



**TO:** President Eric J. Barron  
**FROM:** Garnett S. Stokes *Garnett S. Stokes*  
**DATE:** December 10, 2012  
**SUBJECT:** 2012 University Annual Report Update  
**Request for Approval**

Adopted November 2009, Board of Governor's Regulation 2.002, requires each university to adopt University Work Plans and Annual Reports. These documents are prepared each year using the template provided by the Board of Governors.

The Annual Report is an update to the original report submitted in December 2009.

This request is to approve the 2012 University Annual Report for Board of Governors' review at its January 17, 2013 meeting.

2011-12

Annual Accountability Report

# FLORIDA STATE UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA  
**Board of Governors**



## TABLE OF CONTENTS

### **EXECUTIVE SUMMARY**

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 4
NARRATIVE	p. 5

### **DATA TABLES**

SECTION 1. FINANCIAL RESOURCES	p. 14
SECTION 2. PERSONNEL	p. 18
SECTION 3. ENROLLMENT	p. 19
SECTION 4. UNDERGRADUATE EDUCATION	p. 22
SECTION 5. GRADUATE EDUCATION	p. 32
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 35

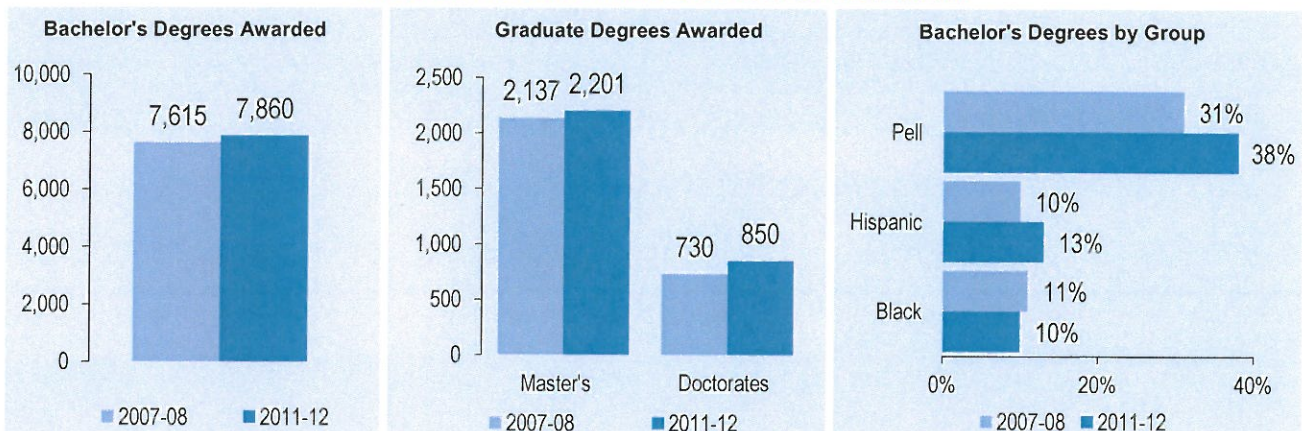




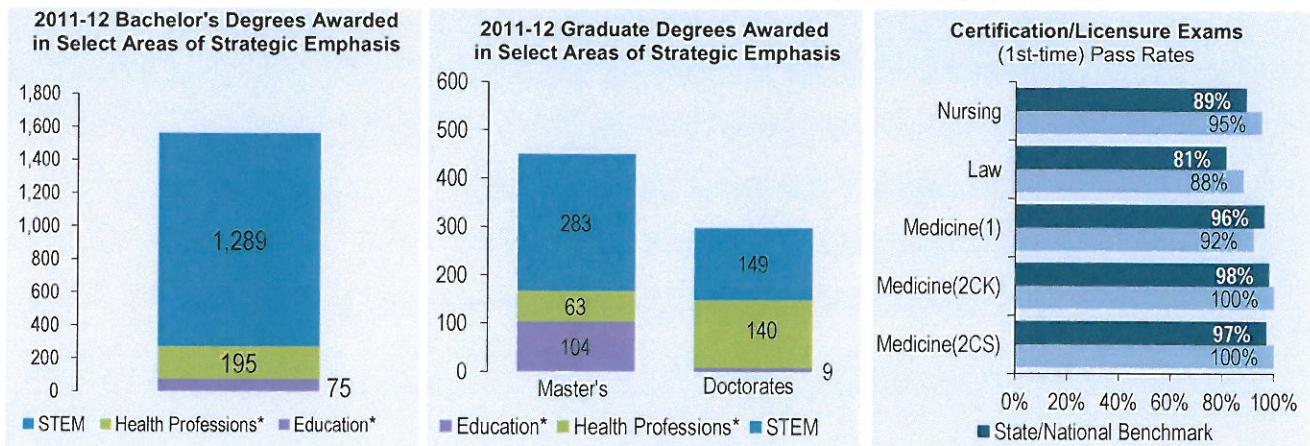
# Dashboard

Campuses			Main Campus, Panama City Campus, Off Campus				
Enrollments	Headcount	%	Degree Programs Offered <i>(as of Spr. 2012)</i>		Carnegie Classification		
TOTAL (Fall 2011)	41,557	100%	TOTAL	284	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence	
Black	3,758	9%	Baccalaureate	90	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary	
Hispanic	5,550	13%	Master's & Specialist's	121	Enrollment Profile:	High undergraduate	
White	27,665	67%	Research Doctorate	70	Undergraduate Profile:	Full-time four-year, more selective, higher transfer-in	
Other	4,584	11%	Professional Doctorate	3	Size and Setting:	Large four-year, primarily nonresidential	
Full-Time	35,408	85%	Faculty (Fall 2011)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	6,149	15%		TOTAL			
Undergraduate	31,750	77%	Tenured & Track	983	6	Community Engagement:	Curricular Engagement and Outreach and Partnerships
Graduate	8,450	20%	Non-Tenure	667	445		
Unclassified	1,357	3%					

## ACCESS TO AND PRODUCTION OF DEGREES



## MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



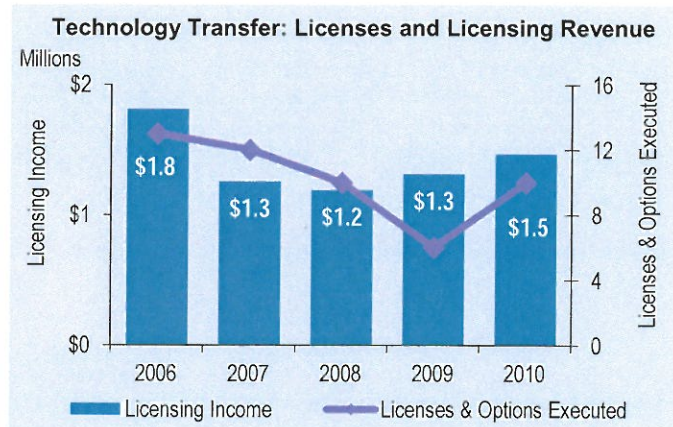
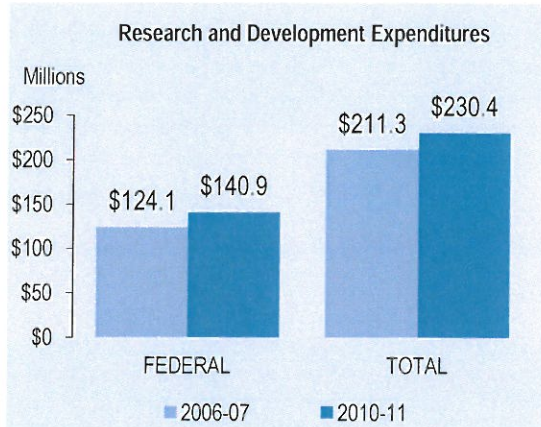
\* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.



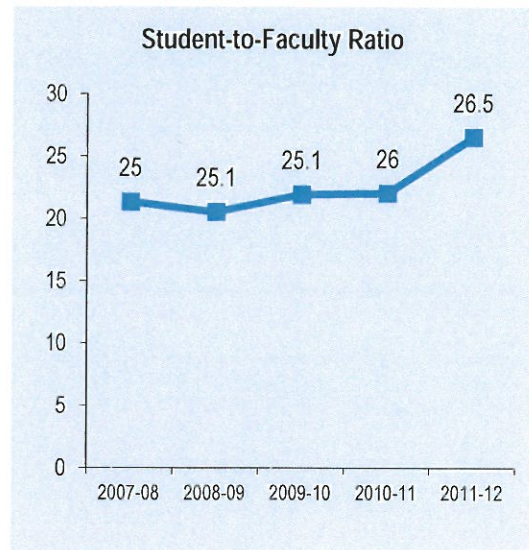
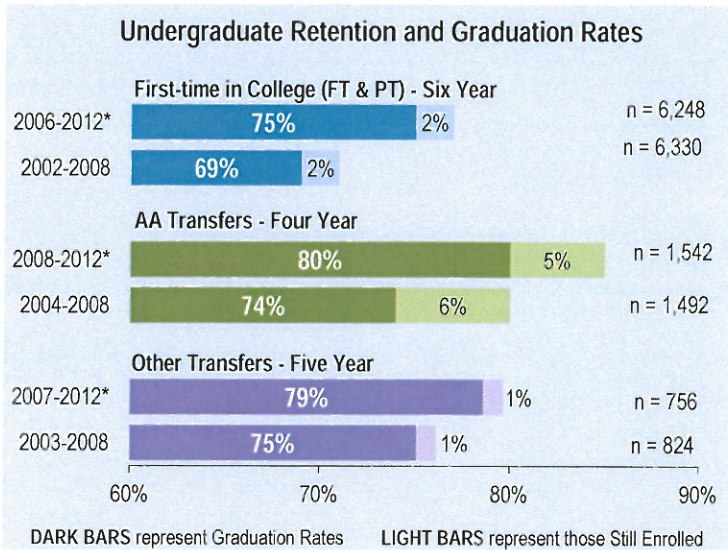


# Dashboard

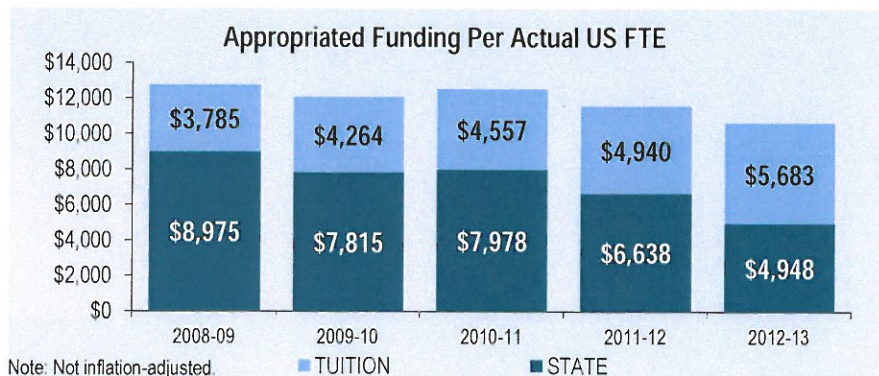
## BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



## RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



\* Indicates most recent data are still preliminary rates.



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). Student FTE are actual (not funded) and based on the national definition.





# Key Achievements

## STUDENT AWARDS/ACHIEVEMENTS

1. Karlanna Lewis was selected as a 2012 Rhodes Finalist
2. Twelve Fulbright Awards were awarded to students: Dana Boebinger, Alexis Baxter, Marian Crotty, Christine Helfrich, Cameron Cankaya, Bessie Reina, Elizabeth Bryant, Stephen Collins-Elliott, Sandy Noel, Ariel Giumarelli, Armando Mendez and Kevin Uhler
3. Film student Faren Humes won an Emmy in the national students competition from the Academy of Television Arts and Sciences for her short film "our Rhineland." She also won a prestigious student film award from the Directors Guild of America.

## FACULTY AWARDS/ACHIEVEMENTS

1. Four NSF Career Awards were awarded to professors: Kenneth Knappenberger, Jr., William Oates, Anant K. Paravastu, Elizabeth Stroup
2. Two NEH Fellowships were awarded to Elizabeth Spiller and Randolph Clarke and four Fulbright Awards and one Fulbright Distinguished Chair were awarded to faculty members: Kristen Hagen, Marcia Porter, Ashok Sriniviasan, Lauren Weingarden, David Whalley (Distinguished Chair)
3. Four Florida State University professors were named fellows by the American Association for the Advancement of Science (AAAS). They are physicist Laura Reina, biologist P. Bryant Chase, and psychologists Zuoxin Wang and Alan Spector.

## PROGRAM AWARDS/ACHIEVEMENTS

1. The College of Motion Picture Arts was recognized by the motion picture industry as one of the top 25 film schools in the world. Ranked 17th by the Hollywood Reporter.
2. The National Science Foundation (NSF) ranked psychology at Florida State University third among all U.S. universities in terms of attracting external research money. The NSF ranked FSU Physics ninth in the nation.
3. U.S. News & World Report ranked the Dr. William T. Hold/The National Alliance Program in Risk Management and Insurance No. 6 among public institutions and No. 8 in the nation.

## RESEARCH AWARDS/ACHIEVEMENTS

1. Alan Marshall won 3 national scientific awards for pioneering achievements. The awards were the William H. Nichols Medal, the Pittsburgh Analytical Chemistry Award and the Association of Biomolecular Resource Facilities Award.
2. The Florida Learning Disabilities Research Center was awarded \$8.5 million from the National Institute of Child Health & Human Development, a branch of the NIH.
3. An FSU-led consortium to research effects of BP oil spill received a \$20 million grant

## INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The College of Motion Picture Arts won its 30th Emmy in Student Competition in 20 years.
2. According to US News and World Report, the University's quality ranking among all universities moved up 4 places to 97 and among public universities to 42, while the financial resources ranking slipped from 204 to 212.
3. FSU was named again one of the best values in the nation by Kiplinger's Personal Finance in the publication's annual ranking of public colleges, moving up two spots to 18.





# Narrative

## ACCESS TO AND PRODUCTION OF DEGREES

### Enrollment

Florida State University receives over 30,000 applications annually for approximately 6100 freshmen slots available each year. FSU has relationships with many of the Florida community colleges and regularly admits 2500 - 3000 transfer students each year.

- a. Enrollment for the Fall 2012 semester was 41,336. Undergraduate enrollment was 31,188 and graduate enrollment was 8,148 and there was an additional 1,203 unclassified students.
- b. The Center for Academic Retention and Enhancement (CARE) program, which operates to provide equity and access to students disadvantaged by virtue of education and socioeconomic reasons, enrolled 343 students through the Summer Bridge Program.
- c. International programs offered experiences for more than 1,500 students last year.
- d. The Center for Global Engagement (CGE) coordinated internationalization efforts enrolling 459 students in the Global Pathways Certificate. Of this number, 26 earned the certificate in 2011.
- e. The average high school GPA of the fall freshman class was 3.95. The average fall freshman class SAT was 1838 compared to the Florida average score of 1460.
- f. FSU awarded \$371.9 million in financial assistance.
- g. 94 percent of FSU students (Fall 2011) initially enrolled with a Bright Futures scholarship.
- h. The Panama City campus was approved to offer a limited range of general education and lower-level courses focused on upper-level majors.

The student body is quite diverse with 55.2% women, 13.9% Hispanic, 8.7% African American and 2.7% Asian.

### Retention

Most freshmen students enroll full-time and 85% of all freshmen chose to live on campus. Providing opportunities for students to live on campus has been a high priority because of the many positive outcomes with which it is associated. The university continues to invest in advising efforts to encourage persistence and graduation.

- i. The freshman retention rate was 92%, as compared to a rate of 86% for our national peer institutions, and our six-year graduation rate was 74%, as compared to 70% for our national peers.
- j. Our tutoring numbers continue to increase. FSU's Campus Tutoring Cooperative, which is composed of five different on-campus tutoring programs, was certified through the International Tutor Program of the College Reading and Learning Association (CRLA). The certification is widely recognized as a benchmark in meeting or exceeding internationally accepted training standards, making Florida State's tutors among the best in the country.

### Graduate and Professional

- k. Last year we graduated 428 students with doctoral degrees and 422 professional degrees.
- l. Doctoral degrees in science, technology, engineering and mathematics (STEM) have steadily increased in recent years. Florida State awarded 163 doctoral degrees in the STEM fields compared to 123 degrees five years earlier, a 33 percent jump.
- m. The College of Medicine was named one of the country's Top 10 medical schools for Hispanics by Hispanic Business Magazine. The recognition is expected to help sustain and validate the college's successful diversification efforts. The college is focused on providing new physicians for medically underserved populations in Florida.
- n. The Office of Graduate Fellowships and Awards assists graduate students in identifying and applying for external fellowships and awards to support their studies and scholarship. In 2012, FSU graduate students were recipients of a number of highly competitive awards e.g. the National





Science Foundation Graduate Research Fellowship, the AAUW International Fellowship, World Bank MMMF Grant, IHR Mellon Junior Fellowship in the Humanities, Tylenol Future Care Scholarship, and the Gubernatorial Fellowship. These recognitions not only increase the financial resources available to support students to help ensure their retention and completion, but bring prestige to the students and Florida State University.

### MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

FSU awards over 7,800 undergraduate degrees and 3,000 graduate degrees each year bringing highly qualified, motivated individuals to the workforce. The number of these degrees in areas of critical importance in meeting state workforce needs continues to increase.

U.S. News & World Report's 2012 edition of "Top Online Education Programs" ranked the College of Business' Online Master of Business Administration program at number 20 nationally in terms of faculty credentials, training and online teaching experience.

The undergraduate program in risk management/insurance ranked sixth best among public institutions and eighth among all institutions, and the real estate program ranked eighth best among publics and 11th among all institutions according to U.S. News & World Report's 2013 edition of "America's Best Colleges."

For the second year in a row, Hispanic Business magazine named Florida State the third best law school in the nation for Hispanic students.

The Doctor of Nursing Practice (DNP) program admitted its first graduates in Fall 2009. In 2011-12, sixteen (16) graduates received DNP degrees; 12 as Family Nurse Practitioners and 4 as Health System Leaders. The DNP Program received initial 5-year accreditation from the Commission on Collegiate Nursing Education (CCNE) in 2011-12.

In 2012, the young FSU College of Medicine had a 65-percent increase in the number of its alumni who have completed required residency training and entered practice. Sixty percent of the graduates now in practice are in Florida, a significant number considering that, on average, more than 60 percent of Florida medical school graduates leave the state for residency training. For a variety of factors, both personal and professional, physicians traditionally enter practice near where they completed residency. FSU's numbers strongly suggest that its community-based model of medical education is helping to bring more graduates back to Florida to practice. By completing required third-year and fourth-year clinical rotations in communities across Florida, FSU medical students are forming relationships that lead to job opportunities upon the completion of residency. Also encouraging is the fact that 72 percent of the FSU alumni practicing in Florida are in primary care, answering critical areas of need in the state. Additionally, the College of Medicine now has provided new physicians in numerous rural communities that have historically experienced trouble recruiting physicians, including Arcadia, Blountstown, Bonifay, Clermont, Crestview, Lakeland, Leesburg, Marianna and Perry.

We are making investments in the Entrepreneurial University "Big Idea". We will create entrepreneurship certificates for College of Business majors and for majors in other disciplines to ensure students in all majors have an opportunity to get an introduction to business and learn to be successful entrepreneurs.

The Career Center hosted 157 employers on campus and 2,423 interviews while maintaining on-campus recruiting efforts by registering 2,043 students via SeminoleLink. The Center reaches out to more than 4,000 employers across Florida and the region each fall and spring semester to seek their participation in career expos, on-campus interviewing, and related events. The Career Center provides opportunities for





employers to partner with the center through a variety of means, including its Placement Partners program.

### **BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

FSU is home to many world class academic programs. The National High Magnetic Field Laboratory (NHMFL) continues to set world records and attract hundreds of researchers to campus. This year a custom-built, \$2.5 million “split magnet” system with the potential to revolutionize scientific research in a variety of fields has made its debut. This world-record magnet is operating at 25 tesla, easily beating the 17.5 tesla French record set in 1991 for this type of magnet. In addition to being 43 percent more powerful than the previous world best, the new magnet also has 1,500 times as much space at its center, allowing room for more flexible, varied experiments.

Construction was completed on the Aero-Propulsion, Mechatronics and Energy (AME) Building which houses a variety of research and graduate education centers including the Florida Center for Advanced Aero-Propulsion (FCAAP). FSU is the lead institution of this research Center of Excellence partnering with the University of Florida, the University of Central Florida and Embry Riddle Aeronautical University. FCAAP facilities include the capabilities for operation of at least four wind tunnels including a world-class polysonic tunnel (speeds from subsonic to five times the speed of sound).

FSU is the lead institution of the DEEP-C research consortium which is a 10 institution research effort funded by \$20.5M from the BP Gulf Research Initiative. To further enhance research capabilities for this effort as well as other studies of the northern Gulf, three new pontoon boats were acquired and a new 65' x 22' aluminum catamaran research vessel for the FSU Coastal & Marine Laboratory was designed and construction initiated. The vessel's cost is \$1.6M and will be completed December, 2012.

International Programs offered study abroad experiences for more than 1500 students last year, which was an increase of approximately 100 students from the prior year. Of this large group, 189 were students in graduate or professional graduate programs and 39 students participated in international internships. Many International Program students also complete community service as part of their experience. Students in Florence volunteer at a local retirement community, Valencia students often provide English language tutoring to elementary school students, Panama participants provide support to the indigenous Kuna Indian tribe, and students in Peru help to transform the lives of young people in Iquitos and the surrounding villages. In addition to meeting most of the requirements for the international experience component of the Garnet and Gold Scholars Society, International Programs' students may also complete requirements for the internship or service components. Tallahassee's newest US Passport Acceptance Facility is housed in International Programs. During 2011-12, 1,861 clients were served from FSU and the surrounding communities, accepting 1,247 passport applications and issuing 1,571 sets of passport photos.

Bing Energy, an international firm, moved its headquarters to Tallahassee to work in partnership with University Engineering professors who pioneered a fuel cell utilizing of carbon nanotubes. In 2012, the company is operational, occupies R&D and scale up space in Innovation Park, employs 14 and received a loan for \$300,000 from the Florida Institute for Commercialization followed by a further investment of \$1 million from current shareholders. Several Fortune 100 companies are evaluating the performance of the Bing fuel cell membrane product to assess partnerships. Bing's Chinese partner is scaling up manufacture of the fuel cell to include the proprietary membrane.

The 2 spinoff companies from the National High Magnetic Field Lab (Tia-Yang and High Performance Magnetics Designs) reported last year continue to provide research services successfully. The Tia-Yang Research Company develops military, space and commercial applications of high temperature





superconductor materials and the High Performance Magnetics Designs company fabricates and tests advanced cable-in-conduit magnet components.

In 2011 and 2012, the University licensed an additional 6 spinoff companies--Sunnyland Solar (energy); BioFront technologies (food safety); Ligand technologies (pharmaceutical); Nanovision (materials); General Capacitor (energy); and Ground Water Pollution Inc. (environment). The FSU spinoff companies have raised \$25 million in equity, revenue or tax credits and employ 41 people, 35 locally.

FSU Biology faculty are developing new technology that could significantly decrease the cost of drug discovery, potentially leading to increased access to high-quality health care and cancer patients receiving personalized chemotherapy treatments.

A Pacifier Activated Lullaby device was developed to help premature infants overcome one of their greatest growth hurdles - learning how to suck and thereby take in food.

Specialized work in Chemistry is underway to strip electrons from fluoride (a toxic chemical) that will make big improvements in our ability to detect and eliminate specific toxic substances in our environment.

#### **MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

The Florida Center for Reading Research (FCRR) won a \$38.6 million contract to help six southeastern states and their schools put the test results, coursework information, graduation statistics and other education-related data they collect to more effective use in helping students find academic success. The heart of the project will focus on four main priority areas, identified through extensive outreach to a broad array of education stakeholders throughout the Southeast: improving low-performing schools; scaling up the implementation of more rigorous standards, particularly in mathematics; determining charter school effectiveness and improving their performance; and improving adolescent literacy.

Students at Florida State University are learning that taking precise notes during class pays off in more ways than just earning good grades. Three College of Business students have come up with a way to capitalize on their classmates' note-taking skills and compensate them for their hard work through an entrepreneurial venture called Moolaguides.com.

For the past 16 years, the Florida State University community has gathered together to raise \$3.3 million in a unique way through the Dance Marathon. The Dance Marathon raised more than \$580,000 for Children's Miracle Network, with half of the proceeds supporting pediatric services provided by the FSU College of Medicine.

The Office of Undergraduate Research launched two new programs in 2012 designed to help meet community needs and increase global awareness among our students. 12 students participated in the initial year of the Global Scholars Program, designed to increase the number of FSU students who volunteer, intern, and/or conduct research. The Community Based Research Initiative, which encourages students to develop their intellectual capacities and civic virtues while helping non-profit organizations, also supported 4 Public Service Research Fellowship Awards to individuals and groups working on projects.

#### **PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS** *(as outlined in University Work Plan)*

##### **Goal #1 – Improve Baccalaureate retention and graduation.**

- Lower the student to faculty ratio
  - The President and Provost emphasized the need to invest in more tenure track faculty. In Fall 2012, the Colleges hired 20 more tenure track faculty than left in the previous year.





- The Provost has allocated forty new faculty positions in areas that will build the university's research effort and to areas with the greatest enrollment demand.
- Engage scholars through the Garnet and Gold Scholar Society (GGSS)
  - Since the program's inception in November 2010, 129 students have been recognized as Scholars and over 250 additional students are working towards this distinction upon their graduation.
  - GGSS graduates outperform their GGSS-eligible peers in the classroom with a statistically significant ( $p < 0.05$ ) higher grade point average (GPA).
- Strengthen the Center for Academic Retention and Enhancement (CARE) student support and use of coaches
  - Enrolled 343 students through the Summer Bridge Program. CARE supported Upward Bound another 75 students and the College Reach-Out Program served 75 students. The CARE Tutorial Lab had 41,680 student visits, 10,812 of which were non-CARE students from the general student population.
  - Guided students through the Success Coaching Program, a requirement for all sophomore CARE participants, which has proven to be highly effective in sustaining student engagement. CARE has seen a 90.36% increase in student retention with student utilizing Success Coaching compared to students who do not use the resource.
- Tutors in Gateway STEM courses
  - The ACE Learning Studio includes three tutoring areas (ACE Appointments, Math Walk-in Tutoring, and Reading-Writing Center), 14 high-tech study rooms, check-out of laptops/iPads, computers and printers, and lots of open study space. During the fall and spring semesters combined, ACE Tutoring and Math Walk-In Tutoring logged 8,257 student tutoring contacts, with 4,599 (56%) of these in math.

### **Goal #2 Improve Graduate and Professional Education by Attracting and Retaining Outstanding Faculty and Students**

- Compensate faculty through nationally competitive salaries thereby improving the recruitment and retention of outstanding faculty.
  - Although budgets continue to be highly constrained, we have made some progress:
    - The new faculty we have hired continue to be offered nationally competitive starting salaries
    - We raised the percentage increase associated with promotion to associate and full professor
    - We created opportunities to provide merit increases associated with post-tenure review for sustained performance over a period of seven years
    - We negotiated the capacity to provide instantaneous merit increases for exceptional performance, such as receipt of awards such as Guggenheims, NEH Fellowships, NSF Career Awards, and NIH Outstanding Investigator Awards.
- Address key motivational factors affecting recruitment and retention such as salary and support of high quality graduate students.
  - Provided new multi-year fellowships to attract outstanding graduate students interested in interdisciplinary engagement.
  - Provided non-recurring funds to help offset the cost of health insurance for graduate assistants.
- Elevate the recognition and support of postdoctoral scholars
  - Established an Office of Postdoctoral Affairs

### **Goal #3 Enhance Research and Creative Endeavors**

- Reinforce and expand key STEM investments
  - Funded several research support positions in a number of STEM departments





- Provided startup funds for new faculty in many of the STEM departments.
- Fill critical gaps in science, engineering and support staff at the NHMFL
  - Authorized several counteroffers to retain key faculty and staff at NHMFL
- The University saw its highest number of students completing Honors in the Major theses (162) this year as well as an increase in the number of students earning the Honors Medallion (awarded for completion of at least 18 hours of honors-related work) to 275.
- The Office of Undergraduate Research (OUR) produced its second annual edition of the Florida State University Undergraduate Research Journal: *The Owl*. The multi-disciplinary journal of research and creative works was published online and in hard copy and is intended to foster undergraduate research.
- OUR, in collaboration with the Honors Program and the Office of National Fellowships, has continued to expand opportunities for student research and study abroad, through awarding 121 Undergraduate Research Awards totaling \$157,322 and sponsoring two Undergraduate Research Symposia.
- The Maggie Allesee National Center for Choreography (MANCC) is the only national center for choreography in the world located in a major research institution, and operates from one of the premiere dance facilities in the United States. The Center is embedded within The Florida State University School of Dance, within the College of Visual Arts, Theatre and Dance. This year it received major support from the Mellon Foundation.

#### **Goal #4 Ensure Operational Excellence while Maintaining Financial Integrity**

- For the 2010 fiscal year, our fund-raising goal was \$60M. For the year ending June 30, 2011 we set the fund-raising mark at \$90M and made \$93M, one of only a few universities raising their goals by 50% and then exceeding them in this economic climate. The total number of donors making commitments was up nearly 25 percent over the prior year, and the total number of cash gifts was up 20 percent. The total number of gifts received grew from 34,844 in fiscal year 2010 to over 40,000 in fiscal year 2011.

#### **ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS**

Using data from US News and World Report top 102 publics, 55 universities have more (or equal in one case) resources than FSU, but rank below FSU in quality. Not one university that ranks above FSU in quality had fewer resources. By most measures, FSU is very efficient and effective. FSU's tuition is at the very bottom of the tier-one research universities. When tuition is at the bottom of the market in price, and the quality of FSU's product is solid, and every dollar is spent wisely, then truly the potential for FSU is far greater than it is for those universities that are taking budget cuts with tuition at the top of the market, or for those universities that have more resources but have not figured out how to deliver quality.

FSU's performance is strong when compared with other high intensity research institutions:

SUS: #1 in National Science Foundation awards (most recent reporting year for which comparative data are available)

SUS: #3 in National Institutes of Health Awards (most recent reporting year for which comparative data are available)

SUS: #3 in total external grant awards (both total and Federal) and total research expenditures

SUS: #2 in annual Ph.D. graduates (46th in the nation, 2010-11)

U.S.: #31 in NSF funded R&D expenditures (FY 2010)

U.S.: #14 in federally funded R&D expenditures in the physical sciences (FY 2010)

U.S.: #34 in federally funded R&D expenditures in mathematical sciences (FY 2010)

U.S.: #48 in federally funded R&D expenditures in computer sciences (FY 2010)

U.S.: #61 in federally funded R&D expenditures in engineering (FY 2010)





STEM-based discoveries and inventions by university faculty have been the basis of much of this nation's economic development.

Some FSU examples of applied research:

- Environmental planning software
- Solar power electrical generating devices (energy)
- diagnostic "dip sticks" based on antibodies (food safety)
- simulation software (pharmaceutical)
- carbon nanotube technology (energy new materials)
- fuel cells
- wire and magnet technology
- engineered growth factors (pharmaceutical)

Garnet & Gold Scholar Society graduates completed over 52,000 hours of service to the community. Service learning and community involvement and service learning have become essential aspects of Florida State's identity.

FSU conducted over 40 research projects at its Charter Developmental School, testing a variety of ways to improve student performance.

Mentoring services were provided to 12 Leon County schools and after school programs with total service hours to the school system at 6,107 hours.

Jumpstart, partnering with the Public Housing Authority, One Voice Coalition, and numerous other Tallahassee agencies provided a day of service for the Springfield Community Center where over 300 FSU students and student organizations took part.

Approximately 650 middle and high school students throughout the Southeast studied the PeaceJam curriculum. Over 400 8th -12th grade students attended the PeaceJam Conference, April 2-3, 2011, hosted by Nobel Peace Laureate Shirin Ebadi. They presented approximately 45 Global Call to Action service projects, impacting more than a thousand individuals. Over 500 FSU students, faculty, staff and Tallahassee community members attended Shirin Ebadi's Public Talk, held in the Turnbull Conference Center.

Student Community Ambassadors recruited over 185 additional volunteers and 8 student organizations to serve at their Partner Agencies. Five new Adopt an Agency partnerships were added to the roster; student groups serve their non-profit agencies at least once per month providing direct service, philanthropic efforts, recruitment, and assistance with agency events. The Community Ambassador program maintains partnerships with the Office of Financial Services to offer Federal Work Study grants to eligible student ambassadors and with Students-In-Service AmeriCorps program to provide education awards of approximately \$1,175 to students that successfully complete 300 hours of community service. This program strengthened the existing partnerships between FSU and 17 local agencies and established two new partnerships.

While continuing prior efficiencies, FSU continues to initiate and expand opportunities for savings.

Adherence to Energy Savings Program

- Developing a joint project between the FSU/John and Mable Ringling Museum of Art and New College in Sarasota to combine their separate chiller plants into a single system to increase operating efficiency and to provide substantially increased back-up capacity for both institutions.





- Achieved a 14% reduction in the cost per square foot for all E&G utilities and experienced a 2.9% reduction in EUI (Energy Use Intensity) (kBtu/sq ft) when compared to the prior year.
- Completed a major re-lamping program that has resulted in approximately \$150,000 per year in electrical savings.
- Upgraded the HVAC control systems for many buildings. Anticipated annual savings of ~\$30,000.
- Completed a steam system upgrade that will save the University approximately \$100,000 in steam production cost annually. High efficiency steam traps replaced traps that had failed or were in the process of failing.

#### Operational Efficiencies

- Restructured Microsoft, Oracle, Matlab, SAS and SPSS software contracts. This initiative saves FSU over \$1M per year on these enterprise licenses available to faculty, staff and students.
- The University joined the CampusEAI Consortium and will deliver the myFSU portal solution to integrate our new ERP systems as a one-stop application. This is being accomplished with a grant of in-kind services to save approximately \$1M in implementation costs.
- The consolidation of the offices of Multicultural Affairs with the Center for Leadership and Civic Education streamlined administrative functions and saved approximately \$30,000.
- The University student email system was outsourced to Microsoft, resulting in \$100,000 in recurring cost savings.
- The University began a project to replace our decades-old Centrex telecommunications system with a VOIP solution along with enhanced integration to email and other forms of electronic communication. This will also result in \$1M in annual cost savings when fully implemented.
- Implemented electronic solutions to make proctored distance learning more efficient while reducing errors and delays.
- Implemented increased number of video based tutorials to reduce staffing and improve training associated with the campus content management system.
- Expanded the number of e-vent technology presentations to reduce customer travel to conference activities.
- Implemented an electronic search tool (SUMMON) to provide global search capability within all library electronic journals and databases thereby increasing access to research materials.
- Joined statewide "Ask-a-Librarian consortium for on-line reference requests, increasing productivity to the highest of any site in the state.
- Implemented Share-A-Book with the University of Florida to allow student and faculty at both campuses increased access to a greater number of materials at no additional cost.
- Contracted with outside vendors to reduce cataloging and processing costs within the library.

#### Sustainability Initiatives

- Received Davis Productivity Award for saving \$2.8M by identifying areas for increased energy conservation, efficiency upgrades and additional materials that were diverted from the landfill and/or reused on campus.
- Continued to increase recycling efforts on campus by diverting 2,600 tons of recyclable material from the landfill, saving over \$106,000 in landfill tipping costs.

#### ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS

- Career Center <http://www.career.fsu.edu>
- Center for Leadership & Civic Education <http://www.thecenter.fs.edu>
- Division of Student Affairs Assessment <http://research.studentaffairs.fsu.edu/>





# Data Tables

## FINANCIAL RESOURCES

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

## PERSONNEL

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- Table 2A. Personnel Headcount

## ENROLLMENT AND SPACE

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- Table 3A. Full-time Equivalent (FTE) Enrollment
- Table 3B. Enrollment by Location



- Table 3C. Enrollment by Method of Instruction

## UNDERGRADUATE EDUCATION

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- Table 4A. Baccalaureate Degree Program Changes in AY 2011-2012
- Table 4B. Retention Rates
- Table 4C. FTIC Graduation Rates (Full-time)
- Table 4D. FTIC Graduation Rates (Full- and Part-time)
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Undergraduate Instructional Faculty Compensation
- Table 4N. Student/Faculty Ratio
- Table 4O. Licensure/Certification Exam: Nursing (NCLEX)
- Table 4P. Tuition Differential Fee

## GRADUATE EDUCATION

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- Table 5A. Graduate Degree Program Changes in AY 2011-2012
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

## RESEARCH & ECONOMIC DEVELOPMENT

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- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence
- Table 6C. State University Research Commercialization Assistance Grants
- Table 6D. 21st Century World Class Scholars Program





## Section 1 – Financial Resources

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$302,520,395	\$265,809,497	\$273,217,211	\$247,765,002	\$186,033,505
Non-Recurring State Funds	\$20,413,259	\$1,787,303	\$3,844,700	\$2,823,515	\$600,000
Tuition	\$118,632,467	\$130,882,549	\$140,903,123	\$153,495,138	\$155,028,180
Tuition Differential Fee	\$1,893,369	\$5,245,544	\$12,421,375	\$19,147,556	\$29,862,207
Misc. Fees & Fines	\$5,572,939	\$5,711,387	\$5,783,712	\$6,377,254	\$1,862,303
Phosphate Research Trust Fund	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$21,182,461	\$20,268,504	\$0	\$0
<b>SUBTOTAL</b>	<b>\$449,032,429</b>	<b>\$430,618,741</b>	<b>\$456,438,625</b>	<b>\$429,608,465</b>	<b>\$373,386,195</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$39,370,881	\$35,378,869	\$35,246,051	\$34,662,201	\$33,238,936
Non-Recurring State Funds	\$376,914	\$0	\$1,000,000	\$0	\$0
Tuition	\$6,548,822	\$7,071,434	\$7,894,971	\$8,547,978	\$9,224,210
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Phosphate Research Trust Fund	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$3,001,632	\$2,858,522	\$0	\$0
<b>SUBTOTAL</b>	<b>\$46,296,617</b>	<b>\$45,451,935</b>	<b>\$46,999,544</b>	<b>\$43,210,179</b>	<b>\$42,463,146</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>	<b>\$495,329,046</b>	<b>\$476,070,676</b>	<b>\$503,438,169</b>	<b>\$472,818,644</b>	<b>\$415,849,341</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**

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$247,410,188	\$252,082,010	\$259,812,809	\$237,616,044	\$245,576,916
Administration and Support Services	\$42,841,321	\$35,486,573	\$36,745,132	\$31,354,315	\$37,125,380
PO&M	\$57,163,217	\$54,220,159	\$57,542,069	\$54,384,805	\$50,978,170
Student Services	\$29,554,112	\$27,644,474	\$30,173,047	\$15,712,650	\$21,274,376
Institutes and Research Centers	\$928,565	\$835,708	\$839,716	\$835,708	\$835,708
Radio/TV	\$1,795,941	\$2,009,375	\$1,788,340	\$1,449,981	\$1,436,739
Library/Audio Visual	\$14,473,687	\$14,682,252	\$17,107,062	\$15,094,791	\$14,369,656
Museums and Galleries	\$3,848,944	\$3,079,649	\$2,802,972	\$2,333,870	\$2,309,126
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$0	\$0	\$0	\$0	\$0
Academic Infrastructure Sprt. Orgs.	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$398,015,975</b>	<b>\$390,040,200</b>	<b>\$406,811,147</b>	<b>\$358,782,164</b>	<b>\$373,906,071</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$34,767,960	\$41,655,775	\$43,221,515	\$39,841,149	\$41,214,292
Administration and Support Services	\$29,399	\$59,608	\$52,372	\$57,093	\$87,093
PO&M	\$0	\$0	\$0	\$0	\$0
Teaching Hospital & Allied Clinics	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$1,185,579	\$1,901,520	\$2,051,848	\$574,721	\$1,157,890
Student Services	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$35,982,938</b>	<b>\$43,616,903</b>	<b>\$45,325,735</b>	<b>\$40,472,963</b>	<b>\$42,459,275</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>	<b>\$433,998,913</b>	<b>\$433,657,103</b>	<b>\$452,136,882</b>	<b>\$399,255,127</b>	<b>\$416,365,346</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. Also, the table does not include expenditures from funds carried forward from previous years.

**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 Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **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 d i i d S O admissions and records. 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 Estimates
<b>Appropriated Funding per FTE</b>					
General Revenue	\$8,140	\$6,524	\$6,597	\$5,720	\$4,250
Lottery Funds	\$835	\$718	\$837	\$918	\$698
Tuition & Fees	\$3,785	\$4,264	\$4,557	\$4,940	\$5,683
Other Trust Funds	\$0	\$573	\$544	\$0	\$0
<b>TOTAL</b>	<b>\$12,760</b>	<b>\$12,079</b>	<b>\$12,534</b>	<b>\$11,579</b>	<b>\$10,631</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$3,505	\$3,839	\$4,269	\$4,743	\$4,937
<b>TOTAL</b>	<b>\$12,480</b>	<b>\$11,654</b>	<b>\$12,246</b>	<b>\$11,381</b>	<b>\$9,885</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.

**TABLE 1D. University Other Budget Entities**

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>Auxiliary Enterprises</b>					
Revenues	\$220,845,635	\$183,987,592	\$199,558,734	\$206,079,051	\$218,356,511
Expenditures	\$177,330,974	\$177,652,697	\$180,919,052	\$186,556,714	\$220,952,037
<b>Contracts &amp; Grants</b>					
Revenues	\$235,537,368	\$196,076,393	\$212,546,825	\$208,789,835	\$235,951,700
Expenditures	\$179,222,904	\$193,835,991	\$195,015,895	\$188,083,314	\$225,666,700
<b>Local Funds</b>					
Revenues	\$184,167,640	\$194,234,953	\$220,810,551	\$229,060,800	\$197,052,327
Expenditures	\$180,825,543	\$194,024,673	\$215,254,938	\$208,904,815	\$222,883,240
<b>Faculty Practice Plans</b>					
Revenues	\$4,891,000	\$5,368,618	\$6,303,145	\$6,680,295	\$8,703,565
Expenditures	\$4,866,224	\$5,375,563	\$6,296,128	\$6,686,903	\$8,621,874

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.





## Section 1 – Financial Resources *(continued)*

**TABLE 1E. Voluntary Support of Higher Education**

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value (\$1000s)	\$548,994	\$570,730	\$409,666	\$452,544	\$525,260
Gifts Received (\$1000s)	\$56,975	\$57,462	\$47,325	\$53,946	\$50,820
Percentage of Alumni Donors	15%	18%	16%	14%	15%

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.





## Section 2 – Personnel

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

	2007	2008	2009	2010	2011
<b>Full-time</b>					
Tenured Faculty	773	760	778	778	769
Tenure-track Faculty	347	311	296	256	214
Non-Tenure Track Faculty	680	664	647	606	667
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	425	453	407	405	394
Other Professional	2,114	2,118	2,088	2,131	2,160
Non-Professional	1,846	1,823	1,686	1,635	1,609
<b>FULL-TIME SUBTOTAL</b>	<b>6,185</b>	<b>6,129</b>	<b>5,902</b>	<b>5,811</b>	<b>5,813</b>
<b>Part-time</b>					
Tenured Faculty	3	1	1	3	3
Tenure-track Faculty	4	4	4	3	3
Non-Tenure Track Faculty	422	460	419	433	445
Instructors Without Faculty Status	156	157	179	198	199
Graduate Assistants/Associates	3,022	2,812	2,946	2,997	3,033
Executive/Administrative	7	6	8	6	8
Other Professional	57	53	47	42	38
Non-Professional	46	45	40	41	38
<b>PART-TIME SUBTOTAL</b>	<b>3,717</b>	<b>3,538</b>	<b>3,644</b>	<b>3,723</b>	<b>3,767</b>
<b>TOTAL</b>	<b>9,902</b>	<b>9,667</b>	<b>9,546</b>	<b>9,534</b>	<b>9,580</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 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. **Executive/Administrative** refers to all executive, administrative and managerial positions regardless of faculty status. **Other Professional** refers to support and service positions regardless of faculty status.



### Section 3 – Enrollment

**TABLE 3A. Full-Time Equivalent (FTE) Enrollment [State-funded]**

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
<b>FLORIDA RESIDENTS</b>						
Lower	9,327	9,837	9,327	10,189	9,327	9,919
Upper	10,713	11,682	10,713	11,643	10,713	11,896
Grad I	2,536	2,331	2,482	2,269	2,482	2,296
Grad II	1,743	1,981	1,167	2,009	1,797	2,026
<b>Total</b>	<b>24,319</b>	<b>25,831</b>	<b>23,689</b>	<b>26,109</b>	<b>24,319</b>	<b>26,137</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower	.	492	.	511	.	504
Upper	.	461	.	469	.	491
Grad I	.	479	.	508	.	515
Grad II	.	692	.	714	.	721
<b>Total</b>	<b>2,483</b>	<b>2,123</b>	<b>2,483</b>	<b>2,202</b>	<b>2,483</b>	<b>2,231</b>
<b>TOTAL FTE</b>						
Lower	.	10,329	.	10,700	.	10,423
Upper	.	12,143	.	12,112	.	12,387
Grad I	.	2,810	.	2,777	.	2,811
Grad II	.	2,673	.	2,723	.	2,747
<b>Total FTE</b>	<b>26,802</b>	<b>27,954</b>	<b>26,172</b>	<b>28,311</b>	<b>26,802</b>	<b>28,368</b>
<b>Total FTE (US Definition)</b>	<b>35,736</b>	<b>37,272</b>	<b>34,896</b>	<b>37,748</b>	<b>35,736</b>	<b>37,824</b>

#### Headcount for Medical Doctorates

Residents	480	472	480	470	480	475
Non-Residents	0	3	0	6	0	5
<b>Total</b>	<b>480</b>	<b>475</b>	<b>480</b>	<b>476</b>	<b>480</b>	<b>480</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). **Estimated** enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.





**Section 3 – Enrollment** *(continued)*

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment by Location** [State-funded]

	2010-11 Actual	2011-12 Actual	2012-13 Estimated
<b>MAIN CAMPUS</b>			
Lower	10,274	10,640	10,348
Upper	11,040	11,038	11,308
Master's (Grad I)	2,159	2,140	2,192
Doctoral ( Grad II)	2,637	2,686	2,703
<b>TOTAL</b>	<b>26,111</b>	<b>26,504</b>	<b>26,551</b>
<b>SITE: PANAMA CITY</b>			
Lower	4	7	18
Upper	549	512	494
Master's (Grad I)	81	78	77
Doctoral (Grad II)	3	3	2
<b>TOTAL</b>	<b>637</b>	<b>600</b>	<b>591</b>
<b>OTHER PHYSICAL LOCATIONS</b>			
Lower	51	53	57
Upper	553	561	585
Master's (Grad I)	571	559	542
Doctoral (Grad II)	32	34	42
<b>TOTAL</b>	<b>1,207</b>	<b>1,208</b>	<b>1,226</b>
<b>TOTAL</b>			
Lower	10,329	10,700	10,423
Upper	12,143	12,111	12,387
Master's (Grad I)	2,810	2,777	2,811
Doctoral (Grad II)	2,673	2,723	2,747
<b>TOTAL</b>	<b>27,954</b>	<b>28,311</b>	<b>28,368</b>

Notes: "Site" refers to each distinct physical location that has or is planned to have more than 150 State-fundable FTE enrollments. 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, and 3C. See table 3C for details on Distance Learning.



**Section 3 – Enrollment** *(continued)*

**TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction**  
[State-funded]

	2010-11	2011-12
<b>TRADITIONAL</b>		
LOWER-DIVISION	10,033	10,161
UPPER-DIVISION	11,675	11,627
MASTER'S (GRAD I)	2,300	2,373
DOCTORAL (GRAD II)	2,630	2,684
<b>TOTAL</b>	<b>26,638</b>	<b>26,845</b>
<b>HYBRID</b>		
LOWER-DIVISION	73	131
UPPER-DIVISION	49	51
MASTER'S (GRAD I)	166	110
DOCTORAL (GRAD II)	6	4
<b>TOTAL</b>	<b>294</b>	<b>295</b>
<b>DISTANCE LEARNING</b>		
LOWER-DIVISION	222	409
UPPER-DIVISION	419	434
MASTER'S (GRAD I)	345	293
DOCTORAL (GRAD II)	37	35
<b>TOTAL</b>	<b>1,023</b>	<b>1,171</b>
<b>TOTAL</b>		
LOWER-DIVISION	10,329	10,700
UPPER-DIVISION	12,143	12,111
MASTER'S (GRAD I)	2,810	2,777
DOCTORAL (GRAD II)	2,673	2,723
<b>TOTAL</b>	<b>27,954</b>	<b>28,311</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, and 3C.





## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
None					
<b>Terminated Programs</b>					
Music History & Appreciation	50.0902	Bachelor			
Ed of the Mentally Handicapped	13.1006	Bachelor			
<b>Inactive Programs</b>					
American Studies (USA)	05.0102	Bachelor			
<b>New Programs Considered By University But Not Approved</b>					
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, 2011 and May 4, 2012. **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. Retention Rates**

*Full-time FTIC Retained in the Second Fall Term at Same University*

	2007-08	2008-09	2009-10	2010-11	2011-12 Preliminary
Cohort Size	6,126	5,009	5,981	5,964	6,149
% Retained	89%	91%	92%	92%	91%
% Retained <i>with GPA of 2.0 or higher</i>	87%	90%	90%	91%	90%

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. FTIC Six-Year Graduation Rates**

*for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University*

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	6,257	6,059	6,198	6,052	6,207
% Graduated	70%	71%	74%	74%	75%
% Still Enrolled	2%	2%	2%	2%	2%
% Success Rate	72%	74%	76%	76%	77%

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**

<b>4 – Year Rates</b>	<b>2004-08</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12 Preliminary</b>
Full- & Part-time Cohort	6,235	6,078	6,248	6,184	5,039
<b><i>From Same University</i></b>					
% Graduated	50%	49%	53%	56%	61%
% Still Enrolled	28%	29%	26%	25%	23%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	5%	5%	4%	4%	3%
<b><i>From State University System</i></b>					
% Graduated	52%	52%	55%	58%	63%
% Still Enrolled	34%	34%	30%	29%	26%
% Success Rate	85%	86%	86%	87%	89%
<b>6 – Year Rates</b>	<b>2002-08</b>	<b>2003-09</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12 Preliminary</b>
Full- & Part-time Cohort	6,330	6,093	6,235	6,078	6,248
<b><i>From Same University</i></b>					
% Graduated	69%	71%	73%	74%	75%
% Still Enrolled	2%	2%	2%	2%	2%
<b><i>From Other SUS University</i></b>					
% Graduated	6%	6%	6%	6%	5%
% Still Enrolled	2%	2%	2%	2%	2%
<b><i>From State University System</i></b>					
% Graduated	75%	77%	79%	80%	80%
% Still Enrolled	5%	4%	4%	4%	4%
% Success Rate	80%	82%	83%	84%	84%

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>2006-08</b>	<b>2007-09</b>	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12 Preliminary</b>
Cohort	1,448	1,480	1,542	1,956	1,894
<b><i>From Same University</i></b>					
% Graduated	41%	46%	45%	44%	40%
% Still Enrolled	46%	43%	45%	45%	49%
<b><i>From Other SUS University</i></b>					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	2%	2%	2%	3%	2%
<b><i>From State University System</i></b>					
% Graduated	41%	46%	46%	44%	41%
% Still Enrolled	49%	45%	47%	48%	51%
% Success Rate	90%	91%	93%	92%	92%
<b>4 – Year Rates</b>					
	<b>2004-08</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12 Preliminary</b>
Cohort	1,492	1,510	1,448	1,480	1,542
<b><i>From Same University</i></b>					
% Graduated	74%	75%	77%	78%	80%
% Still Enrolled	6%	5%	4%	4%	5%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	2%	1%	1%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	76%	76%	79%	79%	82%
% Still Enrolled	8%	6%	5%	5%	6%
% Success Rate	84%	83%	84%	85%	88%

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>2003-08</b>	<b>2004-09</b>	<b>2005-10</b>	<b>2006-11</b>	<b>2007- 12 Preliminary</b>
Cohort Size	824	910	742	744	756
<b><i>From Same University</i></b>					
% Graduated	75%	75%	77%	79%	79%
% Still Enrolled	1%	2%	2%	2%	1%
<b><i>From Other SUS University</i></b>					
% Graduated	4%	4%	3%	4%	5%
% Still Enrolled	1%	1%	1%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	79%	80%	80%	83%	84%
% Still Enrolled	2%	4%	3%	2%	2%
% Success Rate	81%	84%	83%	85%	86%

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**

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	7,615	7,630	7,926	7,886	7,860

Notes: This is a count of first-major baccalaureate degrees granted.

**TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis**

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	1,052	1,109	1,154	1,212	1,289
Health Professions <i>*only disciplines in critical need</i>	263	272	305	234	195
Security and Emergency Services	464	377	414	422	513
Globalization	893	984	1,051	1,064	1,047
Education <i>*only disciplines in critical need</i>	102	116	119	101	75
<b>SUBTOTAL</b>	<b>2,774</b>	<b>2,858</b>	<b>3,043</b>	<b>3,033</b>	<b>3,119</b>
<i>Percent of ALL Baccalaureate Degrees</i>	32%	33%	34%	33%	34%

Notes: This is a count of baccalaureate majors for 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).





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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Non-Hispanic Black</b>					
Number of Degrees	845	862	810	778	788
Percentage of Degrees	11%	12%	10%	10%	10%
<b>Hispanic</b>					
Number of Degrees	758	766	893	926	1,020
Percentage of Degrees	10%	10%	11%	12%	13%
<b>Pell-Grant Recipients</b>					
Number of Degrees	2,296	2,238	2,409	2,664	2,922
Percentage of Degrees	31%	30%	31%	34%	38%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. 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. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.



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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	75%	74%	77%	77%	76%
AA Transfers	79%	83%	82%	80%	79%
Other Transfers	83%	79%	79%	76%	82%
<b>TOTAL</b>	<b>77%</b>	<b>77%</b>	<b>78%</b>	<b>78%</b>	<b>78%</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.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	4,046	3,814	3,847	3,806	3,764

**Percentage of Undergraduate Course Sections by Class Size**

Fewer than 30 Students	64%	64%	64%	63%	64%
30 to 49 Students	21%	21%	21%	21%	21%
50 to 99 Students	9%	10%	10%	10%	10%
100 or More Students	5%	6%	6%	6%	6%

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**

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	60%	59%	59%	58%	58%
Adjunct Faculty	10%	11%	11%	12%	12%
Graduate Students	27%	27%	29%	29%	28%
Other Instructors	2%	2%	2%	2%	2%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22. Totals may not equal 100% due to rounding.

**TABLE 4M. Undergraduate Instructional Faculty Compensation**

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$90,341	\$86,512	\$89,831	\$98,701	\$98,180

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

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

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	25	25.1	25.1	26.0	26.5

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. Historical data was revised to match IPEDS methodology.



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

**TABLE 40. Professional Licensure/Certification Exams**

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

	2007	2008	2009	2010	2011
Examinees	128	142	131	154	108
Pass Rate	93%	92%	93%	92%	95%
National Benchmark	86%	88%	90%	89%	89%

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.

**TABLE 4P. Tuition Differential Fee (TDF)**

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	\$12,421,375	\$19,147,556	\$29,862,207
Students Receiving TDF Funded Award	2,201	3,385	n/a
Value of TDF Funded Award	\$1,614	\$1,697	n/a

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

	2010-11	2011-12	2012-13 Projected
Number of Eligible Students	8,343	9,669	n/a
Number Receiving a TDF Waiver	0	0	n/a
Value of TDF Waivers	\$0	\$0	n/a

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. **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 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2011-12**

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>						
Materials Science & Engineering	40.1001	Research Doctorate		Fall 2011	6/1/2011	
<b>Terminated Programs</b>						
Epidemiology	26.1309	Master	Jun. 2011	Fall 2011		
Aquatic Environmental Science	26.1302	Master	Sep. 2011	Fall 2011		
Graphic Design	50.0409	Master	Jun. 2011	Fall 2011		
Health Policy Research	51.9999	Master	Jun. 2011	Fall 2011		
Ed of the Mentally Handicapped	13.1006	Master	Jun. 2011	Fall 2011		
Gerontology	30.1101	Master	Jun. 2011	Fall 2011		
Research & Evaluation Methods	13.0601	Specialist	Jun. 2011	Fall 2011		
Ed of the Mentally Handicapped	13.1006	Specialist	Jun. 2011	Fall 2011		
<b>Inactive Programs</b>						
American Studies (USA)	5.0102	Bachelor		Summer 2011		
<b>New Programs Considered By University But Not Approved</b>						
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, 2011 and May 4, 2012. **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**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>TOTAL</b>	<b>2,867</b>	<b>2,856</b>	<b>2,928</b>	<b>3,095</b>	<b>3,051</b>
Masters and Specialist	2,137	2,176	2,245	2,277	2,201
Research Doctoral	368	343	340	429	428
Professional Doctoral	362	337	343	389	422
<i>a) Medicine</i>	57	74	94	113	118
<i>b) Law</i>	305	263	249	276	288
<i>c) Pharmacy</i>	0	0	0	0	0

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**

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	343	358	357	431	432
Health Professions <i>*only disciplines in critical need</i>	137	152	191	231	203
Security and Emergency Services	47	35	53	70	52
Globalization	105	92	129	150	139
Education <i>*only disciplines in critical need</i>	127	159	138	144	113
<b>SUBTOTAL</b>	<b>759</b>	<b>796</b>	<b>868</b>	<b>1,026</b>	<b>939</b>
<i>Percent of All Graduate Degrees</i>	<i>26%</i>	<i>28%</i>	<i>30%</i>	<i>33%</i>	<i>31%</i>

Notes: This is a count of baccalaureate majors for 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).





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

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

**Law: Florida Bar Exam**

	2008	2009	2010	2011	2012
Examinees	259	215	222	237	245
Pass Rate	87%	87%	86%	88%	88%
State Benchmark*	84%	79%	79%	82%	81%

Note\*: excludes non-Florida schools.

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

	2008	2009	2010	2011	2012
Examinees	99	116	119	115	118
Pass Rate	92%	96%	90%	90%	92%
National Benchmark	93%	93%	91%	94%	96%

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	55	78	94	115	117
Pass Rate	100%	99%	100%	97%	100%
National Benchmark	96%	96%	97%	97%	98%

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	55	78	94	115	117
Pass Rate	98%	100%	100%	98%	100%
National Benchmark	97%	97%	97%	98%	97%



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2006-07	2007-08	2008-09	2009-10	2010-11
<b>R&amp;D Expenditures</b>					
Total (\$ 1,000s)	\$211,310	\$211,557	\$237,794	\$227,329	\$230,411
Federally Funded (\$ 1,000s)	\$124,050	\$121,901	\$127,104	\$134,794	\$140,850
Percent Funded From External Sources	65%	66%	64%	71%	64%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$195,476	\$188,890	\$222,030	\$221,475	\$222,835
<b>Technology Transfer</b>					
Invention Disclosures	44	45	41	37	60
U.S. Patents Issued	19	11	10	21	36
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	18	10	9	20	34
Licenses/ Options Executed	13	12	10	6	10
Licensing Income Received (\$)	\$1,813,580	\$1,257,266	\$1,192,448	\$1,314,917	\$1,467,981
Number of Start-Up Companies	1	3	2	2	4

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





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

**TABLE 6B. Centers of Excellence**

<b>Name of Center:</b>	Center of Excellence in Advanced Materials	<b>Cumulative</b> (since inception to June 2012)	<b>Fiscal Year</b> <b>2011-12</b>
<b>Year Created:</b>	2007		
<b>Research Effectiveness</b>			
<i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		174	19
Value of Competitive Grants Applied For (\$)		\$182,565,919	\$7,655,479
Number of Competitive Grants Received		193	6
Value of Competitive Grants Received (\$)		\$19,799,057	\$2,304,468
Total Research Expenditures (\$)		\$16,817,729	\$2,482,525
Number of Publications in Refereed Journals From Center Research		93	37
Number of Invention Disclosures		23	1
Number of Licenses/Options Executed		2	1
Licensing Income Received (\$)		\$0	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		25	2
Collaborations with Private Industry		54	4
Collaborations with K-12 Education Systems/Schools		50	17
Undergraduate and Graduate Students Supported with Center Funds		254	45
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		3	0
Jobs Created By Start-Up Companies Associated with the Center		17	2
Specialized Industry Training and Education		14	0
Private-sector Resources Used to Support the Center's Operations		0	0
<b>Narrative Comments on next page.</b>			





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

**TABLE 6B. Centers of Excellence** *(continued)*

Name of Center	Center of Excellence in Advanced Materials
<b>Narrative Comments [Most Recent Year]:</b>	
<p>Despite a transition in leadership during the reporting period, the Florida Center of Excellence in Advanced Materials (CEAM) is continuing to grow and develop by leveraging the Center of Excellence award funding and other partnerships.</p> <p>As previously reported, Bing Energy recently moved to Tallahassee, in large part due to incentives from FSU, the Center and the state. Bing Energy has licensed the Center’s buckypaper technology to manufacture polymer electrolyte membrane fuel cells, which will be more efficient, durable and less expensive. A waiver of licensing fees was granted for a period that will expire at the end of 2012. At that time, Bing should begin paying quarterly licensing fees. Bing eventually anticipates creating at least 244 jobs, paying an average wage of \$41,655.</p> <p>Building on CEAM developments, FSU entered into a partnership with Nanovision, a local start-up company. In this partnership, CEAM personnel are working with Nanovision to construct a prototype of a machine capable of producing 6-inch wide sheets of nanotubes, called buckypaper, at a rate of 5 feet per minute. This project also involves two Florida small businesses: one in Orlando and one in Coral Springs. Nanovision has an option to license the buckypaper technology developed by CEAM personnel.</p> <p>During the reporting period, building on CEAM developments, CEAM personnel submitted a proposal to the Department of Veterans Affairs for over \$4M to build more comfortable sockets for amputees. These sockets will have embedded sensors that will provide warnings of potential problems to the wearer and practitioners. After this reporting period, FSU was awarded this contract, in which FSU has issued subcontracts to Saint Petersburg College and two small companies in Orlando.</p> <p>CEAM is continuing its support of Tallahassee Community College (TCC). Working with CEAM personnel, TCC established a new curriculum for a Composite Fabrication and Testing College Credit Certificate Program, which launched in the Fall 2011.</p> <p>Outreach programs are continuing and expanding. For the fifth consecutive summer, CEAM personnel worked with TCC in sponsoring two 1-week Composite Materials Summer Camps for high school students in which 24 students built skateboards, while learning skills involved in composites and touring the research center. During the summer, CEAM and HPMI through the Challenger Center hosted students from 10 Title III elementary schools to inspire the students to pursue the STEM disciplines. Working with the National High Magnetic Field Laboratory and the Panhandle Area Educators Consortium (PAEC), CEAM personnel developed and operated a camp for 4 area high schools called D3 NanoChallenge! (Dream, Design, Do!), which introduced the students to the field of nanomaterials .</p> <p>Leveraging resources from CEAM, NSF and AFRL, FSU hosted approximately 14 excellent undergraduate students from throughout the nation in a Research Experience for Undergraduate program to encourage them to pursue engineering graduate degrees at FSU.</p>	





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

**TABLE 6B. Centers of Excellence**

<b>Name of Center:</b>	Florida Center for Advanced Aero-Propulsion	<b>Cumulative</b> (since inception to June 2012)	<b>Fiscal Year</b> <b>2011-12</b>
<b>Year Created:</b>	2008		
<b>Research Effectiveness</b>			
<i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		299	42
Value of Competitive Grants Applied For (\$)		\$106,067,519	\$11,333,632
Number of Competitive Grants Received		221	23
Value of Competitive Grants Received (\$)		\$43,115,558	\$2,852,000
Total Research Expenditures (\$)		\$19,457,482	\$2,370,000
Number of Publications in Refereed Journals From Center Research		210	30
Number of Invention Disclosures		15	0
Number of Licenses/Options Executed		9	0
Licensing Income Received (\$)		unknown	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		43	13
Collaborations with Private Industry		75	12
Collaborations with K-12 Education Systems/Schools		27	3
Undergraduate and Graduate Students Supported with Center Funds		235	27
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		4	0
Jobs Created By Start-Up Companies Associated with the Center		285	0
Specialized Industry Training and Education		1	0
Private-sector Resources Used to Support the Center's Operations		0	342,000
*The data reported reflects information for both FCAAP partner universities and FSU FCAAP HQ.			
<b>Narrative Comments on next page.</b>			





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

**TABLE 6B. Centers of Excellence** *(continued)*

Name of Center	Florida Center for Advanced Aero-Propulsion
<b>Narrative Comments [Most Recent Year]:</b>	
<p>Research Highlights- FSU ONLY</p> <p>Grants Applied for and Received: 28 Applied-\$8,156,632; 12 Received-\$1,750,000</p> <p>Total Research Expenditures: \$1,400,000</p> <p>Publications in Refereed Journals: 10</p> <p>Invention Disclosures Filed and Patents Awarded: 0</p> <p>Licensing Income Received: \$0</p> <p>Collaborations with Other Post-Secondary Institutions: 5</p> <p>Collaborations with Private Industry: 7</p> <p>Collaborations with K-12 Education Systems/Schools: 2</p> <p>Students Supported with Center Funds: 17</p> <p>Number of Start-Up Companies: 0</p> <p>Jobs Created By Start-Up Companies: 0</p> <p>Specialized Industry Training and Education: 0</p> <p>Private Sector Resources Used: \$252,000</p>	





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

**TABLE 6C. State University Research Commercialization Assistance Grants**

Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
<b>Phase I Grants</b>			
Tech Transfer	2008	\$50,000	\$50,000
<b>Phase II Grants</b>			
Tech Transfer	2008	\$100,000	\$100,000
BuckyPaper (originally Phase III)	2008	\$250,000	\$19,487
Post Doctoral Entrepreneurial Program	2010	\$100,000	\$45,709
<b>Phase III Grants</b>			
Pacifier Activated Lullaby (PAL)	2010	\$200,000	\$179,550
<b>Total for all SURCAG Grants</b>		<b>\$700,000</b>	<b>\$394,590</b>
<p><b>Narrative Comments:</b> For each project, provide a brief update on (1) the project’s progress towards completing its key milestones/deliverables; and (2) the project’s return on investment for the university and state.</p> <p><b>Phase I Grants:</b> Funds were used to accelerate several FSU projects into evaluation for spinoff company licenses (see Phase II).</p> <p><b>Phase II Grants:</b> Phase II funds were used to assist in some manner with accelerating the launch of the following startup companies (See <a href="http://www.research.fsu.edu/techtransfer/example.html">http://www.research.fsu.edu/techtransfer/example.html</a>). BevShots, Davidson 2009; Florida Custom Synthesis, Dudley 2009; Powers Device Technologies, Standley 2010; Educational Development Group (PortStar), Darabi 2010; Bing Energy, Zheng 2010; SunnyLand Solar, Winger 2010; High Performance Magnetics. Painter 2010; BioFront Technologies, Tang 2011; Ligand Technology, W Yang 2011; Groundwater Pollution Ye Ming, 2012; See <a href="http://www.research.fsu.edu/techtransfer/example.html">http://www.research.fsu.edu/techtransfer/example.html</a>. Phase II Post Doctoral Outreach Funds were used to bring a series of successful biomedical entrepreneurs to campus to address quarterly roundtable meetings organized for the benefit of faculty and graduate students engaged in medical or biological research. Quarterly meetings continue with off-campus presenters.</p> <p><b>Phase III Grants:</b> 2008 award. With BoG approval, the award was designated in 2010, as a Phase 2 award to engage a private company to build a device to make larger BuckyPaper samples in a semi-automated manner. FSURF negotiated a joint development agreement and an option to a non-exclusive license with NanoVision, a start-up company which has committed to build a pilot continuous production line at HPMI, for delivery in 1Q2013, to be evaluated by FSU researchers with the objective of scaling up the prototype system for commercial use. NanoVision is funding the construction of the prototype. The State grant is committed to HPMI activities supporting the evaluation and scale-up over a two year period.</p> <p><b>Phase III Grants:</b> 2010 award. All funds were advanced to the Company- Power Device in Jacksonville, but for a 10% holdback. The medical Device product (PAL) will be introduced into the market at a trade show in Atlanta in November 2011. Production and marketing of the PAL device began in 2Q 2012. Subcontracted manufacturing is taking place in Florida. Release of the holdback has been authorized.</p>			





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

**TABLE 6D. 21st Century World Class Scholars Program**

World Class Scholar(s)	Scholar's Field	Grant <i>State Dollars Only</i>		Report the cumulative activity since each scholar's award.		
		Amount Awarded	Cumulative Expended	External Research Awards <i>(\$1000s)</i>	Patent Filed / Issued	Licensing Revenues Generated <i>(\$)</i>
David Larbalestier	Mechanical Engineering/ Applied Superconductivity	\$3M	\$3M	\$3,907	4	\$0
Eric Helstrom	Mechanical Engineering/ Applied Superconductivity	\$1M	\$1M	\$14,480	2	\$0
David Gilbert	Biological sciences/ Molecular Biology	\$1M	\$1M	\$4,009	0	\$0
<b>TOTAL</b>		<b>\$5M</b>	<b>\$5M</b>	<b>\$22,396</b>	<b>6</b>	<b>\$0</b>

**For the most recent year of reporting, please provide a brief paragraph on the teaching, research, and service activities of each 21<sup>st</sup> Century World Class Scholar.**

**David Gilbert** -- TEACHING: Animal Development PCB 4253 Fall, 2011 and Spring 2012. An upper division course of 90 students. I use the active group learning method of teaching. 5 PhD students, one graduated during 2012; 1 MS student graduated in 2011; 3 undergraduate DIS students. RESEARCH: 3 extra-mural grants totaling \$757,383; 7 publications in 2011, 12 publications in 2012 (hard to put months on that). 6 invited seminar visits; 5 invited speaker engagements at international meetings; AAAS fellow; member of the NIH Encyclopedia of DNA Elements (ENCODE) and mouseENCODE; SERVICE: 15 PhD thesis committees (including my 4 students); Chaired Dept. search advisory committee; Department Executive committee; panelist for the FSU grant writing workshop (March 29, 2012); Co-PI on EIEG grant to purchase the next ten sequencing machine MiSeq (funded); 3 adhoc committees for junior faculty (Chair of 2 of those), mentor for Akash Gunjan in COM; 3 undergraduate honor's thesis committees; A&S Innovation Development Committee ("Big Ideas"); Chair of Microarray/Sequencing (Genomics) Core Facility Scientific Oversight committee (or call me scientific director of the core - whatever); multiple grant panels (NIH, Czech, Polish, Danish, French); AAAS Council Delegate for section G (Biology); Member of advisory board for NSF program project grant (NC State); Board member of the Southeast Stem Cell Consortium; editorial board of the Journal of Cell Biology; review 1-2 additional papers per month outside of my JCB editorial duties; Board member of the Epigenetics Society; member of the American Society of Hematology.

**David Larbalestier**--Director of the Applied Superconductivity Center, a Division of the National High Magnetic Field Laboratory, Francis Eppes Professor of Mechanical Engineering, Chief Materials Scientist and an Associate Laboratory Director of the National High Magnetic Field Laboratory. His work at the NHMFL has led the R&D program to apply high temperature superconducting materials for the construction of new world record magnets for the NHMFL. In 2011 a new world record was achieved for an insert coil – 35.5 T in a 31 T background field of the Florida Bitter 50 mm bore coil of the NHMFL. Major strides have also been made in understanding the degradation





of large 40-60 kA conductors

Prof. Larbalestier teaches Introduction to the Materials Science and Engineering (EML 3234), a required class for Mechanical Engineering undergraduates that has typically an enrollment of 80-90 students per semester. He has instituted an open door policy hours for help in developing good homework and study skills using former undergraduate students who took the class and did well in it. He also supervises and assists in Senior Design Project mentoring. He has 8 graduate students in 2012 – PhD track – Carlos Sanabria, Michael Brown, Christopher Segal, Peng Chen, Pei Li (PhD expected December 2012), and Aixia Xu (PhD August 2012) as well as MS track students - Michael Santos and Andrew Whittington. He has 13 of ASC undergraduate students working within Applied Superconductivity Center, some in support roles and some being part of the publishable research. This is particularly true of the work being done in support of testing of the Nb<sub>3</sub>Sn Toroidal field and Central Solenoid coils for ITER. During 2011-12 Prof Larbalestier published 21 peer reviewed papers and gave 9 invited talks to major conferences, including the AAAS annual meeting, the German Physical Society, the American Physical Society, the Materials Research Society and the Centennial Meeting on Superconductivity in the Hague. He is working in many different research areas of superconducting materials – YBCO, Bi<sub>2</sub>212, Nb<sub>3</sub>Sn, Nb-Ti, for major applications to the NHMFL HTS magnets, for ITER and for high energy physics applications. He is the US point of contact for the EUCARD2 program of the EU aimed at demonstrating high amperage cables for the 20 T LHC upgrade.

**Eric Hellstrom**--Professor of Mechanical Engineering and Director of the interdisciplinary graduate program in Materials Science and Engineering. He is a member of the Applied Superconductivity Center at the National High Magnetic Field Laboratory. During this past year he has spent much time working within ASC and a national collaboration to develop a method to process Bi-2212, a high-temperature superconductor needed to develop the next generation of very-high-field user magnets. In addition, he works on a variety of superconductors including pnictides, REBCO, and MgB<sub>2</sub>. He teaches Introduction to the Materials Science and Engineering (EML 3234), a required core class for Mechanical Engineering undergraduates and typically has an enrollment that is continually increasing and is now in the range of 80-90 students per semester. He also teaches Materials Selection in Design (EML 4542), which is an upper level elective course. Neither course is taught with a TA or grader, which is worth noting as these courses have extensive homework assignments and the core course has weekly quizzes. He works with the students to develop good homework and study skills plus learning how to become a professional engineer. He also supervises and assists students in the Mechanical Engineering Senior Design course. He is the faculty advisor for student chapter of Mechanical Engineering (ASME). During the summer he has an NSF-REU student and two NSF-RET teachers doing hands on research projects in his laboratory. He has 2 PhD graduate students – Jeremy Weiss and Maxime Matras. He also works with the 13 undergraduate students within the Applied Superconductivity Center, particularly those connected with the programs on Bi-2212 and pnictides. In 2011-12 he published 13 papers and in 2012 he has published 4 papers and one book. He serves on Mechanical Engineering Graduate Committee, the Promotion and Tenure Committee for College of Engineering, and the Promotion and Tenure Committee for the Department of Industrial Engineering. He serves on the Board of the Applied Superconductivity Conference and the Board of the International Cryogenic Materials Conference. He reviews SBIR and research proposals for federal agencies and reviews many scientific papers.