

2012-13

Annual Accountability Report

# FLORIDA A&M UNIVERSITY

PENDING BOARD OF TRUSTEES APPROVAL



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



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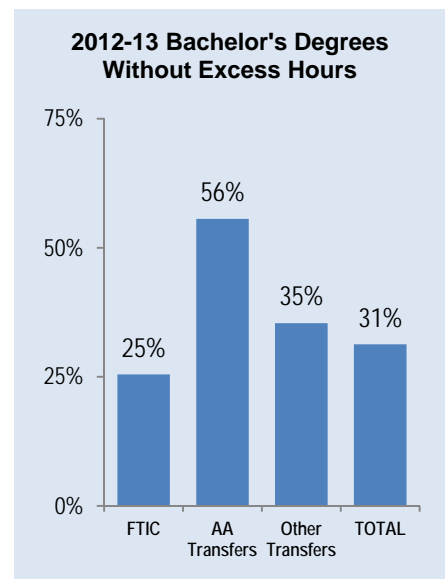
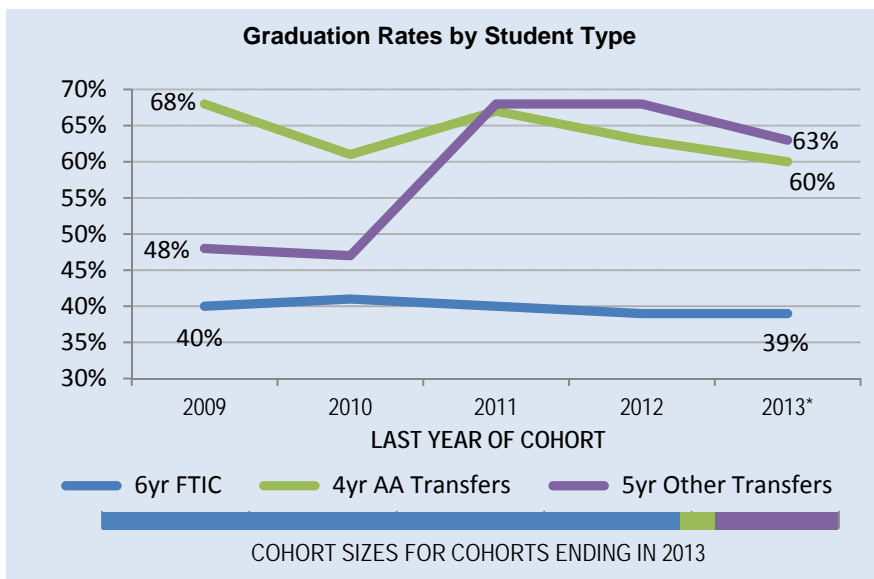
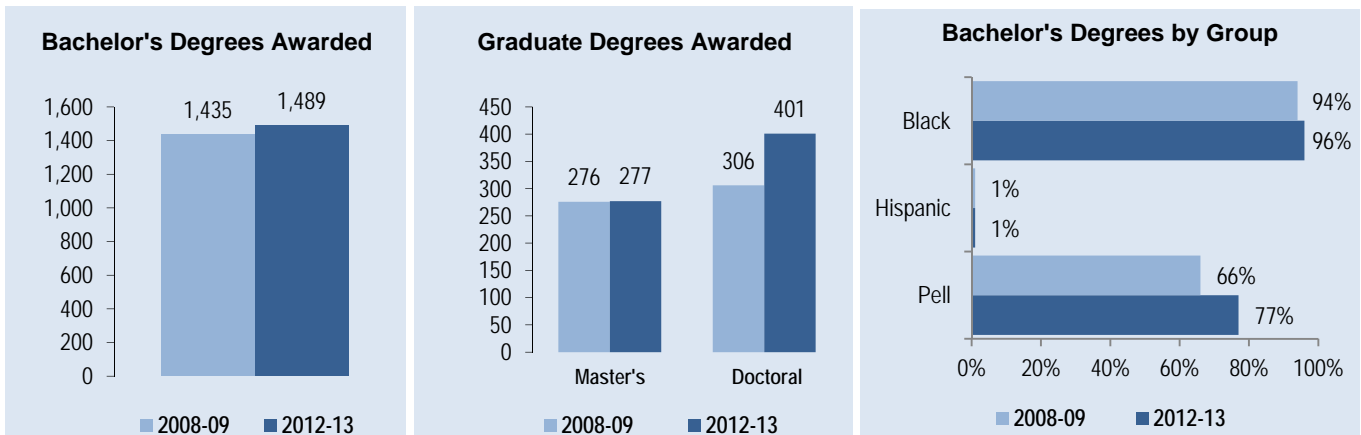
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# Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2012)	Full-Time	Part-Time		
<b>TOTAL</b>	12,051	100%	4%	<b>TOTAL (as of Spring 2013)</b>				
White	603	5%	7%	Baccalaureate	51		Basic:	Doctoral/Research Universities
Hispanic	228	2%	-2%	Master's	28		Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Black	10,935	91%	5%	Research Doctorate	12		Graduate Instructional Program:	Doctoral, professions dominant
Other	285	2%	-19%	Professional Doctorate	3		Size and Setting:	Large four-year, highly residential
Full-Time	10,807	90%	7%				Community Engagement:	n/a
Part-Time	1,244	10%	-15%	<b>TOTAL</b>	<b>552</b>	<b>15</b>		
Undergraduate	9,928	82%	3%	Tenure & Ten. Track	398	6		
Graduate	1,976	16%	16%	Non-Tenured Faculty	154	9		
Unclassified	147	1%	-37%					

## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

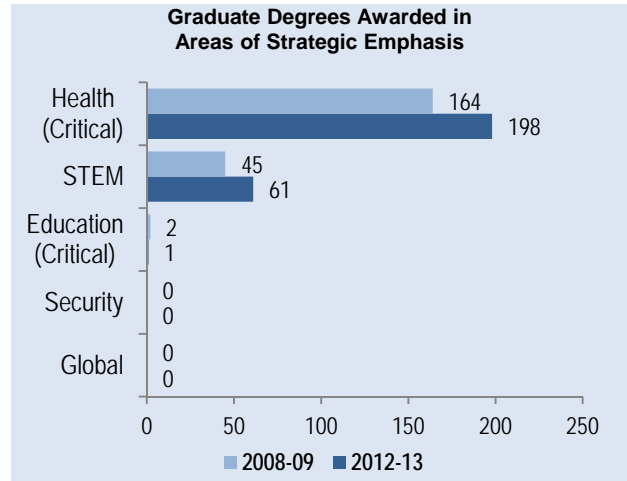
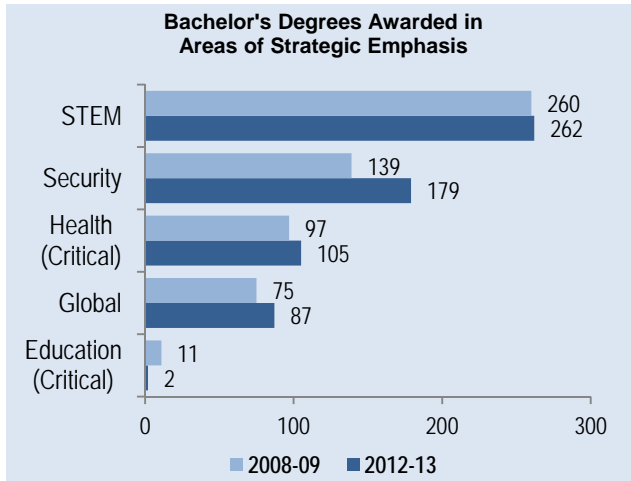


\* Based on 2013 preliminary data

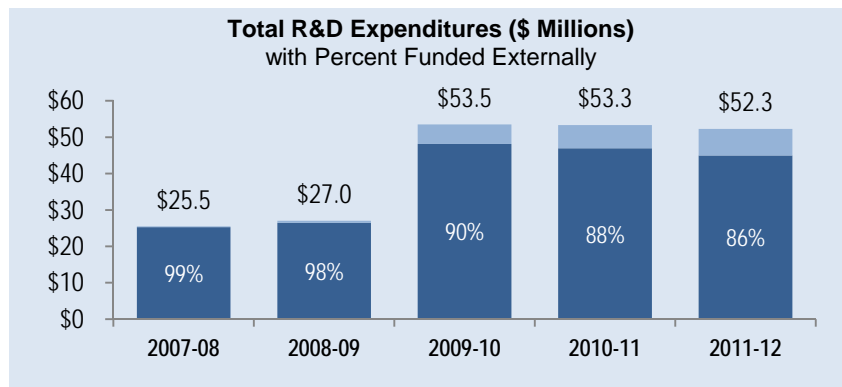


# Dashboard

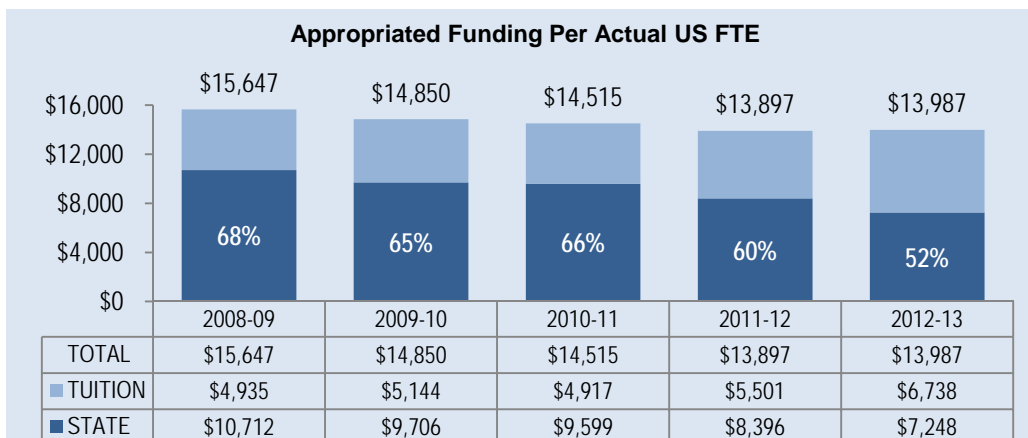
## DEGREES AWARDED IN S. T. E. M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES



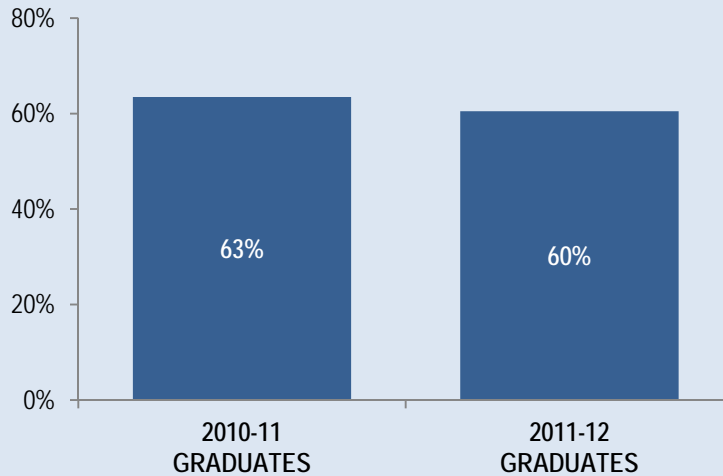
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.



# Dashboard

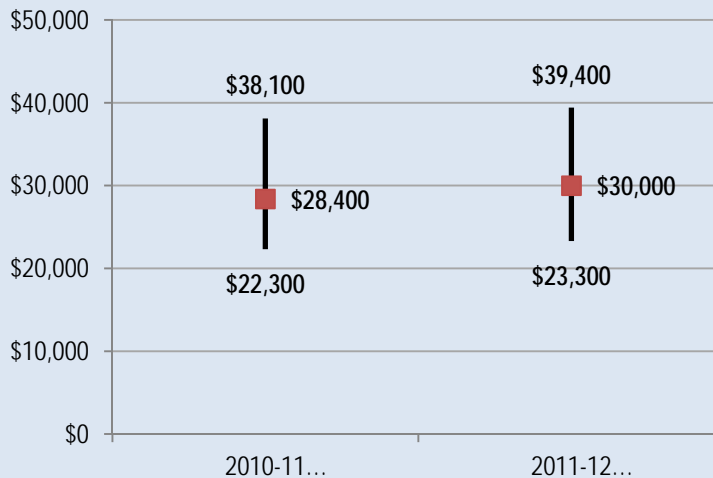
## POST-GRADUATION METRICS

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) 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. These data account for 90% and 83% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.

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



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 42% and 39% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



## Key Achievements (2012 -2013)

### STUDENT AWARDS/ACHIEVEMENTS

1. Two broadcast journalism students were honored at the 34th Annual College Television Award Gala with a gold statue commonly referred to as a Student Emmy from the Academy of Television Arts and Sciences Foundation.
2. School of Business and Industry (SBI) students placed First and Second at the 2012 Globe Without Borders Business Case Competition.
3. Saundra Wheeler, a student in the College of Agriculture and Food Science, won the Friends of Integrated Pest Management graduate student award in the master's category for her research. She is the first African American female and first student from a 1890s land grant institution to win this award.

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Sungmoon Jung, Assistant Professor of Civil and Environmental Engineering, won a National Science Foundation CAREER Award based on his work on Offshore Wind Turbines.
2. Dr. Jennifer Cherrier, associate professor in the School of the Environment, was selected as a 2013 Leopold Leadership Fellow, one of 20 environmental researchers to receive this recognition.
3. FAMU faculty and students were issued five patents in 2012-13 (College of Pharmacy (3), College of Agriculture and Food Sciences (1) and one patent to three students).

### PROGRAM AWARDS/ACHIEVEMENTS

1. The Ph.D. program of the FAMU-FSU department of Mechanical Engineering ranked 27<sup>th</sup> in the country based on the NRC S-Rankings as reported in PhDs.org.
2. SBI was granted initial accreditation by the Accreditation Council of Business Schools and Programs (ACBSP) and selected as "Best-in-Class" for 2013 Undergraduate and Graduate schools initially accredited by ACBSP.
3. The National Science Foundation awarded \$1.6 million to the College of Science and Technology to support Student Centered Active Learning and Assessment Reform.

### RESEARCH AWARDS/ACHIEVEMENTS

1. FAMU received \$13 million in funding from various agencies to provide education and training for underrepresented minority students pursuing the Ph.D. in STEM and professional disciplines to strengthen ongoing research in plant and animal sciences.
2. The National Institutes of Health awarded the College of Pharmacy and Pharmaceutical Sciences a \$5.6 million grant over five years to study novel approaches to treating breast and lung cancer.
3. The U.S. Department of Defense awarded over \$1.8 million to support research on High Temperature Supersonic Jet; Flow Separation Control; Ultra-light Weight Hybrids; and Fluid-Structure Interaction for High-Reynolds-Number Compressible Flow.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FAMU was named one of Forbes magazine's America's Top Colleges in its ranking of the top colleges, and the list for "Best Research Colleges".
2. FAMU was recognized by The College Database in 2013 for "Highest Starting Salaries" in Florida. FAMU, with an average starting salary of \$41,000, was ranked no. 4 overall and no. 2 for public institutions in Florida.
3. FAMU's first year retention rate increased from 79% in 2010-11 to 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 72% in the preliminary 2012-13 data, exceeding the goals for these metrics.



## Narrative

On October 3, 2012, Florida A&M University (FAMU) celebrated 125 years of existence. Over the 125 years, FAMU has served as a beacon of hope for thousands of talented young men and women seeking to improve their lives through the pursuit of a college education. To celebrate its rich history, a year-long series of special events were planned to celebrate the aspirations and accomplishments achieved over the past 125 years as well as illuminate the university's vision for its future. The University is proud of its history and is dedicated and committed to providing "Excellence with Caring" to a new generation of scholars. FAMU continues to boast an extraordinarily diverse student body including citizens from across the State of Florida and the globe.

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- The top priority of the University in enhancing teaching and learning is increasing student retention and graduation rates. The University continued to implement its Retention and Debt Reduction Plan which was presented to the Board of Governors at the September 2012 meeting. The activities undertaken are broad and far reaching, as described in the Plan submitted to the BOG. In 2012-13, the University created 25 new faculty lines using tuition differential funds and hired faculty to fill these positions. The University also hired 49 additional tutors, 19 additional advisors (including 6 who had previously been on temporary lines), implemented a new online Academic Mapping/Academic Advisement Module, hired two new advisors to staff this system, hired two debt counselors and two career counselors. The University implemented the Academic Success Program (ASP) as the umbrella under which FAMU streamlined support services for all students to increase retention, progression and graduation, including intrusive advising, tutoring and the First Year Experience Course, and implement a number of enhancements and new initiatives. The Academic Advisement Module (AAM) is a tool used to track the requirements and policies that a student must satisfy in order to graduate. As a student progresses towards graduation, AAM analyzes those courses completed by the student-both successfully and unsuccessfully-and determines what requirements are still outstanding. This keeps students on track and avoids excess credit hours. Also, Blackboard is now used to track student usage of tutorial services and course pass rates.
  - The University dramatically decreased the number of profile admits to no more than 500 of fall freshmen class. In fall 2012, only 388 FTIC students were profile admits.
  - The First Year Experience course, piloted in 2011-12, was fully implemented in 2012-13. Preliminary results indicate that a higher percentage of students who took the course had a subsequent college GPA of 2.0 or greater (85%) compared to students who did not take the course (76%). These results indicate that the FYE course is having a significant positive impact on students' academic performance.
  - Data analyses indicate that even in this early period of implementing the retention and debt reduction plan, the initiatives are having a significant positive impact. As evidenced in Table 4B of this Accountability Report, the first year retention rate increased from 79% in 2010-11 to 80% in 2011-12 and 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 65% in 2011-12 to 72% in the preliminary 2012-13 data. This is a dramatic increase, far surpassing the university goals for these metrics.
  - University's SCALE-UP project utilizing innovative teaching methods to engage students was implemented in calendar year 2012 and is already yielding very





encouraging results, indicating decreases in D, F and W grades in courses which previously had high failure rates.

- FAMU prides itself on the high percentage of accredited programs it offers, as verification of the quality of its academic programs. The percentage of eligible programs with specialized accreditation is 85%. In 2012-13, FAMU programs in Pharmacy, Public Health, Architecture, and Biological and Agricultural Systems Engineering were reaccredited. In addition, the School of Business and Industry (SBI) received initial accreditation for its undergraduate and graduate business programs and was selected “Best-in-Class” for 2013 by the Accreditation Council of Business Schools and Programs (ACBSP). Also in SBI, the new Facilities Management Program received provisional accreditation by the International Facilities Management Association (IFMA) in October 2012 and is the only accredited facilities management degree program in the State of Florida and the only such program at a historically black college or university in the nation. This is the first time in the history of SBI that its programs have been accredited. FAMU implemented a new Pharmacy program in Crestview, Florida in Fall 2012, and it was deemed by the accrediting body to meet all standards.
- The University has utilized its Quality Enhancement Plan (QEP) required for SACS accreditation to create transformative change in teaching and learning through numerous initiatives and partnerships across the campus. The QEP, titled “Enhancing Performance in Critical Thinking”, is credited for significant changes in student performance evidenced by the cohorts of students entering FAMU since the inception of the QEP, in relation to prior cohorts. In some cases, these students are outperforming graduating students, who entered prior to the QEP, on reasoning tests.
- FAMU’s online Master of Public Health, implemented in Fall 2011, was cited as one of the best online programs by Master’s Degree Online in June 2013. FAMU was ranked 27<sup>th</sup>, ahead of online public health master’s programs offered by institutions such as Yale University, University of Massachusetts, Pennsylvania State University and SUNY at Albany and New York University. Master’s Degree Online rankings are based on teacher surveys, student feedback, and reviews by experts in the field. The methodology includes data from hundreds of universities around the country for the most accurate results possible.
- Several FAMU faculty and administrators have assumed leadership positions in their respective disciplines, helping to enhance the reputation of FAMU and their specific programs.
  - Interim President Larry Robinson was appointed to the National Action Council for Minority Engineers (NACME) Board of Directors and the USDA/1890 Task Force.
  - Dr. Roscoe Hightower, Professor of Marketing in the School of Business Industry is the president elect and Spring 2014 conference program chair for the Marketing Management Association, an international organization. This position will enhance the reputation of FAMU in the field of Marketing and Management and allow Professor Hightower to provide FAMU researchers with access to a multitude of scholarly marketing and management activities, while being responsible for an international marketing organization.
  - Dr. Cynthia M. Harris was selected as a member of the U.S. Environmental Protection Agency’s (EPA) Science Advisory Board for a three-year term ending September 30, 2015. Harris will serve as a special government employee and will provide independent advice on technical issues underlying the EPA’s policies and decision-making.
  - Dr. David H. Jackson Jr., chair of Department of History, Political Science, Public Administration, Geography and African American Studies, has been selected as





president of the Southern Conference on African American Studies, Inc. (SCAASI) for 2013-2014.

- Dr. Robert Taylor, Dean of the College of Agriculture and Food Sciences, was appointed to an extended term with the USDA National Agricultural Education, Extension and Economics (NAREEE) Advisory Board to the Secretary of Agriculture.
- Dr. Margaret Gitau of the Department of Biological and Agricultural Systems Engineering was elected Chair of the Environmental Quality Coordinating Committee of the American Society of Agricultural and Biological Engineers, and appointed to the Editorial Board of the Journal of Soil and Water Conservation.
- Dr. Jennifer Taylor, Coordinator of FAMU Statewide Small Farm Programs, currently serves on the National Organic Standards Board as chair of the NOSB Genetically Modified Organisms Ad hoc Subcommittee, and member of the Materials Subcommittee, and Policy Development Subcommittee. Her designated role on the National Organic Standards Board is advocate for national consumer and public interests.

#### INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- FAMU graduated its first cohort of students in the School of Business and Industry (SBI) (Online MBA), School of Nursing (Master in Nursing), and College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (Masters in Public Health).
- FAMU now offers a new major in Facilities Management within the existing BS in Business Administration. This new major has been created, planned, and developed with SBI, the School of Architecture, and the professional organization International Facilities Management Association (IFMA).
- FAMU also implemented a new concentration in Jazz Studies within the existing BS/BA Music program effective Spring 2013.
- Successfully managing one's finances while in college is an important factor influencing student progression and graduation. In addition to several university initiatives to decrease student debt, the University has also sought external funding to assist in this effort. FAMU was one of 15 universities to receive a grant from the Council of Graduate Schools to design the "Enhancing Student Financial Education" initiative, a program that prepares students to play an active role in managing their personal finances and make informed decisions about saving, spending and borrowing.

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

- The Board of Trustees approved a new Bachelor of Science in Pharmaceutical Sciences that will create a new avenue for more undergraduate students to major in a STEM program and prepare them to enter graduate STEM programs. FAMU also implemented a new Environmental Sustainability Science Concentration within the existing BS Environmental Science in Fall 2012.
- In calendar year 2012, the University implemented a SCALE-UP project to enable faculty to utilize innovative teaching methods to enhance student performance through increase student engagement in the classroom. The project initially targeted STEM courses with high failure rates in order to increase production of STEM graduates, as well as help all undergraduate students in STEM courses. The project is already yielding very encouraging results, indicating decreases in D, F and W grades in courses that previously had high failure rates.



- On the strength of the SCALE-UP project, the College of Science and Technology applied for and received a \$1.6 million from the National Science Foundation to implement active learning into STEM curricula. It is expected that this grant will significantly increase the implementation of active learning strategies in STEM courses, thereby increasing student performance and successful completion of STEM degrees.

## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- The National Institutes of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Science a \$5.6 million grant over five years to study novel approaches to treating breast and lung cancer --- two of the leading causes of cancer deaths among African Americans. The funds will also support the establishment of sustainable organizations through university and community partnerships to reduce health disparities in African-American communities and to train more health-care professionals from neighborhoods that suffer from health disparities.
- Associate Professor Dr. Jennifer Cherrier, in the FAMU School of the Environment, was selected as a 2013 Leopold Leadership Fellow, one of 20 environmental researchers to be awarded. The Leopold Leadership Program provides outstanding academic researchers with the skills, approaches, and theoretical frameworks for translating their knowledge to action and for catalyzing change to address the world's most pressing sustainability challenges.

### INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

#### Technology Transfer, Licensing and Commercialization Initiatives

- The Office of Technology Transfer, Licensing and Commercialization continues to assist faculty, staff and students with the transfer of novel research results and other innovative and creative ideas to commercial markets for public use. During the 2012-13 academic year, the Office processed over eleven disclosures, twelve (12), patent applications, five patents and two trademarks. These tangible performance metrics, along with presentations/workshops, commercialization activities, reports submitted, and related marketing activities have contributed to FAMU's success in commercialization.
- During the 2012-13 academic year, several faculty and students were issued patents:
  - Dr. Elizabeth Mazzio, Research Associate College of Pharmacy and Pharmaceutical Sciences and Karam Soliman, Distinguished Professor, College of Pharmacy and Pharmaceutical Sciences received a patent for Nutraceutical Agent for Attenuating the Neurodegenerative Associated with Parkinson's disease.
  - Dr. Kinfu Ken Redda, Interim Vice President and Professor, Dr. Nelly Mateeva, Associate Professor, Department of Chemistry, College of Science and Technology, and Mrs. Chavonda Mills, received a patent for Synthetic Flavonoids and Pharmaceutical Compositions and Therapeutic Methods of Treatment of HIV Infection and Other Pathologies.
  - Dr. Seth Ablordeppey, Professor and Division Director, Basic Pharmaceutical Sciences, College of Pharmacy and Pharmaceutical Sciences received a patent for the treatment of MRSA Infection.
  - Dr. James Muchovej, Professor of Plant Pathology, College of Agriculture and Food Sciences and Oghenekome U. Onokpise, Professor of Agronomy, Forestry, and Natural



Resources/Associate Dean, College of Agriculture and Food Sciences, received a patent for Mycoherbicide for Controlling Congongrass.

- Mr. Malcolm Kelly, Ms. Nordin Brown and Ms. Leitoya Snelling, received a patent for Collapsible, Sanitized Straw Assembly.

### INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- Faculty from the FAMU School of Allied Health Sciences Divisions of Occupational Therapy and Health Care Management recently collaborated with the FAMU/FSU College of Engineering and the FSU Departments of Psychology and Urban Planning for a Tier 1 University Transportation Center. The grant was funded by the Department of Transportation and the faculty of the colleges and schools are now collaborating in multidisciplinary research.
- The Division of Research initiated the formation of “Research Focus Groups” to form cross-disciplinary collaborations among the various colleges, schools, and departments. This initiative has just begun and the intent is to form teams of researchers that may work together effectively on topics that span a number of disciplines.
- Collaboration with the Federal University of Technology, Nigeria  
FAMU and the Federal University of Technology, Akure, signed a Memorandum of Understanding (MOU) to establish and strengthen scholarly academic opportunities. FAMU and the Federal University of Technology, Akure agreed to exchange faculty and staff for short, medium or long-term periods, which will enhance and guarantee further scientific and scholarly cooperation in teaching and research. In addition, the collaboration also includes the following:
  - Increase student and faculty global research development in the science, technology, engineering and mathematics (STEM);
  - Increase international student enrollment at FAMU at the master’s and doctoral levels;
  - Increase FUTA graduate students’ research capability using state-of-the-art research equipment at FAMU; and
  - Pursue joint research opportunities to fund students/faculty research, curriculum and institutional capacity development at both universities.

This partnership provides the FAMU faculty opportunities to expand their research and educational activities and prepares our students to more effectively compete in the global marketplace.

- Collaboration with the United Arab Emirates  
FAMU and the TLB Enterprises Group Holding Ltd. (United Arab Emirates) signed a Memorandum of Understanding to implement programs such as promoting research and economically sustainable development, providing technical assistance to support the production, trade and marketing of agriculture products by small farmers and strengthening farmer organizations in Abu Dhabi, the United Arab Emirates and surrounding developing areas to gain, develop and improve the quality of agricultural products. The parties also share the common goal of empowering individuals through education and training and improving their livelihoods through sustainable agriculture resources. Collaboration will include, but not be limited to, research and educational cultural exchanges, which will include research promotion and exchange, joint research and development projects and other scholarly pursuits.
- Collaboration with the University of Florida  
The Prostate Cancer Research Training Opportunities for Outstanding Leaders (ReTOOL) Program is a partnership program between FAMU and the University of Florida (UF) to address the lack of well-trained minority prostate cancer scientists in Florida. The ReTOOL program was established in February 2012 with funding support from the Department of Defense (DOD) Prostate Cancer Research Program (PCRP) of the office of the Congressionally Directed Medical Research Programs (CDMRP) to train at least 10 FAMU minority students to create opportunities



and promote prostate cancer research careers for these students in the areas of basic, behavioral, biomedical and clinical sciences. The Program held its first Research Showcase in July 2012.

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- The College of Pharmacy and Pharmaceutical Sciences launched a Center for Health Equity to improve health care of medically underserved populations through research, education and service.
- The Small Business Development Regional Center (SBDC) at FAMU continues to target and deliver services to Small to Medium Enterprises (SMEs) through outreach, education, and the provision of technical assistance. SMEs benefit greatly from the one-on-one consultation services provided through the Center's Certified Business Analysts. Advanced market research, in depth technical assistance (i.e. cash flow management, marketing strategy development), and capital formation are the areas of greatest concern to our market's SMEs. The Center has established ties with the majority of the regional chambers of commerce and economic development councils. SBDC hosts and/or co-hosts quarterly functions that provide the opportunity for the Center to engage the SMEs and accurately ascertain service needs. The Center continues to leverage resources with community stakeholders to transition the delivery of core services from Start-Ups to Pre-Venture, Micro Businesses and SMEs. To meet the needs of the Micro Businesses and SMEs, the Center provides more in-depth technical assistance utilizing a higher level of market research and analysis. The Center has secured subscriptions with Hoover's/First Research, Reference USA, ProfitCents, RMA and other analytical tools that assist our Business Consultants in the delivery of the core services to our clients. In addition to the analytical tools, the Center's leadership ensures that the Business Consultants enhance their skills through increased professional development opportunities.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- The College of Pharmacy is the only College of Pharmacy in the State of Florida responsible for managing and providing clinical education to underserved HIV patients in the AIDS Drug Assistance Program (ADAP) through HRSA and the Florida Department of Health (through Leon County Health Department and FAMU Pharmacy). The College also manages pharmacy services at the Duval County Health Department in Jacksonville.
- One of the ways in which FAMU cultivates and nurtures engagement with business and industry at a national level is through its Industry Cluster. The FAMU Industry Cluster is an academic-industry collaboration designed to engage corporations and corporate leadership in building broad-based, long-term and mutually-beneficial strategic partnerships. Considered to be the core of the University's corporate engagement and stewardship process, Cluster partners with FAMU's Schools and Colleges to provide a channel of communication, support and investments to enrich the educational experience of our students and prepare them for the corporate work world. Approximately 40 businesses are involved with the University through Cluster membership and/or the Cluster-sponsored Black Executives Exchange Program (BEEP). Cluster has seen an 8% growth in engagements over last year with 24 corporations currently signed on as investment partners.



- In 2012, FAMU Extension Programs in the College of Agriculture and Food Sciences initiated numerous activities of community engagement that serve to enhance the state in agriculture-related endeavors. For example:
  - FAMU Extension Programs made 114,132 connections with farmers, families and individuals, including field or site visits, office, telephone and email consultations, group learning activities and other direct contacts. Assessments performed with those to whom services are provided found that the vast majority indicated increased levels of knowledge and changes in behavior as a result.
  - FAMU Cooperative Extension received over \$1 million in external funding which will enable the University to further increase its assistance to Florida farmers and citizens.
  - As a result of the FAMU Master Farmer Program, twenty five (25) small farmers are now able to develop enterprise budgets and use the Internet, including social media, to market their product. Eleven (11) farmers were trained in the fundamentals of grant writing, and two (2) of these farmers have since been awarded competitive grants to help fund and develop their farm business operations.
  - The FAMU Expanded Food and Nutrition Education Program (EFNEP) reached approximately 5,600 citizens in North Florida.
  - Over 50 collaborative programming efforts and/or projects among teaching, research and/or extension faculty to enhance profitability and sustainability of small farms, and urban and rural communities.
  - Over 18,000 youth in Florida were engaged in experiential and hands-on training, cooperative education and other opportunities in agriculture and related sciences for youth and students.
  - The Extension Programs developed 50 cooperative networks. For example, through regional Farm to School efforts, approximately 20 southeastern school districts in Florida, Georgia, Alabama and Tennessee improved nutritional value of school meals for over 300,000 children due to incorporation of local and regional fresh products. FAMU Extension also has an international outreach.
  - In 2012-13, faculty participated in international development activities in South Africa, Haiti and Guyana, and provided training for farmer cooperatives in Kenya and Malawi through the USAID-funded Farmer-to-Farmer program (FTF).
  - Over 18,000 youth in Florida were engaged in experiential and hands-on training, cooperative education and other opportunities in agriculture and related sciences for youth and students.
  - Twenty-six (26) extension programs were conducted for urban and rural audiences in Florida in the four areas of Cooperative Extension: Agriculture & Natural Resources, Community Resource Development, 4-H/Youth Development, Family and Consumer Science.
  - FAMU Statewide Small Farm Programs received nongovernmental organization status and UN accreditation to participate in the global 2012 United Nations Conference on Sustainable Development and other related global meetings. The United Nations General Assembly endorsed a decision to accredit several organizations to the 2012 United Nations Conference on Sustainable Development. These accredited organizations were found to exhibit the necessary attributes of an organization demonstrating expertise in an area of sustainable development relevant to the UN Conference.
- In 2012-13, the Tallahassee Childhood Obesity Prevention Education (COPE) Program funded 34 community-based projects in the Tallahassee/Leon County Area (with a total of approximately \$340,000 in mini-grant funding). These projects involved such activities as funding for the support of community gardens, physical education activities, and health and wellness programs





engaging families and youth. In addition, a signature program of Tallahassee COPE is the Tallahassee COPE Youth Health Leadership (YHL) Program. This program is designed to support the development of middle-high school students in becoming advocates and leaders for health and wellness through the development of a wellness curriculum and dissemination of information as peer educators for health. Former Secretary of Health, Dr. Louis Sullivan, and Interim FAMU President Larry Robinson were present to greet and present YHL youth with a certificate of curriculum completion. The Tallahassee COPE Coalition is one of the Embrace a Healthy Florida initiatives of the Florida Blue Foundation of Blue Cross and Blue Shield of Florida. The initiative has a focus on the reduction and prevention of childhood obesity in Florida. The FAMU Institute of Public Health co-directs the Tallahassee COPE Coalition with the Florida Family Network, Inc. Other leadership team members are the FSU Center for Better Health and Life for the Underserved and the Greater Frenchtown Revitalization Council.

- Entities engaged in fostering economic development on the local level and throughout the state have reached out to the University through its Small Business Development Regional Center (SBDRC) to become part of the dialogue focusing on job creation, small business support and the commercialization of institutional research. Representatives of the University have participated in focus groups, roundtable discussions, and strategic planning sessions with various agencies and organizations including the Tallahassee Chamber of Commerce, the Tallahassee Leon County Economic Development Council, the City of Tallahassee MBE Department, the Big Bend United Way, Work Force Florida, the Big Bend Minority Chamber of Commerce, the Department of Economic Opportunity, FDIC, the Northwest Florida Black Business Investment Board, Imagine Tallahassee, the Florida Department of Management Service's Office of Supplier Diversity, Florida Department of Transportation, the Capital City Chamber of Commerce, Florida State University's Jim Moran Institute, and the Panacea Waterfronts Florida Community. These activities also provide an opportunity for the SBDRC to assist collaborative partners through technical assistance and training.

### INCREASE COMMUNITY AND BUSINESS WORKFORCE

- The Small Business and Development Regional Center at FAMU has very close ties with the local chambers of commerce throughout its service area. The Center has opened a satellite office in the Greater Tallahassee Chamber of Commerce facility and has a physical presence there which enables the Center to conduct workshops and training seminars at the Chamber's office. The Greater Tallahassee Chamber's website has a link to the SBDC website and cosponsors events on a regular basis. The same relationships and partnerships have been forged among six of the eight counties within the service area (Gadsden, Wakulla, Jefferson, Madison, Taylor, and Franklin Counties).
- FAMU opened the University's new Rural Diversity Healthcare Center in Crestview. The center, a 40,000-square-foot facility is a satellite campus for FAMU's College of Pharmacy and Pharmaceutical Sciences and a much-welcomed healthcare educational facility for Okaloosa County. This is a joint program between the City of Crestview and FAMU to increase educational opportunities for residents of this area, provide a highly trained workforce in pharmacy, and potentially attract pharmaceutical industries and businesses to this region. The initial cohort of pharmacy students began in Fall 2012.
- FAMU signed a Memorandum of Understanding with VetPower LLC, and IIECS Military Veteran Training to Work Business Academy. The memorandum will create a partnership that is intended to provide training and job opportunities to military veterans and other students, specifically in the area of agriculture. The agreement will further allow the university to recruit military veterans and increase support to veterans and their families. The partnership allows the College of Agriculture



and Food Sciences to conduct collaborative research, training and extension/outreach programs in areas to include aquaculture and other agriculture related programs.

- One of FAMU's most significant contributions to both the state and national workforce is by being a top producer of African American graduates, particularly in fields in which they are underrepresented. According to the 2013 Diverse Issues in Higher Education Top 100 Degree Producers, FAMU is ranked as one of the top 10 producers of African American baccalaureate graduates in the nation in 2011-2012 for the following fields: Allied Health Diagnostic, Intervention, and Treatment Professions (1); Architecture and Related Services (2); Agriculture, Agriculture Operations, and Related Sciences (3); Visual and Performing Arts (3); Health and Medical Administrative Services (5); Health Professions and Related Programs (5); Homeland Security, Law Enforcement, Firefighting and Related Protective Services (6); Engineering Technologies and Engineering Related Fields (7); Biological and Biomedical Sciences (8); Psychology (9); Communication, Journalism and Related Programs (10); and Philosophy and Religious Studies (10). For all disciplines combined, FAMU ranked 4th for the total number of baccalaureate degrees awarded to African Americans in the 2011-2012 academic year.

In the production of graduate degrees at the master's level, FAMU also ranks in the top 10 producers of African American students in the nation in the Social Sciences (1) and Architecture and Related Services (2). In the same academic year, FAMU ranked #7 in the producers of research doctorates awarded to African Americans in Health Professions and Related Programs.

For professional degrees, FAMU is ranked as one of the top 10 producers of African American graduates in the nation for the following fields: Pharmacy, Pharmaceutical Sciences and Administration (1); Rehabilitation and Therapeutic Professions (4); and Law (7). For all disciplines combined, FAMU ranked number two for the total number of professional degrees awarded to African Americans in the 2011-2012 academic year. *Source: Diverse Issues in Higher Education, Top 100 Producers, 2013*

- One of the most important ways in which FAMU contributes to the workforce is by providing an education to students from low-income families, so that they can become productive citizens and break the cycle of poverty in a single generation. As noted in the dashboard data of this report, 77% of FAMU's baccalaureate graduates were Pell Grant recipients, a higher percentage by far than any other institution in the SUS. Further, 66% of undergraduate students enrolled at FAMU come from families making below \$40,000 per year. As indicated in the College Database recognition cited under Key Achievements, our graduates earn an average of \$41,000 in starting salaries. Therefore, as a result of their education at FAMU, with their starting salary, our graduates are able to surpass the income of their entire family.





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## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$99,264,736	\$101,521,534	\$91,821,312	\$92,309,490	\$95,101,227
Non-Recurring State Funds	\$669,622	\$6,379,472	\$6,000,982	-\$14,850,901	\$1,500,000
Tuition	\$56,148,042	\$66,438,001	\$69,519,546	\$64,620,473	\$62,906,124
Tuition Differential Fee	\$1,102,404	\$3,245,773	\$5,840,726	\$9,317,774	\$7,871,139
Misc. Fees & Fines	\$835,513	\$973,993	\$716,105	\$853,415	\$1,441,631
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$7,936,118	\$8,460,902	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$165,956,435</b>	<b>\$187,019,675</b>	<b>\$173,898,671</b>	<b>\$152,250,251</b>	<b>\$168,820,121</b>

**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 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 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 2011-12); beginning 2012-13 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 Estimates**
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$93,846,937	\$98,191,207	\$83,721,468	\$91,404,242	\$98,979,122
Administration and Support	\$26,852,328	\$26,150,741	\$26,165,237	\$27,370,987	\$29,880,540
PO&M	\$20,330,222	\$18,401,551	\$17,016,571	\$19,149,283	\$20,609,305
Student Services	\$12,050,479	\$11,846,764	\$10,663,345	\$11,465,614	\$11,782,425
Library/Audio Visual	\$5,929,520	\$5,943,759	\$5,469,947	\$6,441,462	\$6,667,258
Other	\$542,843	\$583,670	\$682,058	\$797,118	\$901,471
<b>TOTAL</b>	<b>\$159,552,329</b>	<b>\$161,117,692</b>	<b>\$143,718,626</b>	<b>\$156,628,706</b>	<b>\$168,820,121</b>

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. Note\*\*: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

**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. State Funding per Full-Time Equivalent (FTE) Student**

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
<b>Appropriated Funding per FTE</b>					
General Revenue	\$9,636	\$8,075	\$7,934	\$7,284	\$6,320
Lottery Funds	\$1,076	\$917	\$967	\$1,112	\$928
Tuition & Fees	\$4,935	\$5,144	\$4,917	\$5,501	\$6,738
Other Trust Funds	\$0	\$714	\$698	\$0	\$0
<b>TOTAL</b>	<b>\$15,647</b>	<b>\$14,850</b>	<b>\$14,515</b>	<b>\$13,897</b>	<b>\$13,987</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$4,819	\$5,226	\$5,828	\$6,530	\$6,999
<b>TOTAL</b>	<b>\$15,531</b>	<b>\$14,932</b>	<b>\$15,427</b>	<b>\$14,926</b>	<b>\$14,247</b>

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 Estimates
<b>Auxiliary Enterprises</b>					
Revenues	\$22,808,023	\$25,267,943	\$25,552,427	\$25,213,058	\$26,764,787
Expenditures	\$20,755,632	\$20,695,955	\$22,200,051	\$23,852,343	\$38,893,893
<b>Contracts &amp; Grants</b>					
Revenues	\$52,808,492	\$56,742,558	\$53,333,017	\$44,847,891	\$53,297,187
Expenditures	\$54,634,109	\$55,271,357	\$54,064,567	\$46,859,000	\$53,155,255
<b>Local Funds</b>					
Revenues	\$63,365,611	\$78,439,036	\$69,027,997	\$62,875,392	\$91,688,840
Expenditures	\$60,432,397	\$75,777,718	\$67,413,694	\$63,055,801	\$85,313,524
<b>Faculty Practice Plans</b>					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$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**

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$112,354	\$87,770	\$96,154	\$111,516	\$107,743
Gifts Received (\$1000s)	\$4,695	\$5,007	\$3,795	\$4,291	\$3,198
Percentage of Alumni Donors	2.8%	3.7%	4.5%	9.7%	5.8%

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](http://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)**

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$3,245,773	\$5,840,726	\$9,317,774
Students Receiving TDF Funded Award	359	1,593	1,993
Total Value of TDF Funded Financial Aid Awards	\$1,894	\$1,209	\$1,404

### Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	5,567	5,215	4,495
Number Receiving a TDF Waiver	1	2	1
Average Value of TDF Waivers	\$320	\$1,285	\$546

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 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)

	2008	2009	2010	2011	2012
<b>Full-time Employees</b>					
Tenured Faculty	308	297	281	276	268
Tenure-track Faculty	160	161	153	131	130
Non-Tenure Track Faculty	130	165	142	130	154
Instructors Without Faculty Status	39	0	38	40	41
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,286	1,285	1,244	1,141	1,142
<b>FULL-TIME SUBTOTAL</b>	<b>1,923</b>	<b>1,908</b>	<b>1,858</b>	<b>1,718</b>	<b>1,735</b>
<b>Part-time Employees</b>					
Tenured Faculty	0	0	0	0	3
Tenure-track Faculty	1	1	1	1	3
Non-Tenure Track Faculty	0	0	0	1	9
Instructors Without Faculty Status	156	139	148	164	130
Graduate Assistants/Associates	132	253	236	231	241
Non-Instructional Employees	9	7	6	7	5
<b>PART-TIME SUBTOTAL</b>	<b>298</b>	<b>400</b>	<b>391</b>	<b>404</b>	<b>391</b>
<b>TOTAL</b>	<b>2,221</b>	<b>2,308</b>	<b>2,249</b>	<b>2,122</b>	<b>2,126</b>

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. Full-Time Equivalent (FTE) Enrollment**

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
LOWER-DIVISION	3,601	4,293	3,601	3,860	3,601	3,285
UPPER-DIVISION	2,868	2,702	2,868	2,764	2,868	2,707
MASTER'S (GRAD I)	651	477	651	433	651	374
DOCTORAL (GRAD II)	627	812	627	867	627	913
<b>TOTAL</b>	<b>7,747</b>	<b>8,284</b>	<b>7,747</b>	<b>7,924</b>	<b>7,747</b>	<b>7,279</b>
<b>NON-FLORIDA RESIDENTS</b>						
LOWER-DIVISION	.	327	.	345	.	326
UPPER-DIVISION	.	263	.	235	.	235
MASTER'S (GRAD I)	.	76	.	84	.	40
DOCTORAL (GRAD II)	.	142	.	150	.	119
<b>TOTAL</b>	<b>1,119</b>	<b>808</b>	<b>1,119</b>	<b>814</b>	<b>1,119</b>	<b>720</b>
<b>TOTAL FTE</b>						
LOWER-DIVISION	.	4,620	.	4,205	.	3,611
UPPER-DIVISION	.	2,965	.	2,999	.	2,942
MASTER'S (GRAD I)	.	553	.	518	.	415
DOCTORAL (GRAD II)	.	954	.	1,017	.	1,032
<b>TOTAL</b>	<b>8,866</b>	<b>9,092</b>	<b>8,866</b>	<b>8,738</b>	<b>8,866</b>	<b>7,999</b>
<b>TOTAL US Definition</b>	<b>11,821</b>	<b>12,123</b>	<b>11,821</b>	<b>11,651</b>	<b>11,821</b>	<b>10,665</b>

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. 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.





## Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
<b>TRADITIONAL</b>			
LOWER-DIVISION	4,402	4,053	3,490
UPPER-DIVISION	2,965	2,997	2,937
MASTER'S (GRAD I)	553	517	415
DOCTORAL (GRAD II)	954	1,017	1,032
<b>TOTAL</b>	<b>8,874</b>	<b>8,584</b>	<b>7,875</b>
<b>HYBRID</b>			
LOWER-DIVISION	3	0	0
UPPER-DIVISION	0	0	0
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>DISTANCE LEARNING</b>			
LOWER-DIVISION	0	13	31
UPPER-DIVISION	0	2	4
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>36</b>
<b>TOTAL</b>			
LOWER-DIVISION	4,405	4,066	3,522
UPPER-DIVISION	2,965	2,999	2,942
MASTER'S (GRAD I)	553	518	415
DOCTORAL (GRAD II)	954	1,017	1,032
<b>TOTAL</b>	<b>8,878</b>	<b>8,600</b>	<b>7,910</b>

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. 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 3A, 3B.



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Pharmaceutical Sciences	51.2099	B	6/7/2012	Fall 2013	
<b>Terminated Programs</b>					
None					
<b>Inactive Programs</b>					
None					
<b>New Programs Considered By University But Not Approved</b>					
BS Environmental Health – Denied					
BS Multidisciplinary Studies – Returned for Significant Revisions					

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, 2012 and May 4, 2013.

**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*

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	2,046	2,330	2,685	1,975	1,499
% Retained	78%	81%	79%	80%	82%
% Retained with GPA of 2.0 or higher	62%	62%	59%	65%	72%

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.

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	2,513	2,203	1,637	1,614	1,854
% Graduated	41%	42%	40%	40%	39%
% Still Enrolled	15%	13%	15%	16%	17%
% Success Rate	56%	55%	55%	56%	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). **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 Progression and Graduation Rates** *(includes Full- and Part-time students)*

<b>4 – Year Rates</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13 Preliminary</b>
Cohort	1,674	1,641	1,869	2,067	2,352
<b><i>From Same University</i></b>					
% Graduated	11%	10%	12%	12%	8%
% Still Enrolled	53%	53%	54%	49%	49%
<b><i>From Other SUS University</i></b>					
% Graduated	0%	0%	0%	1%	1%
% Still Enrolled	2%	2%	2%	2%	3%
<b><i>From State University System</i></b>					
% Graduated	12%	10%	12%	13%	9%
% Still Enrolled	55%	55%	57%	51%	52%
% Success Rate	67%	65%	69%	63%	61%
<b>6 – Year Rates</b>	<b>2003-09</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13 Preliminary</b>
Cohort	2,552	2,245	1,674	1,641	1,869
<b><i>From Same University</i></b>					
% Graduated	40%	41%	40%	39%	39%
% Still Enrolled	15%	13%	15%	16%	17%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	2%	2%	2%	2%	2%
<b><i>From State University System</i></b>					
% Graduated	42%	44%	42%	41%	41%
% Still Enrolled	17%	15%	17%	18%	19%
% Success Rate	59%	59%	58%	59%	60%

Notes: 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 since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (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 4E. AA Transfer Progression and Graduation Rates**

<b>2 – Year Rates</b>	<b>2007-09</b>	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12</b>	<b>2011-13 Preliminary</b>
Cohort	81	106	116	192	175
<b>From Same University</b>					
% Graduated	17%	30%	25%	17%	18%
% Still Enrolled	70%	59%	65%	64%	66%
<b>From Other SUS University</b>					
% Graduated	1%	2%	2%	0%	0%
% Still Enrolled	0%	1%	3%	4%	3%
<b>From State University System</b>					
% Graduated	19%	32%	27%	17%	18%
% Still Enrolled	70%	60%	68%	68%	69%
% Success Rate	89%	92%	93%	85%	87%
<b>4 – Year Rates</b>					
	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13 Preliminary</b>
Cohort	85	92	81	106	116
<b>From Same University</b>					
% Graduated	68%	61%	67%	63%	60%
% Still Enrolled	6%	13%	12%	19%	12%
<b>From Other SUS University</b>					
% Graduated	7%	4%	2%	2%	1%
% Still Enrolled	0%	1%	0%	1%	2%
<b>From State University System</b>					
% Graduated	75%	65%	69%	65%	61%
% Still Enrolled	6%	14%	12%	20%	14%
% Success Rate	81%	79%	81%	85%	75%

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.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4F. Other Transfer Progression and Graduation Rates**

<b>5 – Year Rates</b>	<b>2004-09</b>	<b>2005-10</b>	<b>2006-11</b>	<b>2007-12</b>	<b>2008- 13 Preliminary</b>
Cohort Size	300	270	377	353	397
<b><i>From Same University</i></b>					
% Graduated	48%	47%	68%	68%	63%
% Still Enrolled	7%	8%	9%	8%	8%
<b><i>From Other SUS University</i></b>					
% Graduated	4%	4%	2%	2%	2%
% Still Enrolled	2%	1%	1%	2%	3%
<b><i>From State University System</i></b>					
% Graduated	52%	51%	70%	70%	65%
% Still Enrolled	9%	9%	11%	10%	11%
% Success Rate	61%	60%	81%	79%	76%

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	1,435	1,243	1,296	1,466	1,489

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51\* vs. 52\*); in these cases, the second degree CIP receives a “degree fraction” of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution’s criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

### TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	260	203	205	221	262
Health Professions <i>*only disciplines in critical need</i>	97	78	80	117	105
Security and Emergency Services	139	120	145	165	179
Globalization	75	76	71	85	87
Education <i>*only disciplines in critical need</i>	11	2	5	6	2
<b>SUBTOTAL</b>	<b>582</b>	<b>479</b>	<b>506</b>	<b>594</b>	<b>635</b>
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	<i>40%</i>	<i>38%</i>	<i>39%</i>	<i>40%</i>	<i>43%</i>

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). \* This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Non-Hispanic Black</b>					
Number of Degrees	1,331	1,166	1,224	1,382	1,404
Percentage of Degrees	94%	95%	95%	95%	96%
<b>Hispanic</b>					
Number of Degrees	21	12	16	21	14
Percentage of Degrees	1%	1%	1%	1%	1%
<b>Pell-Grant Recipients</b>					
Number of Degrees	938	841	917	1,098	1,127
Percentage of Degrees	66%	68%	71%	76%	77%

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 2010-11 academic year. This reclassification will impact trends.



## Section 4 – Undergraduate Education *(continued)*

### TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	16%	17%	18%	21%	25%
AA Transfers	34%	47%	45%	44%	56%
Other Transfers	26%	35%	27%	36%	35%
<b>TOTAL</b>	<b>20%</b>	<b>23%</b>	<b>23%</b>	<b>27%</b>	<b>31%</b>

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.

### TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	1,428	1,361	1,430	1,422	1,383
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	61%	53%	50%	48%	51%
30 to 49 Students	25%	29%	30%	33%	33%
50 to 99 Students	13%	17%	16%	15%	15%
100 or More Students	2%	1%	4%	4%	2%

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**

	2008-09	2009-10	2010-11	2011-12	2012-13*
Faculty	77%	78%	73%	72%	76%
Adjunct Faculty	20%	19%	26%	27%	18%
Graduate Students	2%	3%	0%	0%	0%
Other Instructors	2%	1%	1%	1%	6%

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. Note\*: 2012-13 data was provided by FAMU, and not provided by Board staff queries of the State University Database System (SUDS).

**TABLE 4M. Student/Faculty Ratio**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	17.0	18.3	20.0	21.3	19.0

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). In 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. Do not count undergraduate or graduate student teaching assistants as faculty.

**TABLE 4N. Professional Licensure/Certification Exams for Undergraduates**

**Nursing: National Council Licensure Examination for Registered Nurses**

	2008	2009	2010	2011	2012
Examinees	70	70	72	73	84
First-time Pass Rate	87%	90%	85%	85%	90%
National Benchmark	88%	90%	89%	89%	92%

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 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2012-13**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
None						
<b>Terminated Programs</b>						
None						
<b>Inactive Programs</b>						
None						
<b>New Programs Considered By University But Not Approved</b>						
MS Curriculum and Instruction – Returned for Significant Revisions						

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, 2012 and May 4, 2013.

**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**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>TOTAL</b>	<b>582</b>	<b>661</b>	<b>630</b>	<b>607</b>	<b>678</b>
Masters and Specialist	276	348	298	276	277
Research Doctoral	19	16	22	23	23
Professional Doctoral	287	297	310	308	378
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	160	143	158	152	224
<i>c) Pharmacy</i>	116	140	139	135	131

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	45	58	56	72	61
Health Professions <i>*only disciplines in critical need</i>	164	194	184	183	198
Security and Emergency Services	0	0	0	0	0
Globalization	0	0	0	0	0
Education <i>*only disciplines in critical need</i>	2	4	4	4	1
<b>SUBTOTAL</b>	<b>211</b>	<b>256</b>	<b>244</b>	<b>259</b>	<b>260</b>
<i>Percent of All Graduate Degrees</i>	36%	39%	39%	43%	39%

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). \*This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.



**Section 5 – Graduate Education** *(continued)*

**TABLE 5D. Professional Licensure Exams for Graduate Programs**

**Law: Florida Bar Exam**

	2009	2010	2011	2012	2013
Examinees	139	108	144	123	175
First-time Pass Rate	53%	61%	63%	67%	73%
<i>State Benchmark*</i>	79%	79%	82%	81%	80%

Note\*: excludes non-Florida schools.

**Pharmacy: North American Pharmacist Licensure Exam**

	2008	2009	2010	2011	2012
Examinees	145	116	133	142	122
First-time Pass Rate	88%	82%	72%	87%	86%
<i>National Benchmark</i>	97%	97%	94%	96%	97%

**Physical Therapy: National Physical Therapy Examinations**

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	52	58	59	40	44
First-time Pass Rate	33%	40%	45%	48%	47%
<i>National Benchmark</i>	86%	87%	88%	89%	89%

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

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	*	*	16	33	32
First-time Pass Rate	*	*	44%	33%	41%
<i>National Benchmark</i>	86%	83%	82%	81%	83%

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**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$25,515	\$27,018	\$53,474	\$53,326	\$52,263
Federally Funded (\$ 1,000s)	\$23,657	\$23,535	\$45,856	\$44,905	\$44,343
Percent Funded From External Sources	99%	98%	90%	88%	86%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$56,826	\$57,731	\$116,755	\$122,871	\$120,422
<b>Technology Transfer</b>					
Invention Disclosures	15	16	13	12	31
U.S. Patents Issued	1	0	6	2	5
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	2	0	12	5	12
Licenses/ Options Executed	2	0	0	0	0
Licensing Income Received (\$)	\$7,500	\$7,500	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0

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.