
3. Create new and or and/or refine existing programs that lead to high-wage-high demand jobs.

Pillar # 2 – Entrepreneurship

1. Expand the existing Institute of Entrepreneurship into a College.
2. Establish entrepreneurial focus throughout all undergraduate degree programs.



Pillar # 3 – Health Sciences

1. Strengthen and develop new clinically-oriented disciplines within healthcare and be known as Florida's University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.
2. Develop health focus areas in other degree programs external to the College of Health Professions and Social Work (CHPSW) (i.e Medical Humanities, Medical Sales Force), and expanding inter-professional education interaction and research collaborations.
3. Examine and pursue new possible alternative revenue streams (e.g. faculty practice health clinics) to augment the financial resources available to the university.
4. Investigate feasibility of School of Dental Medicine and School of Pharmacy

Pillar # 4 – Emerging Pre-eminence

1. Place emphasis on metrics (e.g. 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.
 - a. Provide incentives that encourage students to complete their degrees in four years through programs such as the Soar in 4: The Governor's Challenge for FTIC students. Soar in 4 will rebate the first year, out of pocket tuition to these students who graduate in four years and are employed within one year of their graduation. For all undergraduates (i.e., includes AA transfer students) seeking a master's degree if they meet program admissions criteria, a Graduate Tuition Waiver for the last year of full-time study within an eligible master's program at FGCU.
 - b. Implement policies and practices to keep students on a successful pathway to four-year graduation.
 - c. Increase the use of online instruction to provide students with more opportunities to complete their studies in a timely manner, and examine opportunities for competency-based education.
2. Expand enrollments and number of degrees awarded in selected Graduate (Master) Programs.
3. Improve resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

After a process to cull its program inventory resulting in the formal termination of seven academic programs, FGCU continues to possess the smallest program inventory among the major universities of the SUS (excluding New College and Florida Polytechnic University). FGCU's inventory at 76 degree programs is streamlined at less than half the size of the SUS average inventory of 184 degree programs. At the same time, FGCU continued to increase degree production especially at the undergraduate level. Moreover, when cost per credit hour is entered into the equation, those earning an FGCU degree basically do so at one of the lowest levels of state investment in the system at \$340 per credit hour during 2015-16. Over the last five years FGCU has continued to exhibit among the highest rates of increase in degree production among the major universities within the system, although that rate of increase has slowed recently as the rate of enrollment growth at FGCU has slowed. Between 2011-12 and 2015-16, undergraduate degree production increased by 33%.

Additionally, the number of students belonging to historically underrepresented groups (African American and Hispanic) have seen degree production grow by 44% during this same time period, again among the highest rates of growth within the SUS. Not surprisingly their proportion of the total degrees awarded annually continues to rise (from 18% of the total baccalaureates awarded in 2011-12 to 28% in 2015-16). With respect to degree production among students with disadvantaged backgrounds (e.g., those with



Pell grants) degree production rose by 47% (roughly twice the rate of growth for the SUS as a whole during this period) and as a percentage of total degrees awarded, from 43% in 2011-12 to 47% in 2015-16.

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

During 2015-16, degrees awarded in STEM fields or other programs of strategic emphasis (as defined by the Board of Governors) constituted 48% of all degrees awarded. Over the last five years FGCU has exhibited among the highest rates of growth in degree production among the major institutions in the system. Undergraduate STEM degree production rose by 78% between 2011-12 and 2015-16 and the number of total degrees awarded annually in BOG-defined areas of strategic emphasis rose by 50% between 2011-12 and 2015-16.

The FGCU Board of Trustees approved a new BS degree in Forensic Science, a BS degree in Public Health, and Master's degrees in Physician Assistant Studies and Engineering. In addition, \$4 million in planning money was received for the "School of Water resources and Integrated Sciences" (Academic Building 9) that would accommodate additional space for bench sciences and further increases in STEM degree production.

During the 2015-2016 academic year FGCU continued the implementation of its STEM Professional Academy for Reinvigorating the Culture of Teaching. The Academy is funded through the NSF's WIDER program. The chief goal of WIDER is to transform institutions of higher education into supportive environments for STEM faculty. WIDER seeks to substantially increase the scale of application of highly effective methods of STEM teaching and learning in institutions of higher education, by employing instructional materials and methods that have a convincing evidentiary basis of effectiveness. In particular, WIDER seeks this transformation for high enrollment, lower division courses required for many STEM majors and taken by many other students to fulfill general education distribution requirements. At FGCU, this project has so far engaged 36 STEM faculty in a May Academy that focuses on evidence-based practices in STEM teaching and learning and follows faculty through a year-long learning community focused on applying what they learned during the academy in introductory STEM classes at FGCU as they examine their teaching and learning. Over the past two years 25% of the STEM faculty who teach introductory STEM courses at FGCU have participated in the Academy.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

In every program at FGCU, students encounter courses that require them to conduct their own scholarly projects as part of the regular course curriculum. FGCU Scholars has ensured the integration of scholarly activities through the designation of "scholarly-enriched" and "scholarly-focused" courses, which engaged 7,701 students in 294 sections of major-specific courses across all colleges in 2015-2016. While not all universities attempt to make research part of the educational experience of every undergraduate student, at FGCU, we consider this one of the hallmarks of our undergraduate programs.

The Honors Program expanded on these efforts significantly last year with the creation of two research courses created and designed for first-year students, Planet Hunters and Animal History Symposium. Each course was unique and did not have an equivalent at any other university in the United States. The courses gave students the opportunity to contribute to emerging bodies of scholarship by conducting their own original research, while engaging students with the leading edges of their respective fields.



Students had opportunities to learn about and conduct original research in the fields of exoplanet exploration and animal history, respectively.

Instead of just gleaning knowledge from a text or lecture, undergraduate researchers discover their major by applying course principles and concepts to novel situations. In doing so, students conduct inquiries that make intellectual, creative contributions to their academic disciplines. While students typically receive guidance and mentorship from faculty, the research project is the student's own work in an important sense. Students design the investigation and interpret what transpires along the way. In this way, student scholarship bridges the core goals of FGCU so that student-scholars learn about their disciplines while working to contribute unique insights to the field.

The Office of Undergraduate Studies (UGS), primarily through the Honors Program and Office of Undergraduate Scholarship, provided multiple opportunities for students across campus to develop and disseminate research projects beyond the classroom. In collaboration with the Office of Research and Graduate Studies (ORGS), Undergraduate Student Scholarship Support Awards (USSSA) mini-grants were awarded to promote student-faculty research partnerships. In 2015-16, 78 students received funds to purchase supplies and/or present results of their research findings at regional, national, or international conferences. Sample projects representing each academic unit included the following:

- Arts and Sciences
 - Visual and Performing Arts: *Historic Oriented Performance Research on the Baroque Violin Solo Performance*
 - Humanities: *The Irrelevance of Reality: Constructing a Queer New World with Radical Oppositionality*
 - Social Sciences: *The Influence of Diversity in State Supreme Court Decision-Making*
 - STEM: *Anti-cancer Effects of Stilbene Analogues in Triple-Negative Breast Cancer Cell Lines*
- Business: *Do Non-Citizens Impact the Outcome of U.S. Elections? A 20-year Analysis of Congressional Elections*
- Education: *Do Changes in Scholarship Eligibility Requirements affect College Enrollment Status? Evidence from the Bright Futures Scholarship Program*
- Engineering: *Remote Control of a High-Voltage Power Source for Electrospray Deposition*
- Health Professions and Social Work: *Tobacco Cessation Counseling by Athletic Trainers: An Evidence-Based Approach to Health Promotion and Wellness*

These efforts were enhanced through the Honors Program Professional Development Grant, which supported an additional 13 students who pursued opportunities such as conducting research in Hawaii and presenting their research in Italy. This was also the first year that the university sent a contingent of 8 students and 2 faculty-mentors to the National Conference on Undergraduate Research (NCUR), the premier student symposium at which over 4,000 undergraduate scholars from around the country share their research findings. Together, these efforts represented a 184% increase in the number of students supported through the Office of Undergraduate Studies (32 students were supported between 2014-2015 & 91 students were support in 2015-2016).

The university hosted multiple events that allowed students to share their research projects in scholarly venues beyond the classroom. For example, UGS collaborated to host and help sponsor 12 different research symposia in 2015-2016, such as the previously mentioned Animal History Symposium and the annual FGCU Research Day. These symposia, supported by UGS in various ways, included the following (with the organizing unit in parentheses):



1. Humanities Student Symposium (CAS & UGS)
2. Fall Senior Art Project Exhibition (CAS)
3. STEM Undergraduate Research and Internship Symposium (CAS & UGS)
4. EagleBiz Awards: Marketing and Engineering Student Research (LCOB)
5. Philosophy and Communication Symposium (CAS & UGS)
6. Community-Engaged Scholarship Symposium (UGS)
7. Social Science Symposium (CAS)
8. Animal History Symposium (CAS & UGS)
9. FGCU Research Day (ORGS)
10. Writing Awards Celebration (UGS)
11. Spring Senior Art Project Exhibition (CAS)
12. Life Science Student Symposium (CAS & UGS)

Undergraduate students also had the opportunity to publish their work in one of two scholarly journals, *Mangrove Review* (which disseminates creative scholarly works) and *Aquila: The FGCU Student Research Journal* (which publishes humanities, sciences, professional, and community-based scholarly articles). This was the first year that *Aquila* was published both online and in print, creating a physical record of student work. Written articles represented a broad range of interests, including the following:

- *Biases Trump Evidence in Beliefs About Animal Welfare*
- *Comparative Gait Rehabilitation with Virtual Reality Headset*

Importantly, students produce the content and share responsibility for the publication of each journal with faculty advisors. See Appendix A for the table of contents for each journal.

The support of undergraduate research throughout the Office of Undergraduate Studies is critical to the continued and enhanced successes of FGCU students. For example, the university celebrated its first two Fulbright Scholars in 2015-16: Lori Boegershausen and Emilio Feijoo. In both cases, these students participated in significant scholarly projects, which provided them with the necessary expertise to secure this most prestigious award. In 2015-2016, Boegershausen prepared and presented "Resisting Persecution: A Case Study on Father Lichtenburg" at the *History Honors Research Symposium* in Philadelphia, while Feijoo delivered "The Rhetoric of Catachresis and Postcolonial Thought" at the *What is Postcolonial Thought?* Conference in Fort-de-France, Martinique. Examples such as FGCU Scholars (FGCU's Quality Enhancement Plan) and the individual accomplishments of students such as Boegershausen and Feijoo demonstrate that the scholarly activity of undergraduate students is embedded into the very fabric of FGCU. Student-scholars learn about their disciplines in ways that take experiences beyond the classroom. These opportunities ensure that students can reach their full potential – and yes, maybe produce a Fulbright or two.

The Office of Research and Graduate Studies with the assistance of the Grants and Research Team approved six Small Grant for Preliminary Study Awards.(SGPS). The goal of the SGPS awards are to strengthen faculty's external grant application and lead to securing external funding from various sponsoring agencies. The maximum approved for each award is 5,000.

FGCU encourages students to engage with faculty in collaborative research through FGCU's annual Research Day competition. For Research Day 2016 over 160 competitive posters along with 18 Oral Presentations were featured.

ORGS continued its support of the Office of Undergraduate Scholarship by providing funding support for 13 students during FY 15-16.



INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

The Emergent Technologies Institute (ETI) was inaugurated this past year to serve as a focal point to encourage collaborative research and potential commercialization of new technologies. The ETI is also serving as an incubator of student-based entrepreneurship.

FGCU students have been very successful in their entrepreneurial efforts. A team of business and engineering students won second place and a \$5,000 cash prize in the fifth annual State of Florida Healthcare Innovation Pitch Competition for an invention they developed in FGCU's hybrid entrepreneurial course. Their "Illuminize Hand Sanitizing System" is a safety-compliance mechanism for hospitals and other healthcare facilities that encourages workers and visitors to sanitize their hands before touching patients, thereby reducing the likelihood of infection.

Another recent example of what FGCU wants its students to achieve involves the GPS Lightlock. This product was developed by FGCU engineering students who wished to enhance timing switches of outdoor lighting fixtures to make them more efficient. The Lightlock does this utilizing GPS technology and does not need an external electric power source. The product is patented and began being marketed last year through Home Depot and also is available online. A company was founded by the former students, Applied Physics Laboratories, that is located in Fort Myers and employs FGCU graduates.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

A Task Force appointed by the FGCU Board of Trustees has recommended that the ETI prioritize use of the facility to support industry partners through provision of access to its specialized laboratories and equipment. Cluster hires are also viewed as another means to increase research and commercialization activity.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

According to the Florida Education Training and Placement Information Program, FGCU consistently places among the top institutions in the State University System (SUS) for post-graduation employment and/or continuing education in Florida. The most recent data available (2013-2014) continue to support this showing FGCU first in the SUS with regard to baccalaureate graduates employed or continuing their education in Florida after graduation, FGCU also is first in master's graduates and second in the doctoral category.

In 2015, the FGCU's Small Business Development Center worked with over 1,474 Businesses, hosted/participated in 453 different workshop and training events, and provided more than 12,030 hours of direct small business assistance.



Throughout the year, the SBDC held workshops and programs open to the business community on such topics as financial reporting, marketing strategies, business planning, and cyber security. The SBDC sponsored several large events that included the Access to Capital, international Trade Fair, Access to Technology and Annual Distinguished Entrepreneur.

The SBDC had the following economic impact on the five-county region (Lee, Collier, Charlotte, Glades, and Hendry):

- Helped 44 new businesses start
- Created or retained 1,198 jobs
- Increased sales by \$68 million
- Acquired \$811,000 in government contracts
- Accessed \$20 million of investment capital

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

During the 2015-2016 academic year, FGCU inaugurated a new office of cooperative education to promote co-operative education and internships to students and connect them with area employers. In the first year of the program nearly 100 students either were placed in a co-op or internships with local business.

In terms of supporting its community, FGCU students have now completed over 2,000,000 hours of service since the university opened its doors 20 years ago among over 250 community organizations. FGCU is also in the community through a partnership between Veteran's Florida and FGCU's Institute of Entrepreneurship with a special two-phase program for veterans. The development of the statewide program's curriculum was led by FGCU with the assistance of \$1 million in state funding. During an initial fifteen-week period, selected participants attend in-class training. This phase prepares participants for all elements of entrepreneurship. The face-to-face instruction provides an opportunity for hands-on learning and application of fundamental principles facilitated by business experts. The curriculum includes concepts ranging from crafting a business plan to accessing capital for new business ventures. Participants also complete online coursework in between some sessions.

Following successful completion of the educational phase, participants receive ongoing mentorship from Florida SBDC business consultants and business leaders from the area. This phase of the program enables participants to receive hands-on guidance to navigate common entrepreneurial challenges and to receive specific feedback regarding their business to drive success. Forty-five veterans participated in the Phase II hosted by FGCU in May 2016. The program will continue this year as well.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

In the past year FGCU has worked closely with CareerSource Southwest Florida, and the regional workforce development board, to identify additional academic programs leading to high-demand occupations in the region. As a result, 20+ degree programs have been identified that permit eligible students to receive up to \$10,000 in tuition grants to complete their majors. CareerSource then helps match the graduates to potential regional employers.

The Southwest Florida Economic Development Alliance (the Alliance) is a collaboration of the Lee County Horizon Council, the Naples Area Chamber of Commerce and Florida Gulf Coast University. The



Alliance proactively markets the 5-county region of Lee, Collier, Charlotte, Hendry and Glades Counties. FGCU's Regional Economic Research Institute (RERI) provides economic and demographic research support to the Alliance.

RERI established the Industry Diversification Project in Spring 2016 to gauge industry diversity (as opposed to concentration) in Southwest Florida and the state. Concerns about diversification are significant in a macro sense as more diversified economies are able to weather swings in the business cycle. This is especially true of the state of Florida, which tends to overheat during expansions and then overcorrect during recessions.

Industry diversification is significant from a micro sense as well, as diversified economies provide more choice to workers and are more likely to retain them, while expanding the array of choices available to consumers due to expanded channels of output. Both factors directly impact a region's quality of life.

Besides providing a forum through which diversification trends can be studied, the IDP features the *Industry Diversification Index*, which measures industry diversification over time on the Metropolitan Statistical Area (MSA), workforce region, and state levels. It is updated quarterly. The index should be viewed as a tool to analyze the regional and state economy and the goal of sustainable economic growth in a dynamic economic environment.



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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	\$47,375,347	\$57,099,478	\$64,380,702	\$66,769,687	\$66,945,793
Non-Recurring State Funds	-\$5,232,328	\$2,391,314	\$1,108	\$5,690,666	\$9,010,396
Tuition	\$42,372,272	\$45,169,659	\$47,190,851	\$49,131,594	\$48,311,366
Tuition Differential Fee	\$8,404,420	\$8,898,937	\$9,254,797	\$9,585,442	\$9,740,074
Misc. Fees & Fines	\$666,421	\$732,327	\$794,136	\$996,879	\$1,062,549
TOTAL	\$93,586,132	\$114,291,715	\$121,621,594	\$132,174,268	\$135,070,178

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.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	\$52,912,581	\$54,412,907	\$57,255,699	\$69,977,271	\$70,904,413
Administration and Support	\$15,073,452	\$16,569,456	\$19,438,969	\$20,426,198	\$23,280,938
PO&M	\$8,221,036	\$8,840,838	\$9,850,437	\$14,215,955	\$13,979,708
Student Services	\$8,219,125	\$9,249,569	\$9,998,902	\$11,159,577	\$12,419,999
Library/Audio Visual	\$3,540,220	\$3,622,846	\$4,356,362	\$4,683,245	\$5,282,820
Other	\$553,218	\$529,988	\$560,304	\$614,231	\$632,905
TOTAL	\$88,519,632	\$93,225,604	\$101,460,673	\$121,076,477	\$126,500,783

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>	\$4,262	\$3,775	\$5,094	\$5,301	\$5,830
Tuition & Fees <i>(State-funded Aid)</i>	\$903	\$847	\$811	\$679	\$593
Tuition & Fees <i>(from Student)</i>	\$3,357	\$3,761	\$3,882	\$4,034	\$4,211
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,522	\$8,384	\$9,786	\$10,013	\$10,635

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	\$29,790	\$29,240	\$29,390	\$30,080	\$30,970
[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student:					
Net Tuition & Fees per 120 Credit Hours	.	.	\$18,300	\$18,690	\$18,790

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	\$36,930,004	\$41,886,122	\$43,744,947	\$47,586,452	\$47,847,562
Expenditures	\$29,365,269	\$25,024,387	\$26,992,084	\$29,010,769	\$26,386,890
Contracts & Grants					
Revenues	\$16,017,365	\$17,364,483	\$13,139,621	\$11,377,461	\$12,473,109
Expenditures	\$16,950,090	\$17,789,333	\$13,347,304	\$12,204,284	\$13,094,740
Local Funds					
Revenues	\$33,387,568	\$35,369,172	\$38,205,837	\$41,775,379	\$40,654,747
Expenditures	\$34,137,506	\$34,828,988	\$39,222,428	\$42,033,904	\$40,519,621

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$55,552	\$62,968	\$75,746	\$74,883	\$72,932
Gifts Received (\$1000s)	\$5,280	\$6,813	\$17,442	\$8,314	\$12,303
Percentage of Alumni Donors	3.0%	2.8%	3.7%	4.6%	2.9%

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	10	8	7	8	8
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	384	418	422	439	448
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	684	711	743	800	798
FULL-TIME SUBTOTAL	1,078	1,137	1,172	1,247	1,254
Part-time Employees					
Tenured Faculty	0	0	0	0	0
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	232	222	226	264	249
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	72	69	65	44	46
Non-Instructional Employees	3	5	9	6	3
PART-TIME SUBTOTAL	307	296	300	314	298
TOTAL	1,385	1,433	1,472	1,561	1,552

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 [REVISED]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	12,655	13,442	14,074	14,463	14,824
UNDERGRADUATE					
FTIC (Regular Admit)	7,127	7,868	8,348	8,998	9,351
FTIC (Profile Admit)	346	330	377	353	301
FCS AA Transfers	1,512	1,659	1,710	1,656	1,640
Other AA Transfers	246	236	238	208	210
Post-Baccalaureates	0	0	0	170	178
Other Undergraduates	1,876	1,941	2,081	1,816	1,896
Subtotal	11,107	12,034	12,754	13,201	13,576
GRADUATE					
Master's	998	920	863	838	834
Research Doctoral	17	48	48	64	52
Professional Doctoral	74	80	76	95	94
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	0	0	0	0	0
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	74	80	76	95	94
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Subtotal	1,089	1,048	987	997	980
UNCLASSIFIED					
HS Dual Enrolled	27	30	21	25	28
Other	432	330	312	240	240
Subtotal	459	360	333	265	268

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. **HS dual enrolled numbers were provided by FGCU and do not match with SUDS data on degree level sought element.**



Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	4,975	5,382	5,709	5,818	5,554
UPPER	4,383	4,440	4,644	4,935	5,323
MASTERS (GRAD I)	788	703	664	648	629
DOCTORAL (GRAD II)	134	163	149	139	141
TOTAL	10,279	10,688	11,165	11,540	11,646
NON-RESIDENT FUNDABLE					
LOWER	278	282	309	377	525
UPPER	153	160	170	192	215
MASTERS (GRAD I)	36	26	24	22	28
DOCTORAL (GRAD II)	6	7	11	15	15
TOTAL	474	475	513	606	782
TOTAL FUNDABLE					
LOWER	5,253	5,664	6,018	6,195	6,079
UPPER	4,536	4,600	4,814	5,127	5,537
MASTERS (GRAD I)	824	728	687	670	657
DOCTORAL (GRAD II)	140	170	159	154	156
TOTAL	10,753	11,162	11,679	12,146	12,429
TOTAL NON-FUNDABLE					
LOWER	65	71	65	68	68
UPPER	45	49	46	42	45
MASTERS (GRAD I)	17	8	9	7	4
DOCTORAL (GRAD II)	0	0	4	6	5
TOTAL	127	128	124	122	122
TOTAL					
LOWER	5,317	5,735	6,083	6,262	6,147
UPPER	4,581	4,649	4,860	5,168	5,582
MASTERS (GRAD I)	841	736	696	677	661
DOCTORAL (GRAD II)	140	170	163	160	161
TOTAL	10,880	11,290	11,802	12,267	12,551

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

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

[REVISED]	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	4,406	4,778	5,016	5,051	4,944
UPPER	3,745	3,794	4,015	4,238	4,236
MASTERS (GRAD I)	505	460	462	471	418
DOCTORAL (GRAD II)	93	113	119	121	109
TOTAL	8,748	9,146	9,611	9,882	9,707
HYBRID					
LOWER	94	99	65	58	85
UPPER	169	116	73	29	36
MASTERS (GRAD I)	104	75	53	19	4
DOCTORAL (GRAD II)	22	28	10		0
TOTAL	389	317	201	106	125
DISTANCE LEARNING					
LOWER	818	858	1,002	1,154	1,118
UPPER	667	739	773	901	1,311
MASTERS (GRAD I)	232	201	182	187	240
DOCTORAL (GRAD II)	25	29	35	38	52
TOTAL	1,742	1,827	1,991	2,280	2,720
TOTAL					
LOWER	5,317	5,735	6,083	6,262	6,147
UPPER	4,581	4,649	4,860	5,168	5,582
MASTERS (GRAD I)	841	736	696	677	661
DOCTORAL (GRAD II)	140	170	163	160	161
TOTAL	10,879	11,290	11,802	12,267	12,551

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

Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	0	5	4	6	3
Undergraduate	12	111	122	123	119
Master’s (GRAD 1)	4	14	5	12	12
Doctoral (GRAD 2)	0	1	2	1	0
Subtotal	16	131	133	142	134
DEPENDENTS					
Unclassified	0	1	0	1	0
Undergraduate	13	81	102	101	107
Master’s (GRAD 1)	0	1	2	2	0
Doctoral (GRAD 2)	0	1	1	1	1
Subtotal	13	84	105	105	108
NON-MILITARY					
Unclassified	432	324	308	233	237
Undergraduate	11,109	11,872	12,551	13,002	13,378
Master’s (GRAD 1)	977	885	856	824	822
Doctoral (GRAD 2)	108	146	121	157	145
Subtotal	12,626	13,227	13,836	14,216	14,582
TOTAL	12,655	13,442	14,074	14,463	14,824

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

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	3,726	4,208	4,400	4,398	4,215
Percent with Pell Grant	34.0%	35.4%	35.0%	34.2%	31.9%

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



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Forensic Science	43.0106	Bachelors	4/19/2016	2016 FALL	Forensic Science
Public Health	51.2201	Bachelors	4/19/2016	2017 SPRING	Public Health
Terminated Programs					
none					
Programs Suspended for New Enrollments					
Health/Health Care Administration/Management	51.0701	Bachelors	-	2007 FALL	
Multi-/Interdisciplinary Studies, General	30.0000	Bachelors	-	2009 FALL	Accepting new enrollments effective Summer 2016

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>	2,527	2,686	2,670	2,722	2,607
% Retained <i>with Any GPA</i>	76%	76%	78%	79%	78%
% Retained <i>with GPA 2.0 or higher</i>	68.3%	69.6%	71.7%	73.5%	72.9%

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>	1,485	1,685	1,761	1,958	2,193
% Graduated	45%	44%	49%	43%	46%
% Still Enrolled	6%	7%	5%	6%	6%
% Success Rate	51%	51%	54%	49%	51%

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 (FT only)	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	1,761	1,958	2,193	2,527	2,686
Same University	24%	21%	20%	21%	22%
Other University in SUS	3%	4%	4%	3%	3%
Total from System	27%	26%	24%	24%	25%

6 – Year Rates (FT & PT)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	1,587	1,790	1,804	1,977	2,217
Same University	43.9%	43.2%	48.8%	43.0%	45.5%
Other University in SUS	9%	8%	11%	12%	10%
Total from System	53%	51%	60%	55%	56%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. **Full-time (FT) and Part-time (PT)** status refers to the credit load during the student's first Fall semester freshmen year. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts. **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides a snapshot of graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

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

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

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	414	427	441	430	351
Same University	26%	28%	24%	19%	28%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	309	354	414	427	441
Same University	63%	67%	64%	63%	65%

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>	588	565	583	584	644
Same University	54%	55%	52%	51%	48%

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	1,744	1,875	1,864	2,062	2,331
Second Majors	53	44	45	84	61
TOTAL	1,797	1,919	1,909	2,146	2,392

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	313	367	390	432	556
HEALTH	147	161	182	229	226
GLOBALIZATION	2	4	2	2	0
EDUCATION	178	190	174	172	186
GAP ANALYSIS	122	119	114	125	178
SUBTOTAL	762	841	862	960	1,146
PSE PERCENT OF TOTAL	42.40%	43.82%	45.15%	44.73%	47.91%

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	79	118	114	131	158
Percentage of Degrees	5%	6%	6%	7%	7%
Hispanic					
Number of Degrees	228	309	338	373	391
Percentage of Degrees	13%	17%	19%	19%	17%
Pell-Grant Recipients					
Number of Degrees	742	878	868	1,021	1,088
Percentage of Degrees	43%	47%	47%	50%	47%

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	67%	64%	63%	68%	70%
AA Transfers	76%	84%	85%	89%	87%
Other Transfers	67%	77%	79%	82%	81%
TOTAL	69.5%	71.9%	72.3 %	75.9%	75.6%

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	1,216	1,260	1,269	1,349	1,359
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	56%	53%	51%	51%	48%
30 to 49 Students	31%	31%	34%	33%	36%
50 to 99 Students	12%	14%	15%	15%	14%
100 or More Students	1%	2%	1%	1%	1%

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



Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	76%	80%	79%	77%	79%
Adjunct Faculty	21%	19%	17%	21%	18%
Graduate Students	2%	1%	1%	1%	1%
Other Instructors	1%	0%	1%	1%	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	22	23	23	23	22

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2011	2012	2013	2014	2015
Examinees	57	63	51	69	84
First-time Pass Rate	93%	98%	92%	96%	96%
<i>National Benchmark</i>	89%	92%	85%	85%	87%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 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	n/a	n/a	65.6%	64.3%	65.8%
Employed (Full-time) or Enrolled	70%	72%	74%	76%	75%
<i>Percent Found</i>	<i>91%</i>	<i>91%</i>	<i>92%</i>	<i>94%</i>	<i>94%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>36</i>	<i>38</i>	<i>39</i>	<i>41</i>

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	\$17,400	\$18,000	\$18,700	\$18,700	\$19,200
25th PERCENTILE WAGE	\$24,300	\$24,800	\$27,100	\$26,500	\$28,000
MEDIAN WAGE	\$32,900	\$32,900	\$35,300	\$35,200	\$36,300
75th PERCENTILE WAGE	\$43,600	\$41,000	\$46,000	\$46,300	\$48,200
95th PERCENTILE WAGE	\$59,200	\$56,000	\$60,800	\$62,600	\$67,900
<i>Percent Found</i>	<i>55%</i>	<i>55%</i>	<i>56%</i>	<i>64%</i>	<i>61%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>39</i>	<i>41</i>

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

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Physician Assistant Studies	51.0912	Masters	4/19/2016	2017 SUMMER	9/22/2016	BOG approved graduate tuition
Terminated Programs						
none						
Programs Suspended for New Enrollments						
Environmental Studies	3.0103	Masters	-	2014 FALL		Accepting new enrollments effective Fall 2016
Management Information Systems, General	52.1201	Masters	-	2015 FALL		
Reading Teacher Education	13.1315	Masters	-	2015 FALL		
New Programs Considered By University But Not Approved						
none						

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

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	397	385	368	339	300
Second majors	0	0	0	0	0
TOTAL	397	385	368	339	300
Masters and Specialist (1st majors)	378	353	334	302	271
Research Doctoral (1st majors)	0	10	4	1	7
Professional Doctoral (1st majors)	19	22	30	36	22
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Nursing Practice</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	19	22	30	36	22
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other Professional Doctorate</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for 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	28	33	37	22	27
HEALTH	87	91	93	104	82
GLOBALIZATION	0	0	0	0	0
EDUCATION	62	100	81	58	68
GAP ANALYSIS	33	31	23	20	19
SUBTOTAL	210	255	234	204	196
PSE PERCENT OF TOTAL	52.9%	66.2%	63.6%	60.2%	65.3%

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/Certification Exams for Graduate Programs

Physical Therapy: National Physical Therapy Examinations

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	49	58	65	70	71
First-time Pass Rate	76%	85%	92%	96%	90%
<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			28	32	28
'New Graduate' Pass Rate	.	.	96%	100%	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

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) (\$ 1,000s)	\$17,051	\$14,393	\$14,768	\$9,626	\$8,992
Federally Funded (\$ 1,000s)	\$10,328	\$5,146	\$5,364	\$4,609	\$4,501
Percent Funded From External Sources	87%	89%	87%	72%	74%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$45,713	\$36,530	\$34,667	\$22,438	\$20,116
Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	2	1	2	0	0
Licenses & Options Executed	0	0	1	0	0
Licensing Income Received (\$)	\$0	\$0	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0
	2011	2012	2013	2014	2015
Utility Patents Issued	0	0	0	2	0

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