

2011-12
Annual Accountability Report

UNIVERSITY OF WEST FLORIDA



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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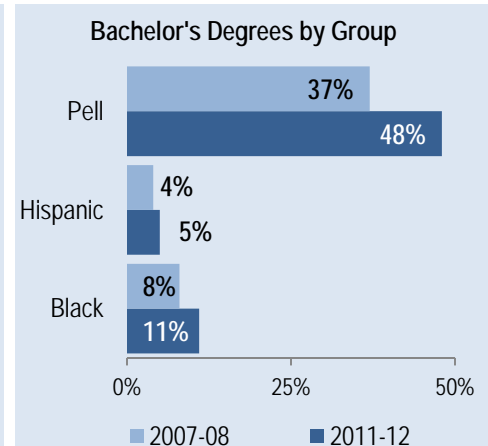
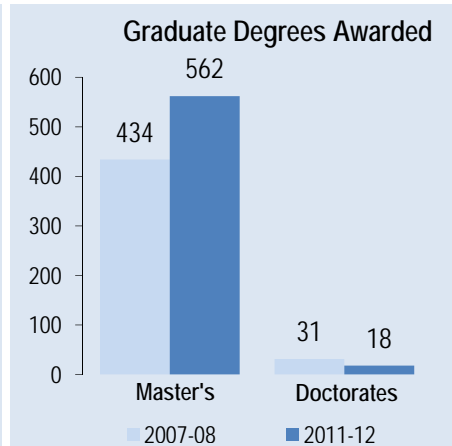
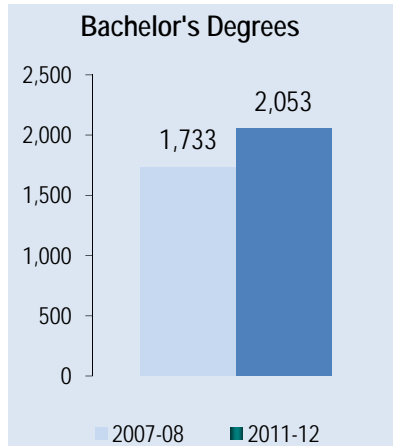
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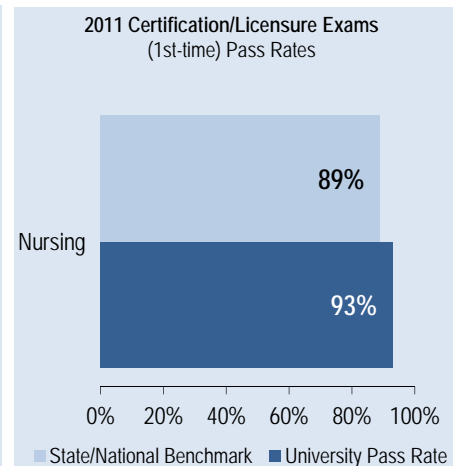
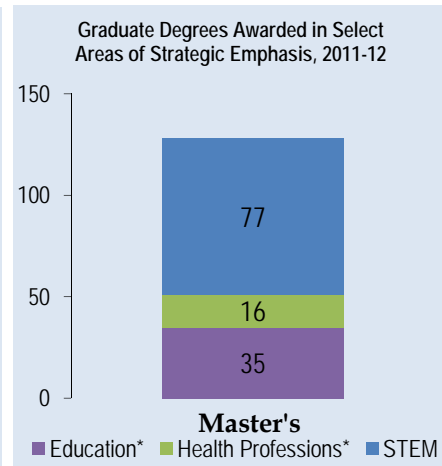
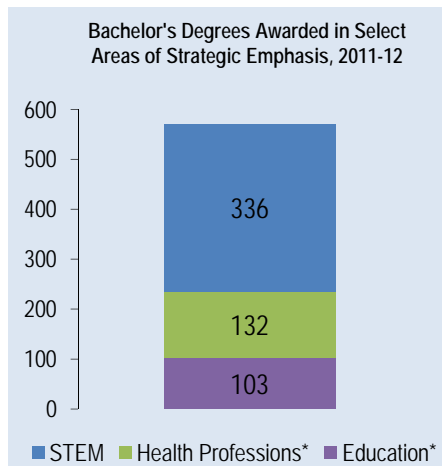
Dashboard

| Campuses | | | Main Campus, Emerald Coast | | | | |
|-------------------|-----------|------|--|-----------|-----------|--------------------------------------|---|
| Enrollments | Headcount | % | Degree Programs Offered (As of Spr. 2012) | | | Carnegie Classification | |
| TOTAL (Fall 2011) | 11,990 | 100% | TOTAL | 80 | | Undergraduate Instructional Program: | Balanced arts & sciences/professions, some graduate coexistence |
| Black | 1,312 | 11% | Baccalaureate | 51 | | Graduate Instructional Program: | Single doctoral (education) |
| Hispanic | 813 | 7% | Master's & Specialist's | 26 | | Enrollment Profile: | High undergraduate |
| White | 8,731 | 73% | Research Doctorate | 2 | | Undergraduate Profile: | Medium full-time four-year, selective, higher transfer-in |
| Other | 1,134 | 9% | Professional Doctorate | 1 | | Size and Setting: | Medium four-year, primarily nonresidential |
| Full-Time | 7,604 | 63% | Faculty (Fall 2011) | Full-Time | Part-Time | Basic: | Doctoral/Research Universities |
| Part-Time | 4,386 | 37% | | 306 | 1 | | |
| Undergraduate | 9,470 | 79% | TOTAL | 220 | 0 | Community Engagement: | N/A |
| Graduate | 1,781 | 15% | Tenured & Track | 86 | 1 | | |
| Unclassified | 739 | 6% | Non-Tenure | | | | |

ACCESS TO AND PRODUCTION OF DEGREES



MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

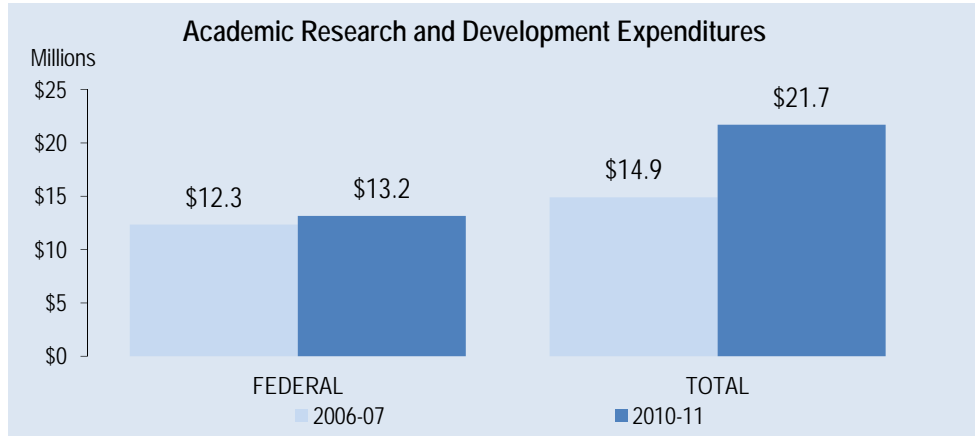


Notes for Areas of Strategic Emphasis: * Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.
Note on Exams: Based on 2008-2010 average due to small number of examinees.



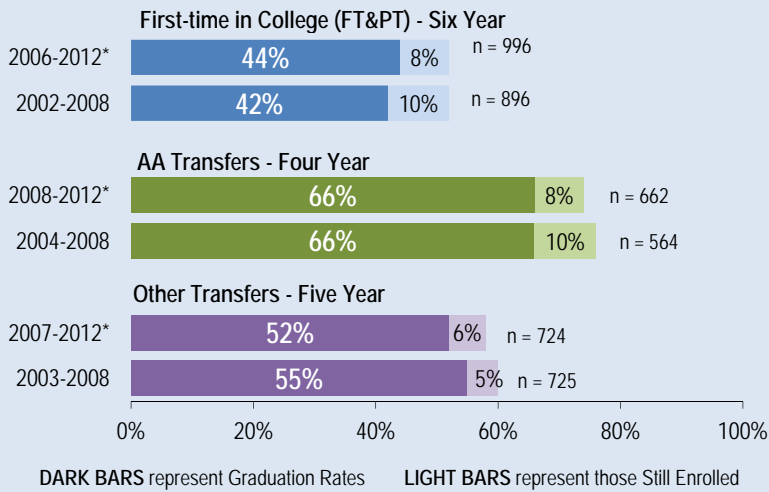
Dashboard

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

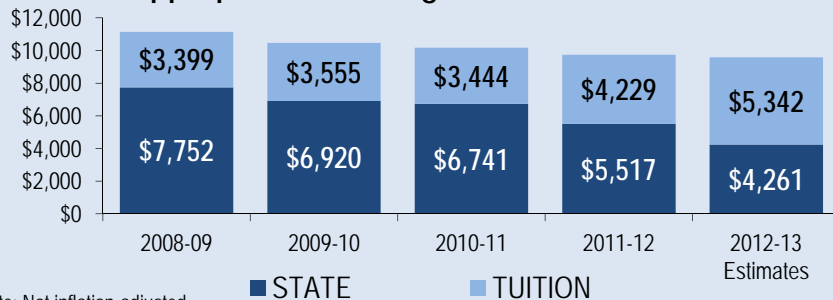


Student-to-Faculty Ratio



* Indicates most recent data are still preliminary rates.

Appropriated Funding Per Actual US FTE



Note: Not inflation-adjusted.

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. Le Milford: 2011 Emerging Artists Exhibition for work in 2D, Orange Beach Arts Center.
2. UWF Logistics Team (Tiffany Marquette, Joseph Gary, James Jackson, Dillon Lato, Iginia Parish, and Jennifer Ralli): First place in the Denver National Logistics Competition in January 2012.
3. Tracy Megan Wise: American Institute of CPAs 2011 Elijah Watt Sells Award.

FACULTY AWARDS/ACHIEVEMENTS

1. Hedi Salanki-Rubardt and Alfred Cuzan: 2012 Distinguished University Professorship Awards.
2. Larry Strain: 2012 Greater Pensacola Chamber Pace Award – Professional Leader of the Year.
3. June Wei : Editor-in-Chief of three international journals, including Electronic Government, International Journal of Electronic Finance, and International Journal of Mobile Communications.

PROGRAM AWARDS/ACHIEVEMENTS

1. MS in Mathematics program: Only fully online, real-time in nation; largest program in Florida.
2. Reaffirmation of accreditation for Nursing (Commission of Collegiate Nursing Education) and for the Professional Education Unit (National Council for Accreditation of Teacher Education); approval of the Research and Engineering Education Facility in Shalimar as an off-campus instructional site by the Southern Association of Colleges and Schools Commission on Colleges.
3. Continued success in outreach in the K-12 sector by the College of Professional Studies, which has been a key partner in developing curriculum plans for the National Flight Academy (NFA), which held its grand opening in June 2012. The College led the curriculum development for the NFA and has a related classroom, the USS Argo, on campus.

RESEARCH AWARDS/ACHIEVEMENTS

1. Rick Harper (Office of Economic Development and Engagement): “Northwest Florida Sustainable Economic Development Initiative” - \$30 million from the FL Economic Development Office for economic recovery in the eight coastal counties in the Florida panhandle affected by the BP oil spill.
2. Glenn Rohrer (Social Work): “Mental and Behavioral Health Capacity Project” - \$5 million from BP Oil to improve the overall well-being of individuals, families, and communities affected by the BP Oil spill in Alabama, Florida, Louisiana, and Mississippi.
3. Nicole Gislason (Continuing Education): “Florida HIRE ED: Complete to Compete” - \$3.9 million from US Department of Labor to partner with Chipola College and two workforce boards to boost the economy by filling vacant IT and healthcare positions with 710 newly trained, unemployed or underemployed U.S. Citizens.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UWF received recognition from Forbes Magazine as one of America’s Top Colleges and from The Princeton Review as one of the Best Colleges in the Southeast and as a “Green College.”
2. UWF received recognition from U.S. News and World Reports as having one of the Top Online Education Programs.
3. UWF received recognition from The Chronicle of Higher Education as one of the “Great Colleges to Work For.”



Narrative

INTRODUCTION

On June 14, 2012, the University of West Florida (UWF) Board of Trustees adopted an updated [Strategic Plan for 2012-2017](#)¹ aligned with UWF's mission, as well as with the Board of Governors' Strategic Plan for the State University System of Florida. Between 2010 and 2012, UWF had engaged in a range of activities to better understand the national, state, and regional conditions that will have an impact on the University's work and future. The thoughtful and transparent development of the updated Strategic Plan was informed by data analysis, solicitation of input from various stakeholders, and broad-based visioning and planning activities involving students, faculty, staff, administrators, trustees, and community partners.

UWF's Mission

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

UWF's Vision

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

UWF's Strategic Priorities

As members of the UWF community continued their planning discussions during 2011-2012, they identified four important strategic directions and twelve high-level priorities for the University to focus on between 2012 and 2017:

1: Enhanced Student Access, Progression, and Learning and Development

- 1.1. Foster student learning and development to include the knowledge, skills, and dispositions that optimize students' prospects for personal and professional success.
- 1.2. Facilitate students' access to and choice of the University of West Florida to meet their higher education needs.
- 1.3. Improve student persistence and timely progression to degree attainment.

¹ http://uwf.edu/academic/strategicplanning/2012_07_12_UWF_Strategic_Plan_Unabridged.pdf



2: Distinctive Teaching, Scholarship, Research, and Professional Contributions

- 2.1. Respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic and research programs.
- 2.2. Recruit, support, retain, and recognize dedicated, high-quality faculty who advance the mission, vision, and values of the University.
- 2.3. Build a vibrant culture of scholarship and research that aligns with UWF's strengths and capacities and supports UWF's mission, vision, and values.

3: Valued Partnerships: Community Engagement and Service

- 3.1. Develop, cultivate, assess, and sustain a network of mutually beneficial community partnerships.
- 3.2. Advance the economy and quality of life in the region through partnerships with the citizens, businesses, organizations, and communities UWF serves.
- 3.3. Expand community awareness, visibility, and support of UWF through its mutually beneficial partnerships.

4: Sustainable Institutional Excellence

- 4.1. Support and sustain the high-quality services and infrastructure needed to achieve identified UWF priorities.
- 4.2. Recruit, develop, retain, and recognize dedicated, high-quality staff members who advance the mission, vision, and values of the University.
- 4.3. Maximize the acquisition and deployment of resources, and strategically align and integrate planning, budgeting, assessment, and continuous improvement efforts

As the 2011-2012 year drew to a close, UWF also had the opportunity to review and reflect upon the University's success in achieving goals outlined in its previous 2008-2012 Strategic Plan.² The remainder of this Annual Accountability Report will include references to specific 2011-2012 achievements and will document progress on institutional and System goals.

ACCESS TO AND PRODUCTION OF DEGREES

The majority of UWF's students continue to come from the Panhandle. Recently, an increasing number of students from the Florida peninsula and beyond have been choosing the University due to its growing academic reputation; its student-oriented, personalized atmosphere; and its flexibility in educational delivery. In fall 2011, 36% of the students were from outside the eight Florida counties in the region, up from 29% in the fall of 2007. Additionally, UWF continued to expand the number of courses and entire programs available online, with more than half of the students in any given term taking at least one online course. On the first day of classes in fall 2011, UWF enrolled more than 12,000 students from 50 states and 87 countries, reaching the University's stated goal a year early. UWF welcomed almost 1,500 newly enrolled freshmen to the campus at that time.

By the census date of October 15, 2011, UWF had settled in with a headcount enrollment of 11,990. For the entire academic year, UWF served more than 15,000 different students, and state-fundable FTE³

² *Reflections of Our Success: The University of West Florida Strategic Priorities & Measurable Achievements (2008 – 2012, a Plan in Review)* http://uwf.edu/president/reflections/Reflections_web.pdf

³ Based on Florida's definition, 1 FTE equals 40 Student Credit Hours at the undergraduate level and 32 Student Credit Hours at the graduate level.



reached 7,194, which represented a 2.6% increase over the prior year, and a 15.2% increase over 2007-2008 FTE.

One of UWF's priorities has been to increase student access and success by maintaining affordability. UWF increased private funding for student scholarships in 2011-2012, awarding more than \$1.1 million in scholarship support, representing an 18% increase since 2007-2008. Additionally, UWF maintained its commitment to supporting first-generation college students, providing more than \$400,000 in First Generation Scholarships in 2011-2012.

UWF monitors student financial aid in relation to tuition and fees. According to IPEDS data, UWF continues to charge less in tuition and mandatory fees than does its comparison group of peers. Of Florida resident undergraduate students enrolled at UWF in 2011-2012, 58% paid less than \$1,000 per term for tuition and mandatory fees after application of scholarships and grants. Of the Florida resident undergraduate students eligible for Pell awards and enrolled at UWF in 2011-2012, 80% of these need-based students had no out-of-pocket costs for their tuition and mandatory fees, and an additional 14% paid less than \$1,000 per term for their education.

A total of 675 students benefitted from need-based aid funded with tuition differential dollars in 2011-2012. The award amounts ranged from \$108 to \$2,500 per student, with the average award equaling \$1,242. Of the 675 students receiving these awards, 197 were first-generation college students.

One of the areas for improvement identified in the June 2011 update to the UWF Work Plan focused on increasing the number of enrolled and graduated students from traditionally underrepresented minority groups. Preliminary data indicate that, in fall 2011, approximately 26% of UWF's enrolled undergraduates were non-White, up from 24% in fall 2010, and up from 21% in fall 2007. The number of baccalaureate degrees awarded to Non-Hispanic Blacks in 2011-2012 was 214 (up from 157 in the prior year and up from 134 in 2007-2008). The number of baccalaureate degrees awarded to Hispanics in 2011-2012 was 104 (up from 87 in the prior year and up from 71 in 2007-2008).

Overall, UWF awarded 2,053 baccalaureate degrees and 580 graduate degrees during the 2011-2012 academic year. The total of 2,633 degrees represented a 4% increase over the number of degrees awarded in the prior year, and a 20% increase over the number of degrees awarded in 2007-2008.

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

UWF is committed to delivering a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. In response to identified needs consistent with its mission and available resources, UWF continues to strive to achieve an optimal mix of disciplines, as well as locations, times, and delivery methods for its academic programs.

Due to the fiscal constraints faced by State universities in Florida in 2011-2012, UWF continued its moratorium on the development of new academic degree programs. Only the existing baccalaureate in Athletic Training was moved from a specialization to a stand-alone degree program. Additionally, an accelerated bachelor's-to-master's program was established in Criminal Justice. During 2011-2012, the University of West Florida deleted 7 academic degree programs, along with an additional 29 specializations. UWF will continue to be strategic in its prioritization of existing programs and the development of new programs.

Of the baccalaureate degrees UWF awarded in 2011-12, 37% were in areas of strategic emphasis identified by the Board of Governors. Although this percentage was down from 40% in 2010-2011, it was



up from 33% of the baccalaureate degrees awarded in 2007-2008. At the graduate level, 27% of the degrees awarded in 2011-2012 were in the specified areas of strategic emphasis (up from 25% in 2010-2011 and up from 24% in 2007-2008).

Individual disciplines continued to demonstrate their commitment to and attainment of quality. For instance, in 2011, 93% of the Nursing program graduates taking the NCLEX passed, surpassing the national benchmark of 89%. An additional 38 students graduated from the BSN program in May of 2012 (and early news indicates a 100% pass rate on the NCLEX for 38 UWF examinees in the following quarter).

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

Following up on work conducted during the first half of 2011, UWF's 22-member [Strategic Academic Visioning and Empowerment \(SAVE\) Committee](#)⁴ continued to provide leadership for a Visioning Conference, a Goals Conference, and an Action Planning Conference during the 2011-2012 academic year to help develop a UWF Academic Strategic Master Plan for 2012-2017. The plan included an updated Academic Affairs mission, vision, and goals related to eight strategic themes: 21st Century Skills, Academic Visibility, Community Engagement, Innovation, Purposeful Enrollment Growth, Quality, Research, and Teaching. The work of the SAVE Committee helped inform the update of the University's Strategic Plan and continues to guide the development of related implementation plans.

During 2011-2012, the Professional Education Unit had its accreditation status reaffirmed by the National Council for Accreditation of Teacher Education, and the Nursing program had its accreditation status reaffirmed by the Commission of Collegiate Nursing Education. The Research and Engineering Education Facility (REEF) in Shalimar, at which UWF offers programs in Electrical and Computer Engineering, was approved as an off-campus instructional site by the Southern Association of Colleges and Schools Commission on Colleges.

As part of the State University System Council of Academic Vice Presidents' 2011 Program Prioritization Project, four UWF academic degree programs were identified as needing corrective action: Bachelor's in Oceanography (40.0607), Bachelor's in Trade & Industrial Teacher Education (13.1320), Bachelor's in Physics (40.0801), and Master's in English Language and Literature, General (23.0101). The Oceanography program underwent a review in 2011-2012, and UWF is following institutional protocols with the goal of discontinuing the program, effective fall 2013. The Trade & Industrial Teacher Education program has consolidated specializations and updated the curriculum to meet the needs of individuals in the area of workforce development, career and technical education, and education and training. The program continues to attract non-degree seeking students who typically are completing courses needed for district certification for Career and Technical Education courses. Because of its flexibility, the program also facilitates program completion for many returning students. The Physics program has experienced an accelerated growth rate in its headcount enrollment, as well as its student credit hour production, since it moved into a new state-of-the-art School of Science and Engineering building. Two faculty searches are underway and should lead to increased program capacity. The English Language and Literature program has experienced an increase in the quality of applicants and improved student retention since it introduced a fast-track or Xpress option for students entering the master's program.

⁴ <http://uwf.edu/academic/visioning/>



MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

In collaboration with leaders from health care, business, technology, government, performing arts, cultural heritage and preservation, military, non-profit organizations, and K-12 and other educational institutions, UWF cultivates a strong network of partners dedicated to making the region a better place to live, work, and play. UWF takes pride in the strong, mutually beneficial collaborations (reflected in its curricula and its focus on applied research, as well as its public-private partnerships). The University is committed to providing community service to assist individuals, groups, and organizations through voluntary and other supportive activities. UWF provides community service through its educational programs; student organizations/programs; research/outreach centers; and other faculty, staff, and student efforts. It is estimated that UWF provided approximately 76,000 volunteer hours in the community during 2011-2012.

UWF is committed to being an economic driver of the region and beyond. In a 2011 study of "The Economic Impact of the University of West Florida on the Florida Economy," researchers from the Haas Center for Business Research & Economic Development reported that "the University of West Florida as an economic engine generates annually over \$1.4 billion in output in Florida and its impact represents over \$900 million in annual state gross domestic product." They went on to state, "For every dollar the state and students invest in the university, the impact of UWF-related expenditures alone creates \$5.99 in total spending impact. When the impact of the enhanced earnings of UWF graduates is included, the ratio rises to \$14.22 in total spending impact for every dollar the state and students invest in UWF."

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

In the June 2011 update to the UWF Work Plan, the University maintained the five goals delineated in the 2010 update:

1. Increase student progress toward completion of high-quality degrees that meet state and regional needs.

Student retention and graduation rates remained relatively flat during 2011-2012, despite increased University efforts in this area. However, the number of degrees awarded continued to rise, with an increasing percentage of the baccalaureates being awarded to students from traditionally underrepresented minority groups, to first-generation college students, and to students who qualified for Pell assistance.

A challenge for any public institution of higher education is to determine the level of access it can provide within the context of its mission and available resources. UWF has made an effort to extend access to a greater number of students from traditionally underrepresented groups, including some students with somewhat weaker academic backgrounds. However, when enrolling students who are less well prepared, a University must make sure it has the necessary support structures in place to help these students succeed, even as the institution maintains high standards of academic quality. UWF has experienced some unevenness in student persistence and success rates as it has tried to determine the optimal profile of students to serve. Even as the University analyzes the factors contributing to its students' success or lack thereof and adjusts admissions standards accordingly, UWF is engaging in University-wide efforts to improve student persistence and academic success rates.

For instance, during 2011-2012, UWF invested heavily in enhanced academic advising, as well as enhanced career advising to ensure that students gain the proper guidance in not only choosing a career, but also in developing the right professional skill set to be successful in that career. UWF



strengthened its efforts to improve student engagement, persistence, and timely progression to degree completion by focusing on specific retention initiatives. In fall 2011, the UWF Delphi program, a first-year living-learning community, enrolled its fourth cohort. Of the 289 Delphi students who had enrolled in the fall of 2010, 76% returned in the fall of 2011 (compared to 72% of the other students who were newly enrolled freshmen in fall of 2010). UWF also established an Oracle program, which is a second-year, living-learning community that focuses on helping students identify academic plans, career goals, and leadership aspirations.

In recognition of the need to intervene quickly when students are experiencing academic difficulty, UWF worked with faculty, advisors, and students to increase response rates to the University's Early Warning System, which is a program designed to assist freshmen who demonstrate academic hardship or red-flag behaviors at the midterm of the semester. Based on a study of earlier cohorts, UWF researchers found that students who receive an early warning notice and see their advisor are more likely to persist to the sophomore year than students who do not. In 2010-2011, 75% of faculty teaching freshmen participated in UWF's Early Warning System, and 50% of the students receiving an alert saw their advisor for guidance and assistance. In the fall of 2011, 82% of the instructors responded, 59% of the freshmen received an alert, and 82% of the students receiving an alert met with their advisor. In the spring term, 89% of the instructors responded, 64% of freshmen received an alert, and 80% of the students receiving an alert met with their advisors.

2. Improve access through articulation and other strategies with State colleges, K-12 schools, the military, and other community partners.

In 2011-2012, UWF continued to strengthen its collaboration with State colleges in the region to ease the transition of students from associate degree programs to baccalaureate degree programs. As part of its NWF2UWF initiative, the University enhanced its direct-admit efforts by placing an advisor at Northwest Florida State College. During the 2011-2012 year, 191 NWFSC students participated in the program.

The University continued to build on the tremendous success it has had in its outreach to students in the K-12 sector, particularly to create and encourage their interests in the STEM disciplines. UWF has been a key partner in developing curriculum plans for the National Flight Academy (NFA). The NFA held its grand opening in June 2012. UWF led the curriculum development for the Academy, and has a related classroom, the USS Argo, on campus. Other examples of UWF's 2011-2012 STEM outreach efforts to K-12 students included the many events and competitions hosted by the School of Science and Engineering, including, but not limited to, BEST Robotics, Math Counts!, Annual American Mathematics Contest, I Love Science, Annual High School Programming Competition, and the UWF/Choctawhatchee High School Engineering Program.

A significant number of UWF's students come from families with a military connection. In 2011-2012, UWF maintained its recognition from G.I. Jobs Magazine as a Military Friendly School. The Military and Veterans Resource Center (MVRC) opened in 2011, providing a "one-stop" location for all military and veteran students to simplify the transition process from the military to an academic environment. The Center provides assistance with coordinating academic advising, tutoring, counseling, disability accommodations, GI Bill education benefits, and referral to state and federal resources and services. The MVRC also offers transition coaches to assist individual veteran students. During 2011-2012, the University also continued its Hometown Heroes program. In 2011-2012, UWF enrolled 1,655 identified military, veteran, or eligible dependents. Of those students, 219 were in service on or after September 11, 2001, and 150 were receiving the Post-9/11 GI Bill.



3. Promote economic development of the region and the state through applied research and public service.

UWF is committed to conducting meaningful basic and applied research through its academic programs and its institutes and centers, which promote interdisciplinary efforts and further integrate teaching, research, and community engagement. UWF researchers brought in \$16.2 million in contracts and grants during 2011-2012. They reached their established target for the year by submitting 157 proposals. A total of 84 were funded.

UWF has long been valued for providing students with a personalized collegiate experience in which students can work side-by-side with faculty who are teacher-scholars. UWF's Student Scholars Symposium features scholarly and creative works produced through collaboration between UWF students and faculty. The 2012 Symposium included 99 posters, 2 oral presentations, and 2 performances, which represented work from 192 students.

4. Support high-quality student experiences that emphasize engagement and flexible modes of course and program delivery.

UWF has maintained its commitment to providing students with personalized attention in smaller classes, when possible. For instance, in fall 2011, even though the undergraduate student-to-faculty ratio rose to 23.8 (up from 23 in fall 2010), UWF increased the number of undergraduate course sections by 19% over the previous fall term, allowing the institution to maintain its goal of at least 80% of undergraduate course sections serving fewer than 40 students each. Additionally, 62% of the undergraduate course sections were taught by regular faculty, as opposed to by graduate assistants or adjuncts.

UWF continues to maintain a strong virtual presence, offering more than 400 fully online course sections each semester that lead to undergraduate and graduate degrees, as well as credit-earning certificates. UWF reinforces its innovative online curriculum through participation in Quality Matters to assure high-quality instruction. During each term in 2011-2012, approximately 51% of UWF students took at least one online course, with 26% of UWF students taking only online courses. For the year, approximately 30% of the course sections were fully online, with 55% of the enrollments at the undergraduate level and 45% at the graduate level. Of the students enrolled in these fully online courses, 69% were female, 75% were 25 years old or older, and 17% were from outside of Florida. The students had a 91% completion rate in the fully online courses. Additional information is available on the [UWF Online Campus Website](http://onlinecampus.uwf.edu/aboutus/statistics.cfm).⁵

5. Recruit and retain talented faculty and staff.

Since 2007, UWF has increased its enrollment, particularly at the lower division (22.6%), despite sizable reductions in State support. To accommodate the additional enrollment growth and help maintain quality, UWF has focused nearly all of the funds generated from tuition differential to hire new faculty to teach undergraduate students. In 2011-2012, UWF hired 21 full-time faculty with tuition differential funds, bringing the total number of instructors and advisors funded with tuition differential revenues to 41 (40 faculty and 1 advisor). The total number of course sections UWF had added or saved (i.e., funded with tuition differential revenues) from its inception through 2011-2012 was 287.

⁵ <http://onlinecampus.uwf.edu/aboutus/statistics.cfm>



ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS

In 2011, the University engaged rpkGroup to review UWF's lists of peer and aspirational peer institutions and to revise and refine them, as appropriate.⁶ The consultants also assisted UWF's Board of Trustees with the identification of Key Performance Indicators (KPIs) for the University, so the Board could monitor UWF's progress in relation to past performance, as well as in relation to the performance of peer and aspirational peer institutions.

The University continued with major construction projects during 2011-2012, including the Health and Wellness Center (opened in August 2011), President's Hall (subsequently opened in August 2012), the College of Business (subsequently opened in October 2012), and renovations to the John C. Pace Library. On June 14, 2012, the UWF Board of Trustees adopted the Campus Master Plan Update for 2011-2021.⁷ The 2011-2021 Master Plan is expected to transform the University, providing for its growth needs for the next 20 to 30 years. It will aid in transitioning UWF's campus to a more residential and traditional experience, while building a true sense of space for students, alumni, and the community.

In an effort to improve business processes and procedures, UWF continues to enact operating efficiencies through such strategies as consolidation of operations, streamlining and automating business process, strategic sourcing, and collaboration. A representative list of UWF's efforts implemented during 2011-2012 was provided to the Board of Governors in August 2012 as part of the documentation accompanying the 2013-2014 Legislative Budget Request for the State University System.⁸

In addition to implementing numerous cost-saving endeavors, the University continues to work to identify new and sustainable sources of revenue. In 2011-2012, the University established UWF Business Enterprises, Inc. (BEI), a non-profit direct support organization. BEI will build and manage public-private partnerships, create new services and businesses to support the campus community, and enhance current auxiliaries and businesses to increase alternate sources of revenue for UWF as State funds continue to dwindle.

The University continued to increase the level of giving to the annual fund in 2011-2012, receiving a total of \$3.1 million in gifts. UWF's Foundation Board, Alumni Board, and Board of Trustees all reached 100% participation in annual giving, and faculty and staff participation increased to 53%.

UWF continues to increasingly use data to inform internal programmatic, financial, and administrative decisions. In 2011-2012, UWF focused on enhancing technology/software solutions for improved and more efficient data handling and reporting (e.g., preparation for transition from legacy student data system to Student Banner). Additionally, the University began a review of commercial integrated planning, assessment, and resource allocation systems. Also, UWF piloted a new strategic planning and resource allocation (SPARA) model to better align the budgeting of investment dollars with the institutional mission and strategic priorities. UWF is committed to accounting for its effectiveness through the integration and alignment of transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources.

⁶ Peers: East Tennessee State University, Indiana State University, Rowan University (NJ), Stephen F. Austin University (TX), University of Arkansas--Little Rock, University of Massachusetts--Lowell, University of South Dakota, University of West Georgia, Valdosta State University, Western Carolina University (NC). Aspirational Peers: Appalachian State University (NC), Georgia Southern University, Indiana University of Pennsylvania, James Madison University (VA), Montclair State University (NJ), St. Cloud State University (MN).

⁷ <http://uwf.edu/campusmasterplan/2011CampusMasterPlanFinal.pdf>.

⁸ http://www.flbog.edu/documents_meetings/0134_0637_4995_417%20BUD%2010a%20-%202013-14%20LBR%20Material.pdf (pages 53-54).



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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 |
|---|---------------------|---------------------|---------------------|---------------------|----------------------|
| MAIN OPERATIONS | | | | | |
| Recurring State Funds | \$64,374,801 | \$56,542,963 | \$57,860,010 | \$52,322,084 | \$40,507,447 |
| Non-Recurring State Funds | \$632,158 | \$381,088 | \$837,797 | \$595,446 | \$1,000,000 |
| Tuition | \$25,384,606 | \$29,018,478 | \$32,074,779 | \$34,238,538 | \$36,097,512 |
| Tuition Differential Fee | \$0 | \$1,017,329 | \$2,600,681 | \$4,327,513 | \$7,542,828 |
| Other Revenues | \$1,249,389 | \$1,295,376 | \$1,380,486 | \$1,482,352 | \$573,376 |
| Phosphate Research Trust Fund | \$0 | \$0 | \$0 | \$0 | \$0 |
| Federal Stimulus Funds | \$0 | \$4,516,517 | \$4,321,645 | \$0 | \$0 |
| SUBTOTAL | \$91,640,954 | \$92,771,751 | \$99,075,398 | \$92,965,933 | \$85,721,163 |
| HEALTH SCIENCE CENTER / MEDICAL SCHOOL | | | | | |
| SUBTOTAL | NA | NA | NA | NA | NA |
| INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS) | | | | | |
| SUBTOTAL | NA | NA | NA | NA | NA |
| TOTAL | \$91,640,954 | \$92,771,751 | \$99,075,398 | \$92,965,933 | \$85,721,163 |

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. **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 |
|---|---------------------|---------------------|---------------------|---------------------|----------------------|
| MAIN OPERATIONS | | | | | |
| Instruction/Research | \$48,583,312 | \$48,773,802 | \$50,364,679 | \$49,225,756 | \$54,898,113 |
| Administration and Support Services | \$12,845,300 | \$13,094,301 | \$13,539,305 | \$12,719,166 | \$6,650,919 |
| PO&M | \$9,496,872 | \$9,907,685 | \$10,164,228 | \$10,081,248 | \$10,738,815 |
| Student Services | \$5,743,457 | \$5,566,721 | \$6,584,071 | \$6,895,525 | \$8,840,173 |
| Institutes and Research Centers | \$583,618 | \$601,417 | \$721,160 | \$714,529 | \$724,975 |
| Radio/TV | \$484,928 | \$458,540 | \$478,722 | \$458,536 | \$459,214 |
| Library/Audio Visual | \$3,236,378 | \$3,101,604 | \$3,128,174 | \$3,045,394 | \$3,330,882 |
| Museums and Galleries | - | - | - | - | - |
| Agricultural Extension | - | - | - | - | - |
| Intercollegiate Athletics | \$4,921 | \$4,921 | \$4,921 | \$4,921 | \$4,921 |
| Academic Infrastructure Support Org. | - | - | - | - | - |
| SUBTOTAL | \$80,978,786 | \$81,508,991 | \$84,985,260 | \$83,145,075 | \$85,648,012 |
| HEALTH SCIENCE CENTER / MEDICAL SCHOOL | | | | | |
| SUBTOTAL | NA | NA | NA | NA | NA |
| INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS) | | | | | |
| SUBTOTAL | NA | NA | NA | NA | NA |
| TOTAL | \$80,978,786 | \$81,508,991 | \$84,985,260 | \$83,145,075 | \$85,648,012 |

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; and 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 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 |
|-------------------------------------|-------------------|-------------------|-------------------|-------------------|----------------------|
| Appropriated Funding per FTE | | | | | |
| General Revenue per FTE | \$7,003 | \$5,788 | \$5,592 | \$4,771 | \$3,702 |
| Lottery Funds per FTE | \$750 | \$623 | \$687 | \$746 | \$559 |
| Tuition & Fees per FTE | \$3,400 | \$3,555 | \$3,444 | \$4,229 | \$5,342 |
| Other Trust Funds per FTE | \$0 | \$509 | \$462 | \$0 | \$0 |
| Total per FTE | \$11,154 | \$10,475 | \$10,186 | \$9,746 | \$9,603 |
| Actual Funding per FTE | | | | | |
| Tuition & Fees per FTE | \$3,176 | \$3,529 | \$3,857 | \$4,175 | \$4,539 |
| Total per FTE | \$10,928 | \$10,448 | \$10,599 | \$9,692 | \$8,800 |

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 |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|----------------------|
| Auxiliary Enterprises | | | | | |
| Revenues | \$14,675,742 | \$14,648,590 | \$16,202,669 | \$17,541,096 | \$16,000,000 |
| Expenditures | \$11,898,733 | \$12,786,119 | \$14,394,299 | \$15,208,040 | \$15,248,864 |
| Contracts & Grants | | | | | |
| Revenues | \$16,897,264 | \$20,167,307 | \$19,619,573 | \$18,183,284 | \$33,200,635 |
| Expenditures | \$17,055,790 | \$20,032,084 | \$19,690,176 | \$18,355,005 | \$33,453,935 |
| Local Funds | | | | | |
| Revenues | \$50,478,974 | \$72,296,518 | \$78,825,868 | \$85,727,233 | \$92,071,481 |
| Expenditures | \$49,573,583 | \$71,030,626 | \$78,409,422 | \$84,562,118 | \$89,160,327 |
| Faculty Practice Plans | | | | | |
| Revenues | NA | NA | NA | NA | NA |
| Expenditures | NA | NA | NA | NA | NA |

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* | 2011-12 |
|--------------------------------|----------|----------|----------|----------|----------|----------|
| Endowment Value (\$1000s) | \$64,239 | \$61,353 | \$47,437 | \$50,356 | \$55,688 | \$47,676 |
| Gifts Received (\$1000s)* | \$6,969 | \$6,033 | \$2,668 | \$3,128 | \$2,602 | \$3,063 |
| Percentage of Alumni Donors | 5.3% | 4.3% | 3.9% | 3.9% | 4.0% | 4.5% |

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

* Note - the 2010-11 "Gifts Received" reflects the VSE reported amount, \$2,601,979. The actual total of "Gifts Received" for 2010-11 was \$2,809,806 with almost \$208,000 of Museum funds being redirected to programs and scholarships. UWF's submittal to VSE for 2010-11 provided a footnote to the \$2.6m total, and VSE recommended for all other reporting activities that the total activity be reported. Thus, one may find discrepancies in various reports for 2010-11.



Section 2 – Personnel

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

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Full-time Faculty | | | | | |
| Tenured Faculty | 160 | 155 | 157 | 161 | 164 |
| Tenure-track Faculty | 76 | 69 | 57 | 50 | 56 |
| Non-Tenure Track Faculty | 102 | 106 | 104 | 100 | 86 |
| Instructors Without Faculty Status | 0 | 0 | 0 | 0 | 0 |
| Graduate Assistants/Associates | 0 | 0 | 0 | 0 | 0 |
| Executive/Administrative | 27 | 21 | 23 | 28 | 31 |
| Other Professional | 406 | 394 | 389 | 336 | 355 |
| Non-Professional | 360 | 343 | 320 | 376 | 366 |
| FULL-TIME SUBTOTAL | 1,131 | 1,088 | 1,050 | 1,051 | 1,058 |
| Part-time Faculty | | | | | |
| Tenured Faculty | 1 | 2 | 2 | 2 | 0 |
| Tenure-track Faculty | 0 | 0 | 0 | 0 | 0 |
| Non-Tenure Track Faculty | 5 | 0 | 3 | 1 | 1 |
| Instructors Without Faculty Status | ** | ** | 192 | 239 | 244 |
| Graduate Assistants/Associates | 280 | 401 | 358 | 361 | 311 |
| Executive/Administrative | 0 | 0 | 0 | 0 | 0 |
| Other Professional | 5 | 6 | 8 | 6 | 6 |
| Non-Professional | 2 | 0 | 1 | 3 | 2 |
| PART-TIME SUBTOTAL | 293 | 475 | 564 | 612 | 564 |
| TOTAL | 1,424 | 1,563 | 1,614 | 1,663 | 1,622 |

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.

** Denotes Missing Data



Section 3 – Enrollment

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

| | 2010-11 | | 2011-12 | | 2012-13 | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| | Funded | Actual | Funded | Actual | Funded | Estimated |
| FLORIDA RESIDENTS | | | | | | |
| Lower | 1,886 | 2,247 | 1,886 | 2,332 | 1,886 | 2,581 |
| Upper | 3,232 | 3,415 | 3,232 | 3,475 | 3,232 | 3,354 |
| Grad I | 599 | 672 | 599 | 652 | 599 | 604 |
| Grad II | 54 | 73 | 54 | 68 | 54 | 63 |
| Total | 5,771 | 6,407 | 5,771 | 6,527 | 5,771 | 6,602 |
| NON-FLORIDA RESIDENTS | | | | | | |
| Lower | . | 192 | . | 221 | . | 232 |
| Upper | . | 243 | . | 265 | . | 268 |
| Grad I | . | 155 | . | 166 | . | 187 |
| Grad II | . | 14 | . | 15 | . | 16 |
| Total | 444 | 604 | 444 | 667 | 444 | 703 |
| TOTAL FTE | | | | | | |
| Lower | . | 2,439 | . | 2,553 | . | 2,813 |
| Upper | . | 3,658 | . | 3,740 | . | 3,622 |
| Grad I | . | 827 | . | 818 | . | 791 |
| Grad II | . | 87 | . | 83 | . | 79 |
| Total FTE | 6,215 | 7,011 | 6,215 | 7,194 | 6,215 | 7,305 |
| Total FTE (US Definition) | 8,287 | 9,348 | 8,287 | 9,592 | 8,287 | 9,741 |
| Headcount for Medical Doctorates | | | | | | |
| Residents | NA | NA | NA | NA | NA | NA |
| Non-Residents | NA | NA | NA | NA | NA | NA |
| Total | NA | NA | NA | NA | NA | NA |

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 Fundable]

| | 2010-11 Actual | 2011-12 Actual | 2012-13 Estimated |
|---------------------------------|-------------------|-------------------|----------------------|
| MAIN CAMPUS | | | |
| Lower | 2,437 | 2,553 | 2,812 |
| Upper | 3,534 | 3,638 | 3,512 |
| Master's (Grad I) | 818 | 806 | 781 |
| Doctoral (Grad II) | 80 | 76 | 71 |
| TOTAL | 6,869 | 7,072 | 7,175 |
| OTHER PHYSICAL LOCATIONS | | | |
| Lower | 1 | 1 | 1 |
| Upper | 124 | 102 | 110 |
| Master's (Grad I) | 9 | 12 | 10 |
| Doctoral (Grad II) | 7 | 8 | 8 |
| TOTAL | 142 | 122 | 130 |
| TOTAL | | | |
| Lower | 2,439 | 2,553 | 2,813 |
| Upper | 3,658 | 3,740 | 3,622 |
| Master's (Grad I) | 827 | 818 | 791 |
| Doctoral (Grad II) | 87 | 84 | 79 |
| TOTAL | 7,011 | 7,195 | 7,305 |

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



Section 3 – Enrollment *(continued)*

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

| | 2010-11 | 2011-12 |
|---------------------------|--------------|--------------|
| LOWER-DIVISION | | |
| Traditional (<50%) | 1,128 | 1,524 |
| Hybrid Blend (50%-79%)* | 852 | 610 |
| Distance Learning (>80%) | 459 | 420 |
| TOTAL | 2,439 | 2,553 |
| UPPER-DIVISION | | |
| Traditional (<50%) | 1,527 | 1,860 |
| Hybrid Blend (50%-79%)* | 998 | 738 |
| Distance Learning (>80%) | 1,133 | 1,142 |
| TOTAL | 3,658 | 3,740 |
| MASTER'S (GRAD I) | | |
| Traditional (<50%) | 194 | 253 |
| Hybrid Blend (50%-79%)* | 185 | 139 |
| Distance Learning (>80%) | 448 | 426 |
| TOTAL | 827 | 818 |
| DOCTORAL (GRAD II) | | |
| Traditional (<50%) | 30 | 37 |
| Hybrid Blend (50%-79%)* | 23 | 14 |
| Distance Learning (>80%) | 34 | 32 |
| TOTAL | 87 | 84 |
| TOTAL | | |
| Traditional (<50%) | 2,879 | 3,674 |
| Hybrid Blend (50%-79%)* | 2,058 | 1,501 |
| Distance Learning (>80%) | 2,075 | 2,020 |
| TOTAL | 7,011 | 7,195 |

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). * Note: As UWF implements a new data system to maintain student files, the University is incorporating better ways to more systematically delineate and track FTE associated with blended/hybrid courses, as opposed to traditional delivery methods. These numbers may need to be adjusted further in the next reporting cycle.



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 |
|---|--------------------|--------------|---------------------|-------------------------|----------|
| New Programs | | | | | |
| Athletic Training | 51.0913 | Bachelor's | Mar. 12, 2012 | Fall 2012 | |
| Terminated Programs | | | | | |
| Art Teacher Ed | 13.1302 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| English Teacher Ed | 13.1305 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| Foreign Language Teacher Ed | 13.1306 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| Mathematics Teacher Ed | 13.1311 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| Religious Studies | 38.0201 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| Science Teacher Ed | 13.1316 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| Social Sciences Teacher Ed | 13.1317 | Bachelor's | Sep. 23, 2011 | Fall 2012 | |
| Inactive Programs | | | | | |
| No Changes | | | | | |
| New Programs Considered By University But Not Approved | | | | | |
| None | | | | | |

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes with a Board action date 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 | 912 | 1,033 | 1,123 | 1,177 | 1,237 |
| % Retained | 71% | 79% | 73% | 74% | 71% |
| % Retained <i>with GPA of 2.0 or higher</i> | 64% | 73% | 67% | 69% | 63% |

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 Graduation Rates

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

| | 2002-08 | 2003-09 | 2004-10 | 2005-11 | 2006-12 Preliminary |
|-------------------------|---------|---------|---------|---------|------------------------|
| Cohort Size | 758 | 815 | 858 | 829 | 861 |
| % Graduated | 44% | 45% | 47% | 48% | 45% |
| % <i>Still Enrolled</i> | 10% | 10% | 9% | 7% | 8% |
| % <i>Success Rate</i> | 54% | 55% | 56% | 55% | 53% |

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

| 4 – Year Rates | 2004-08 | 2005-09 | 2006-10 | 2007-11 | 2008-12 Preliminary |
|--|----------------|----------------|----------------|----------------|----------------------------|
| Full- & Part-time Cohort | 951 | 932 | 996 | 1,028 | 1,099 |
| <i>From Same University</i> | | | | | |
| % Graduated | 19% | 22% | 22% | 20% | 26% |
| % Still Enrolled | 41% | 36% | 34% | 34% | 36% |
| <i>From Other SUS University</i> | | | | | |
| % Graduated | 2% | 2% | 2% | 2% | 2% |
| % Still Enrolled | 5% | 5% | 4% | 7% | 5% |
| <i>From State University System</i> | | | | | |
| % Graduated | 21% | 24% | 24% | 22% | 28% |
| % Still Enrolled | 46% | 41% | 38% | 41% | 40% |
| % Success Rate | 67% | 65% | 63% | 63% | 69% |
| 6 – Year Rates | 2002-08 | 2003-09 | 2004-10 | 2005-11 | 2006-12 Preliminary |
| Full- & Part-time Cohort | 896 | 929 | 951 | 932 | 996 |
| <i>From Same University</i> | | | | | |
| % Graduated | 42% | 43% | 46% | 46% | 44% |
| % Still Enrolled | 10% | 10% | 9% | 8% | 8% |
| <i>From Other SUS University</i> | | | | | |
| % Graduated | 7% | 6% | 6% | 6% | 6% |
| % Still Enrolled | 2% | 3% | 2% | 2% | 1% |
| <i>From State University System</i> | | | | | |
| % Graduated | 49% | 49% | 52% | 52% | 49% |
| % Still Enrolled | 12% | 13% | 11% | 9% | 9% |
| % Success Rate | 61% | 62% | 63% | 62% | 58% |

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 (e.g., 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

| 2 – Year Rates | 2006-08 | 2007-09 | 2008-10 | 2009-11 | 2010-12 Preliminary |
|--|----------------|----------------|----------------|----------------|--------------------------------|
| Cohort | 606 | 712 | 662 | 747 | 730 |
| <i>From Same University</i> | | | | | |
| % Graduated | 35% | 30% | 27% | 29% | 31% |
| % Still Enrolled | 51% | 51% | 55% | 54% | 48% |
| <i>From Other SUS University</i> | | | | | |
| % Graduated | 0% | 0% | 1% | 0% | 0% |
| % Still Enrolled | 1% | 1% | 1% | 2% | 2% |
| <i>From State University System</i> | | | | | |
| % Graduated | 35% | 30% | 27% | 30% | 32% |
| % Still Enrolled | 52% | 52% | 56% | 56% | 50% |
| % Success Rate | 87% | 82% | 83% | 86% | 82% |
| | | | | | |
| 4 – Year Rates | 2004-08 | 2005-09 | 2006-10 | 2007-11 | 2008-12 Preliminary |
| Cohort | 564 | 565 | 606 | 712 | 662 |
| <i>From Same University</i> | | | | | |
| % Graduated | 66% | 68% | 69% | 61% | 66% |
| % Still Enrolled | 10% | 11% | 10% | 9% | 8% |
| <i>From Other SUS University</i> | | | | | |
| % Graduated | 3% | 2% | 1% | 1% | 1% |
| % Still Enrolled | 1% | 1% | 0% | 1% | 0% |
| <i>From State University System</i> | | | | | |
| % Graduated | 68% | 70% | 70% | 63% | 68% |
| % Still Enrolled | 10% | 12% | 10% | 10% | 9% |
| % Success Rate | 79% | 81% | 79% | 72% | 76% |

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

| 5 – Year Rates | 2003-08 | 2004-09 | 2005-10 | 2006-11 | 2007- 12 Preliminary |
|--|----------------|----------------|----------------|----------------|---------------------------------|
| Cohort Size | 725 | 704 | 683 | 724 | 724 |
| <i>From Same University</i> | | | | | |
| % Graduated | 55% | 54% | 56% | 55% | 52% |
| % Still Enrolled | 5% | 5% | 6% | 6% | 6% |
| <i>From Other SUS University</i> | | | | | |
| % Graduated | 3% | 2% | 3% | 2% | 2% |
| % Still Enrolled | 0% | 0% | 0% | 1% | 0% |
| <i>From State University System</i> | | | | | |
| % Graduated | 58% | 56% | 59% | 56% | 54% |
| % Still Enrolled | 5% | 6% | 6% | 6% | 6% |
| % Success Rate | 63% | 62% | 65% | 63% | 60% |

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 | 1,733 | 1,799 | 1,702 | 1,903 | 2,053 |

Notes: This is a count of baccalaureate degrees granted. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks.

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 | 265 | 283 | 285 | 320 | 336 |
| Health Professions* | 68 | 66 | 59 | 119 | 132 |
| Security and Emergency Services | 98 | 104 | 96 | 91 | 89 |
| Globalization | 63 | 78 | 89 | 102 | 103 |
| Education* | 119 | 153 | 114 | 149 | 103 |
| SUBTOTAL | 613 | 684 | 643 | 781 | 763 |
| <i>Percent of ALL Baccalaureate Degrees</i> | <i>33%</i> | <i>36%</i> | <i>37%</i> | <i>40%</i> | <i>37%</i> |

Baccalaureate Degrees

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. Degree counts include first and second majors. This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|------------------------------|---------|---------|---------|---------|---------|
| Non-Hispanic Black | | | | | |
| Number of Degrees | 134 | 155 | 146 | 157 | 214 |
| Percentage of Degrees | 8% | 9% | 9% | 8% | 11% |
| Hispanic | | | | | |
| Number of Degrees | 71 | 82 | 80 | 87 | 104 |
| Percentage of Degrees | 4% | 5% | 5% | 5% | 5% |
| Pell-Grant Recipients | | | | | |
| Number of Degrees | 628 | 671 | 647 | 811 | 965 |
| Percentage of Degrees | 37% | 38% | 39% | 43% | 48% |

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. **Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens. 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 | 57% | 59% | 55% | 55% | 60% |
| AA Transfers | 73% | 76% | 76% | 75% | 76% |
| Other Transfers | 66% | 71% | 72% | 69% | 70% |
| TOTAL | 67% | 70% | 68% | 68% | 70% |

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (i.e., 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 | 886 | 828 | 869 | 886 | 1,054 |
| Percentage of Undergraduate Course Sections by Class Size | | | | | |
| Fewer than 30 Students | 66% | 63% | 60% | 59% | 64% |
| 30 to 49 Students | 28% | 29% | 32% | 33% | 29% |
| 50 to 99 Students | 6% | 7% | 7% | 7% | 6% |
| 100 or More Students | 1% | 2% | 2% | 1% | 1% |

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-------------------|---------|---------|---------|---------|---------|
| Faculty | 67% | 67% | 62% | 64% | 62% |
| Adjunct Faculty | 27% | 26% | 30% | 27% | 30% |
| Graduate Students | 4% | 5% | 5% | 5% | 5% |
| Other Instructors | 2% | 3% | 3% | 3% | 2% |

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

TABLE 4M. 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 | \$80,145 | \$78,532 | \$88,527 | \$85,424 | \$83,829 |

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 | 18.9 | 22.5 | 22.1 | 23.0 | 23.8 |

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.



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 | 41 | 31 | 33 | 32 | 29 |
| Pass Rate | 85% | 94% | 94% | 94% | 93% |
| 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 | \$2,600,681 | \$4,327,513 | \$7,542,828 |
| Students Receiving TDF Funded Award | 554 | 675 | n/a |
| Value of TDF Funded Award | \$1,128 | \$1,242 | n/a |
| Florida Student Assistance Grant (FSAG) Eligible Students | | | |
| Number of Eligible Students | 3,450 | 4,058 | n/a |
| Number FSAG-Eligible Receiving a TDF Waiver* | 317 | 319 | n/a |
| Value of TDF Waivers | \$263.77 | \$481.70 | 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.

Note: Numbers corrected for 2010-2011 Annual Report to align reporting time period to the budget year instead of the financial aid award year.



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 |
|---|--------------------|--------------|---------------------|-------------------------|-----------------------------------|----------|
| New Programs | | | | | | |
| None | | | | | | |
| Terminated Programs | | | | | | |
| None | | | | | | |
| Inactive Programs | | | | | | |
| None | | | | | | |
| New Programs Considered By University But Not Approved | | | | | | |
| None | | | | | | |

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports new and terminated program changes with 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 |
|------------------------|------------|------------|------------|------------|------------|
| TOTAL | 465 | 476 | 496 | 621 | 580 |
| Masters and Specialist | 434 | 450 | 475 | 594 | 562 |
| Research Doctoral | 31 | 26 | 21 | 27 | 18 |
| Professional Doctoral | NA | NA | NA | NA | NA |
| <i>a) Medicine</i> | NA | NA | NA | NA | NA |
| <i>b) Law</i> | NA | NA | NA | NA | NA |
| <i>c) Pharmacy</i> | NA | NA | NA | NA | NA |

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 | 48 | 61 | 83 | 100 | 77 |
| Health Professions | 1 | 4 | 6 | 11 | 16 |
| Security and Emergency Services | 0 | 0 | 2 | 7 | 10 |
| Globalization | 9 | 19 | 7 | 13 | 19 |
| Education | 52 | 27 | 44 | 26 | 35 |
| SUBTOTAL | 110 | 111 | 142 | 157 | 157 |
| Percent of All Graduate Degrees | 24% | 23% | 29% | 25% | 27% |

Notes: This is a count of graduate degrees 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. Degree counts include first and second majors. 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 6 – Research and Economic Development

TABLE 6A. Research and Development

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11* | 2011-12 |
|--|----------|----------|----------|----------|-----------|----------|
| R&D Expenditures | | | | | | |
| Total (\$ 1,000s) | \$14,903 | \$14,137 | \$13,288 | \$17,757 | \$21,710 | \$16,221 |
| Federally Funded (\$ 1,000s) | \$12,349 | \$10,167 | \$10,265 | \$11,038 | \$13,156 | \$12,858 |
| Percent Funded From External Sources | 89% | 82% | 93% | 67% | 65% | 83% |
| Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$) | \$60,336 | \$59,903 | \$59,321 | \$82,977 | \$118,633 | \$84,482 |
| Technology Transfer | | | | | | |
| Invention Disclosures | 2 | 3 | 3 | 1 | 3 | 1 |
| U.S. Patents Issued | 0 | 0 | 0 | 0 | 0 | 0 |
| Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty | 0 | 0 | 0 | 0 | 0 | 0 |
| Licenses/ Options Executed | 0 | 1 | 0 | 0 | 5 | 1 |
| Licensing Income Received (\$) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Number of Start-Up Companies | 0 | 0 | 0 | 0 | 0 | 0 |

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). 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.

Note: * 2010-2011 data spike was due to large FGNW (Florida's Great Northwest) cost share commitment (\$3.8M).



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 |
| Phase I Grants | | | |
| (1) A Device and Improved Method for the Detection of Protozoan Pathogens in Potable and Environmental Waters | 2010 | \$ 30,000.00 | \$ 24,517.94 |
| (2) TellusPoint | 2010 | \$ 30,000.00 | \$ 29,999.94 |
| Phase II Grants | | | |
| None | | | |
| Phase III Grants | | | |
| None | | | |
| Total for all SURCAG Grants | | \$60,000.00 | \$54,517.88 |

Note: Expenditures represent costs incurred through end of FY2011-12 on 06/30/2012.

Narrative Comments: 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.

(1) Cryptosporidium, Giardia, as well as several members of the Microsporidia, are entero-pathogenic parasites of humans and animals, producing asymptomatic to severe intestinal infections. Continual outbreaks have highlighted the need for robust and cost-effective detection methods, but the U.S. Environmental Protection Agency Enhanced Surface Water Treatment Rule (LT2 rule) mandates the use of Method 1623 for monitoring source waters and drinking water for Cryptosporidium and Giardia. The techniques are dated, expensive in labor and materials, and inefficient resulting in limited practical use.

UWF researchers have devised an inexpensive and rapid method (patent pending) that accelerates and improves the separation and purification of target organisms for DNA extraction. Sample material collected on cellulosic filters is subjected to acetone dissolution and centrifugation using a specifically-designed device for removing larger and smaller debris and dissolved materials in a single, confined step.

UWF researchers are revising the publication submitted last year for publication, and have initiated experiments with a colleague in the United Kingdom. The focus of the work is to test the ability of newly available methods to ascertain the viability of bacteria pathogens to work on cysts recovered by the CFD. Propidium monoazide (PMA) is a chemical agent that binds up DNA and prevents PCR amplification for detection. It is only permeable in dead cells with compromised membranes, so it can be used as a test agent for live/dead organisms, or in this case to determine if an organisms is infectious. UWF researchers are also exploring fluorescent detection methods for downstream processing instead of PCR-based methods, as these may be more practical for municipal utilities as end users to employ. The work in the UK has attracted the attention of the Scottish Water agency, who



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

TABLE 6C. State University Research Commercialization Assistance Grants *(continued)*

has ordered two of the units for testing purposes. Further interaction with this group will likely open doors in the EU for commercialization and marketing.

(2) The balance of the SURCAG grant helped the Next Exit History™ team realize Next Exit History 2.0. Next Exit History™ 2.0 supports more than 55,000 historic sites, boasts more than 5,000 smartphone clients, and targets the 93% of travelers and tourists who use smartphones and tablets as travel tools. Recently profiled in Florida Trend Magazine (December 2011), Next Exit History™ 2.0 has caught the attention of the Florida Secretary of State and has become the featured mobile app of Viva Florida 500, the State's official celebration of Florida's 500th anniversary (<http://fla500.com/main.php>). The State of Florida is the client who can help finalize all licensing agreements with UWF

Next Exit has the continued support of the University of West Florida, a very large database of heritage sites, a strong following among smartphone users, and partnerships with large and small historical and cultural organizations around the country. In addition, NEH™ boasts a sophisticated "back end" content contributor interface that allows historical and cultural organizations to add their own content as a way of attracting visitors, which ensures exponential growth of the database over time. Also, the NEH™ team continues to write grants and seek contracts that will allow continued innovation and expansion of its database, mobile application smartphone client base, and network of contributors of historical and cultural content.

The team recently submitted a \$500,000 proposal to the BP Seafood and Tourism Promotion Fund to support Next Exit History™ 3.0. Next Exit History™ 3.0 will use the latest in interactive mobile technologies to encourage heritage tourism in the Gulf states, engaging tourists via new social media enhancements and a new gaming feature on its mobile apps, encouraging visitation and repeat visitation to historic and cultural sites through a reward system built into the gaming feature, and using augmented reality views to link heritage tourists to nearby goods and services. In addition to social media and gaming features, NEH 3.0™ will feature interactive and traditional marketing campaigns, 200 new multimedia-enhanced regional heritage sites, and an economic impact assessment to evaluate the effectiveness of NEH™'s enhanced technologies and innovative marketing campaigns.

Moreover, this project is creating jobs in the region by contracting with the University of West Florida, WUWF Public Media, the UWF Haas Center for Business Research and Economic Development, Coco Design, and Wirehead Labs of Pensacola and with the University of South Alabama (USA), University of Southern Mississippi (USM), Southeastern Louisiana University (SLU), and the University of Louisiana, Lafayette (ULL). Also, Next Exit History™ 3.0 will help small historical and cultural organizations in the region that struggle to attract visitors. These organizations often operate without marketing budgets. NEH™ 3.0 directly addresses this problem by providing a free medium for web and mobile marketing. NEH™ also boasts a sophisticated "back end" content contributor interface that allows historical and cultural organizations to add their own content as a way of attracting visitors, which ensures exponential growth of the NEH™ database over time. Finally, this proposal will allow Next Exit History™ to go from a university project to commercial startup, creating high-tech jobs in the region.

The NEH™ team also registered TellusPoint, LLC in the state of Florida as a corporation in which to house Next Exit History™.