Florida Agricultural and Mechanical University
Board of Trustees

Academic and Student Affairs Committee Meeting
Date: March 3, 2017
Time: 3:15 pm
Location: Conference Call

Committee Members: Matthew Carter, Chair
Justin Bruno, Thomas Dortch, Bettye Grable, David Lawrence, Nicole Washington, and Robert Woody

AGENDA

I.	Call to Order	Trustee Matthew Carter
II.	Roll Call	

ACTION ITEM

III.	Accountability Report	Mrs. Beverly Barrington
IV.	Revised Academic Calendars	Interim Provost Rodner Wright
V.	Adjournment	

Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM

Date: March 3, 2017
Agenda Item: III

Item Origination and Authorization

Policy ____ Award of Bid____ Budget Amendment____ Change Order____
Resolution____ Contract____ Grant____ Other____

Action of Board

Approved____ Approved w/ Conditions ___ Disapproved ___ Continued____ Withdrawn ____

Subject: FAMU 2015-2016 Annual Accountability Report

Rationale: The Board of Governors Regulation 2.002 requires that the Board of Governors institute a planning and performance monitoring system "...that includes the submission of university work plans and annual reports designed to inform strategic planning, budgeting and other policy decisions for the State University System." The University's Annual Accountability Report, which conforms to the required elements, metrics and format provided by the Board of Governors, identifies key achievements and narrative related to Board of Governors goals on Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement. The report also includes dashboard data and data tables relating to performance funding metrics, financial resources, personnel, enrollment, undergraduate and graduate education, and research and economic development. The Accountability Report requires Board of Trustees approval prior to the Board of Governors meeting on March 29-30, 2017.

Attachment: FAMU 2015-2016 Accountability Report

Recommendation: It is recommended that the Florida A&M University Board of Trustees approve the 2015-2016 Annual Accountability Report of the University, to be submitted to the Board of Governors for consideration at its March 2017 meeting.

2015-16

Annual Accountability Report

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

PENDING BOT APPROVAL

2/24/2017

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

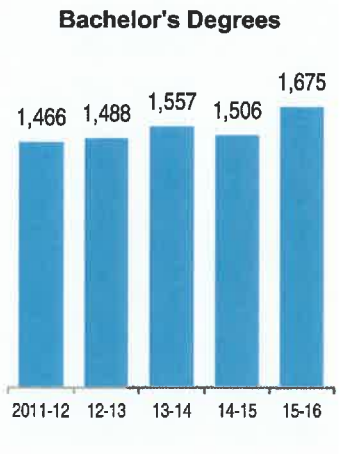
Headcount Enrollments	Fall 2015	% Total	2014-15 % Change
TOTAL	9,920	100%	-3%
White	747	8%	1%
Hispanic	276	3%	13%
Black	8,455	85%	-6%
Other	442	4%	49%
Full-Time	8,474	85%	-3%
Part-Time	1,446	15%	-4%
Undergraduate	7,458	75%	-3%
Graduate	2,001	20%	1%
Unclassified	461	5%	-13%

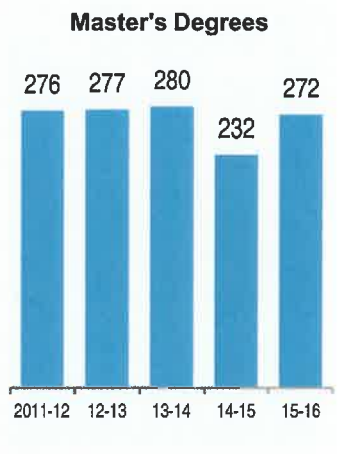
Degree Programs Offered	
TOTAL *(as of Spring 2016)*	92
Baccalaureate	50
Master's	27
Research Doctorate	12
Professional Doctorate	3

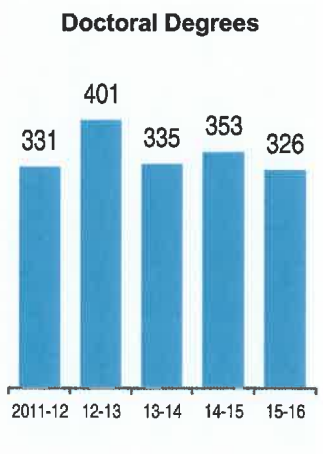
Faculty (Fall 2015)	Full-Time	Part-Time
TOTAL	547	1
Tenure & Ten. Track	393	0
Non-Tenured Faculty	151	1

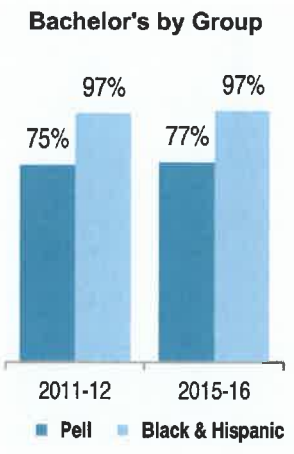
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Higher Research Activity
Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Graduate Instructional Program:	Research Doctoral: Professional-dominant
Size and Setting:	Four-year, medium, primarily residential
Community Engagement:	No

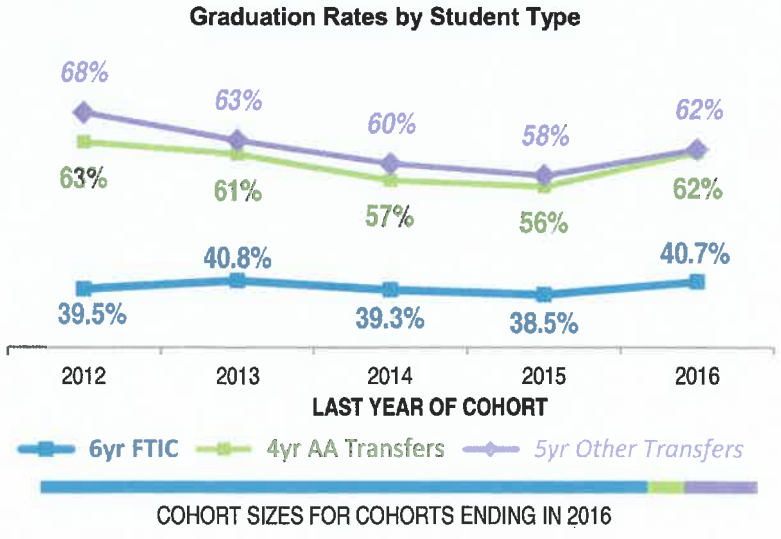
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

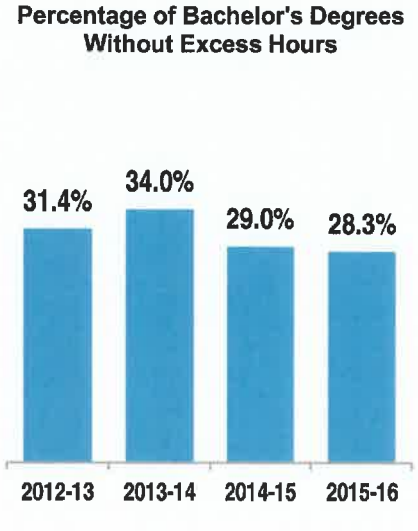






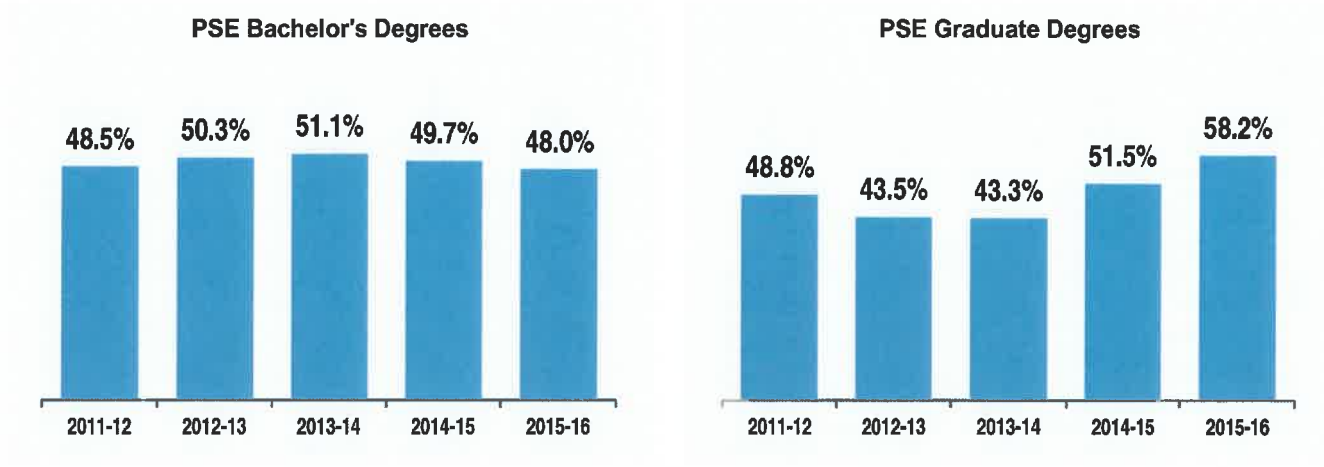




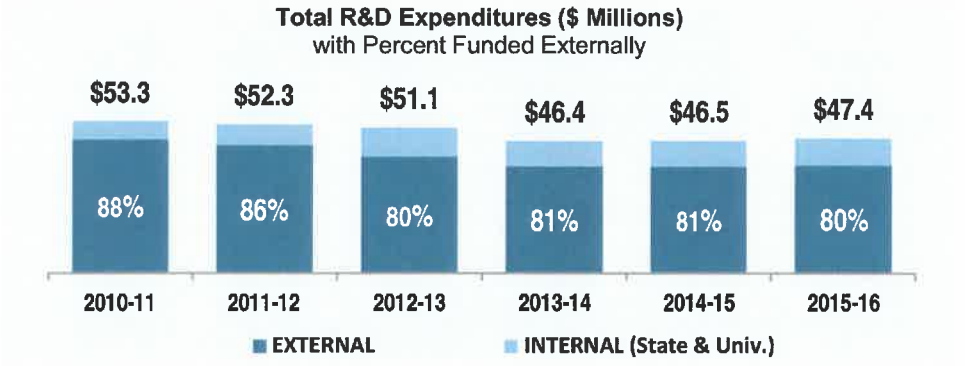


Dashboard

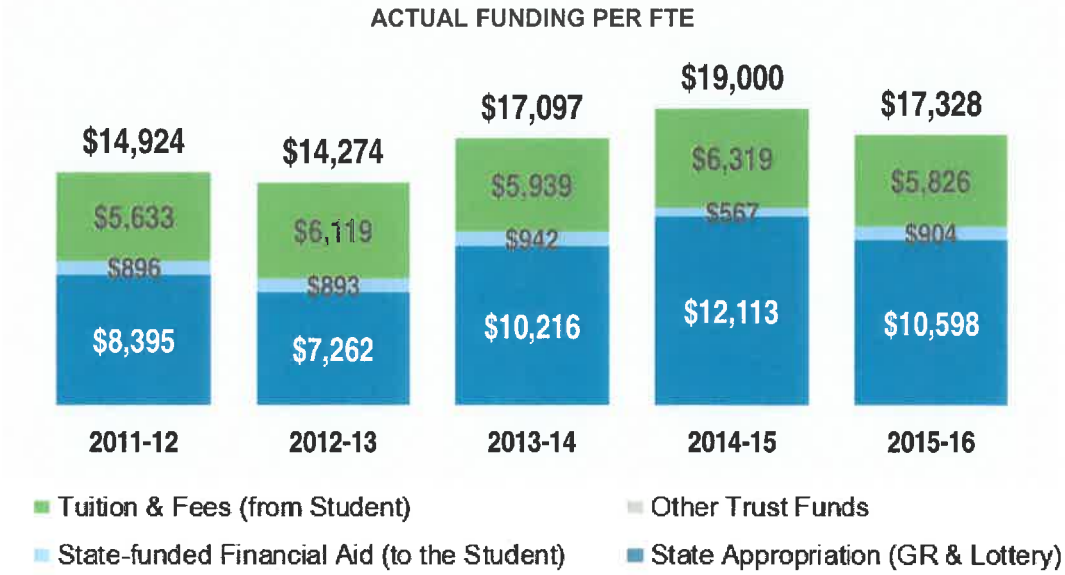
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



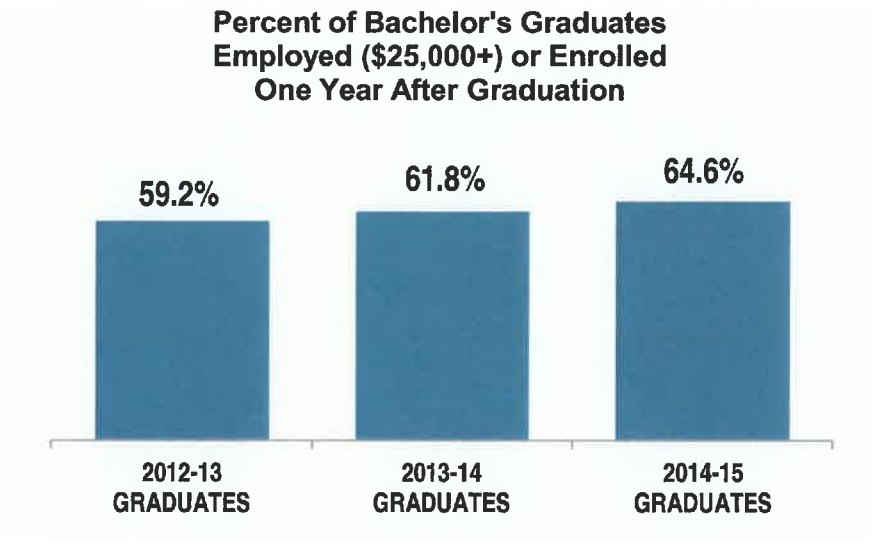
RESOURCES



Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.

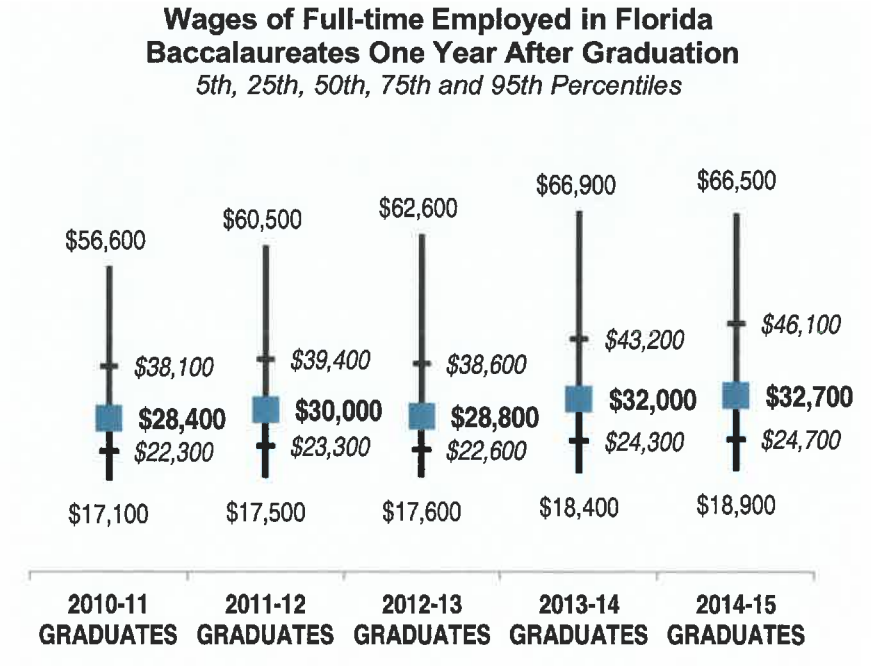
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 97% of the total 2014-15 graduating class.

See Table 4O within this report for additional information about this metric.



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 59% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed ($25,000+) or Enrolled One Year After Graduation	61.8%	64.6%	2.8%pts
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	$32,200	$32,700	2.2%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	$13,830	$12,640	-8.6%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	38.6%	40.7%	2.0%pts
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	75.4%	74.6%	-0.8%pts
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	49.7%	48.0%	-1.7%pts
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	64.8%	65.4%	0.7%pts
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	51.5%	58.2%	6.7%pts
		2014-15	2015-16	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	29.0%	28.3%	-0.7%pts
		2014-15	2015-16	CHANGE
10	*Board of Trustees Choice Metric:* Percent Funded From External Sources	81.0%	80.0%	-1.0%pts

Note: The annual data shown above is rounded to one decimal. The one-year change data is based on the non-rounded annual data and may not appear to sum due to rounding.

Key Achievements (2015 –2016)

STUDENT AWARDS/ACHIEVEMENTS

1. Belinda Brown, student in the School of Allied Health Sciences, was the 2016 recipient of the American Health Information Management Association (AHIMA) Student Triumph Award.
2. Candace Harris, Ph.D., student in the College of Science and Technology, was named the first "Research on the Science and Engineering of Signatures (ROSES) consortium Graduate Fellow." A two-year fellowship at $100,000 per year.
3. LaCrai Mitchell, student in the School of Journalism and Graphic Communication, was named the 2016 Student Journalist of the Year by the National Association of Black Journalists.

FACULTY AWARDS/ACHIEVEMENTS

1. Henry Williams, Ph.D., professor of microbiology, School of the Environment, was selected to serve as a Distinguished Lecturer for a two-year term, from July 1, 2016 to June 30, 2018 for the American Society for Microbiology. Dr. Williams is globally recognized as one of the foremost experts on the ecology of bacterial predators.
2. Four College of Pharmacy and Pharmaceutical Sciences faculty were recognized nationally as HIV/AIDS Experts by the American Academy of HIV/AIDS.
3. Larry Robinson, Ph.D., Eminent Professor, School of the Environment, was appointed to the National Research Council Committee on the Review of the Everglades Aquifer Storage and Recovery Regional Study.

PROGRAM AWARDS/ACHIEVEMENTS

1. In 2016, the American Association of Colleges of Pharmacy (AACP) listed the FAMU College of Pharmacy and Pharmaceutical Sciences as No. 26 in National Institutes of Health (NIH) research grants received, first in the State of Florida.
2. The graduate program in robotics engineering within the Department of Mechanical Engineering was ranked No. 11 nationally and first in Florida by GradSchoolHub.com.
3. The Center for Water Quality took 1st place in a National Science Foundation Innovation competition while competing against 21 other universities with its Multi-Element Thermal Analysis Technology.

RESEARCH AWARDS/ACHIEVEMENTS

1. FAMU's Carnegie Classification was elevated to an R2: Doctoral Universities – Higher research activity university.
2. Several FAMU faculty in the FAMU-FSU College of Engineering were part of a $35 million award provided to the Center of Advanced Power Systems from the U.S. Navy to aid in the development of the Electric Ship.
3. The FAMU P20 Center of Excellence for Cancer Research, Training and Community Service received the NIH-National Institute on Minority Health and Health Disparities grant for $5.4 million over a five-year period.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FAMU received one of the largest single land transfers (3,800 acres) in the history of the United States Department of Agriculture (USDA). The Station will support and enhance agriculture research and technology transfer to farmers and local communities, including small farmers, minority farmers, Native Americans, beginning ranchers, and veterans.
2. U.S. News & World Report lists FAMU as the No. 1 public HBCU in the nation and among the top 7 overall HBCUs, increasing its ranking from No. 10 to No. 7.
3. Forbes magazine listed the University as one of "America's Top Colleges" for 2016, and as one of its "Best in the South," "Best Public Colleges," and "Best Research Universities."

Narrative

In 2015-16, the University initiated several projects designed to enhance student performance, research, and engagement with communities and businesses; some of these initiatives are described in the sections that follow. In its quest to reenergize the campus, create ideation around program enrichment and funding strategies, and rethink how the University will achieve its core mission, the University began the process of updating and expanding upon its 2010-2020 Strategic Plan. Guided by the principles of Quality, Continuous Improvement, Sustainability, Internationalization and Diversity, and Community Engagement, the University accounted for the variety of changes across the state of Florida, Historically Black Colleges and Universities (HBCUs), and the broader higher education landscape in development of the new plan. The Strategic Plan will be finalized in 2017.

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

The quality and reputation of FAMU's academic programs are vital to student success and the mission of the University. By fostering a collaborative and comprehensive learning environment that empowers students to engage in their own learning, the University continues to leverage university resources to achieve academic and career success; thus, preparing students to be competitive in today's global marketplace. Many programs at the University received accolades regarding their quality. Below is a selective sample of a few of the accolades.

- In September 2015, FAMU's School of Nursing was named a top 20 Best-Value nursing program in the U.S., by BestValueSchools.com, and named among the top 25 (No. 21 out of 1,189 entries) nursing programs in the eastern region by The Nursing Journal.
- In 2016, FAMU was ranked as the No.19 best online master's in public health program in the nation by onlinemastersinpublichealth.com, and as No. 21 in the nation by www.mphonline.org. The ranking institutions celebrate FAMU as the first HBCU to offer this degree program online.
- In 2015, the School of Allied Health Sciences Master of Science in occupational therapy program was ranked the third largest producer of ethnically diverse occupational therapists nationwide, according to the Accreditation Council for Occupational Therapy Education (ACOTE).

In 2015-16, a variety of initiatives were implemented to strengthen the quality and reputation of academic programs. A selective sample of the initiatives are provided below.

- The Office of Instructional Technology, in conjunction with the Division of Academic Affairs, renovated and upgraded its student computer labs, as well the online faculty training facility. Additionally, a state-of-the-art video-conferencing center was enhanced to support the online education initiative, and other institutional initiatives, to increase FAMU's presence nationally and internationally.
- The School of Nursing, with the support of the Office of Title III Programs, developed and implemented virtual learning laboratories to equip students to thrive in the 21st century by infusing learning technologies into the curricula and transforming the instructional delivery method in health-related disciplines in an effort to substantially increase student learning outcomes.
- The College of Science and Technology implemented a new math placement process for incoming students that led to significant improvements in success rates (pass rates increased 12 and 19 percentage points respectively in college algebra and calculus I) for FTIC students.
- The College of Pharmacy and Pharmaceutical Sciences implemented a new online Teaching Certificate Program for new faculty, graduate students, residents, fellows and preceptors.
- The School of the Environment engaged undergraduate students through a scholars-in-residence program that requires first year students to participate in mandatory research. The exploratory

field research experience at Apalachicola Bay and the use of the Core Lab provided students with uninhibited access to high-tech state-of-the art instrumentation.

- The University constructed its third Active Learning Classroom, which was designed to enhance critical thinking, problem-solving, and team-building skills in STEM courses. In 2015-16, more than 900 students received instruction in active learning classrooms while enrolled in gateway STEM courses.

Since its inception, FAMU has had a long and rich history of educating students at the undergraduate, graduate, professional, and doctoral levels, thus enabling students to have a profound educational experience with an impact on society after graduation. FAMU maintains its commitment to upholding the quality of its academic programs through annual program reviews and accreditation activities. FAMU continues to pride itself on the high percentage of accredited programs it offers as verification of the quality of its academic programs. The percentage of eligible programs in 2015-16 with specialized accreditation was 83.87%. In 2015-16, several academic degree programs received continued accreditation. Programs included:

- In the School of Architecture and Engineering Technology (SA+ET), the bachelor of science programs in construction engineering technology and electronic engineering technology were reaccredited by ABET until September 2022.
- In the FAMU-FSU College of Engineering, six programs were reaccredited by the ABET - Engineering Accreditation Commission (chemical engineering, civil engineering, computer engineering, electrical engineering, industrial engineering, and mechanical engineering) until September 2022.
- In the School of Allied Health Sciences, the graduate program in occupational therapy was reaccredited by the Accreditation Council for Occupational Therapy Education (ACOTE) until 2023.
- In the College of Agriculture and Food Sciences, the bachelor of science in biological systems engineering was reaffirmed by ABET until 2018.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Undergraduate Student Success

The FAMU Undergraduate Student Success Center (USSC) continued to support student recruitment, retention, progression, and graduation through programming aimed at promoting student learning and attainment. One of the major initiatives in 2015-16 was the implementation of Living-Learning Communities, designed to increase student success, particularly in STEM and health fields. A selective sample of programs are provided below.

- The Access Summer Bridge Program was enhanced in 2015-16 to provide additional academic support, mentorship, and life skills development. Program elements included faculty mentoring sessions, college prep success videos, colloquiums, peer mentors, and civic education. A total of 117 FTIC students participated.
- The Living-Learning Communities (LLC) Program was fully implemented in 2015-16 in five program areas: allied health sciences, business, honors, journalism, and science, technology, engineering, and math (STEM). The academic year GPA of LLC participants (227 students) was 0.31 points higher than Non-LLC participants (2.95 vs. 2.64).
- Articulation Agreements: In 2015-16, the University established additional Memorandums of Understanding (MOU) with Santa Fe College and Pasco-Hernando State College to increase the number of transfer students attending FAMU. Additionally, the University began exploring 2+2 articulation agreements with the Florida Community College System.
- Academic Advisement: Academic advisors within USSC made a total of 26,619 advising contacts via e-mail, text or face-to-face contact during the 2015-16 academic year. Additionally, the

University implemented in spring 2016 a new system, Symplicity, designed to increase accountability, communication between advisors and enhance tracking of advising interactions.

Faculty Development

FAMU continued to invest in the professional development of its faculty by providing resources and support for enhancing teaching and learning. The faculty development activities offered by the University included workshops on several topics, including pedagogy and assessment of student learning, research, and developing study abroad activities.

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

According to the U.S. Congress Joint Economic Committee (JEC), between 2010 and 2020 the overall employment in STEM occupations will increase by 17 percent. FAMU recognized that it must proactively respond and continue to make investments in STEM and programs of strategic emphasis (PSEs). In 2015-16, the number of degrees awarded in Programs of Strategic Emphasis (PSEs) increased by 6.7 percentage points.

STEM

FAMU has implemented strategies and secured external funding to increase the output in STEM. Below are some examples to illustrate the effectiveness of several strategies.

- In 2015-16, the number of students earning STEM degrees increased 30% in comparison to 2014-15.
- The College of Science and Technology continued its science seminar series for undergraduate STEM majors during the 2015-16 academic year. Six seminars were held featuring invited speakers from academia and industry; more than 200 STEM majors participated. Students surveyed indicated the activity had a positive impression on their perception of science and increased their interest in pursuing a STEM career.
- Awards received from external agencies continue to grow FAMU's commitment to STEM and PSEs. Two National Nuclear Security Administration (NNSA) 3-year $4.5 million awards to Drs. Lewis Johnson and Charles Weatherford in the College of Science and Technology allow FAMU to continue ongoing efforts to strengthen strategic partnerships with four national laboratories: Lawrence Livermore National Lab, Los Alamos National Laboratory, Y-12 National Security Complex, and Pacific Northwest National Laboratory. FAMU STEM students have the opportunity to participate in summer research experiences at one of the national laboratories.
- The $2.9 million award to FAMU and FSU from the Florida Board of Governors (BOG) Targeted Educational Attainment (TEAm) Grant Award received in April 2014 continues to enable the FAMU College of Science and Technology to maintain its partnerships with FSU to implement several initiatives to recruit, retain, and graduate increased number of students in computer science and information technology disciplines.

Health Disciplines

FAMU maintains its commitment to providing high quality educational opportunities to students in the health care programs by advancing knowledge through scholarship and research. Several opportunities are listed below.

- The School of Nursing received funding from the Eartha M.M. White Legacy Fund Board and Baptist Health Foundation board to pioneer an endowed preceptorship (clinical) program that allows top FAMU nursing students to obtain clinical hours at Baptist Health Medical Center in Jacksonville, Florida.

- The Crestview campus of the College of Pharmacy and Pharmaceutical Sciences graduated its first class of 21 Doctor of Pharmacy (Pharm.D.) students.
- The College of Pharmacy and Pharmaceutical Sciences (COPPS) BRIDGES to the Baccalaureate in the Biomedical Sciences Program helps to cultivate and increase the number of underrepresented minority students from Tallahassee Community College (TCC) to obtain a baccalaureate degree in one of FAMU's outstanding biomedical science programs. In 2015-16, 10 students presented their research findings at a national biomedical conference, including four students graduating from TCC and bridged into one of the biomedical programs at FAMU.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FAMU's research reputation has been elevated due to its new 2015 Carnegie Classification designation as "R2: Doctoral Universities – Higher research activity university." As one of the 107 institutions (76 public and 31 private) across the country with an R2 classification, FAMU has positioned itself to attract additional world class professors, scholars, researchers, and grants.

The FAMU Division of Research (DoR) continues to support faculty, staff and students in enhancing the quality and reputation of scholarship, research and innovation. For the fiscal year 2015-16, the University received 185 new and 127 continuing awards and contracts. As a prelude to significantly increasing external research funding, FAMU has focused on increasing the number of proposals submitted. In 2015-16, FAMU experienced the highest number of proposals submitted in recent years, increasing by 23% over the previous all-time high in 2010-11. A total of $175 million in grant proposals were submitted to federal, state and private sponsors. Selected highlights of external research funding awarded in 2015-16 for research efforts by FAMU faculty are:

- The College of Pharmacy and Pharmaceutical Sciences received $7.8 million in awards in 2015-16, with $5.4 million from the National Institutes of Health. Additionally, the College submitted $74.5 million in proposals during this same period.
- The FAMU P20 Center of Excellence for Cancer Research, Training and Community Service received a five-year $5.4 million grant award from the NIH-National Institute on Minority Health and Health Disparities.
- FAMU Pharmacy faculty received several research grants totaling $10.3 million for cancer and nanopharmacology related research, including the study of triple negative breast cancer in minority women, lung cancer therapy, targeted nanocarriers for treatment of lung cancer, and the role of telmisartan on distribution of targeted nanoparticles.
- Faculty in the College of Pharmacy and Pharmaceutical Studies (COPPS) received approximately $1.5 million in grants from the National Institute of General Medical Sciences, National Cancer Institute and Bristol-Meyers Squibb for various studies on medical and pharmaceutical related subjects. COPPS was awarded more research funding from the NIH than any other pharmacy program in the State of Florida.
- Ashwini Chauhan, Ph.D., School of Environment, received a $644,662 grant award from the Department of Energy to investigate remediation of Uranium and heavy metals from the Savannah River Site (SRS).

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

FAMU is committed to fostering entrepreneurialism and economic development through technological advancements as well as venture capitalism and philanthropy for startups and growth companies. To

support this goal, FAMU implemented a host of initiatives and incentives to stimulate sponsored programs, contracts, grants, technology transfers, patents and intellectual property.

- FAMU partnered with DOMI, a startup incubator and co-working space in Tallahassee, to produce the Get Started Cohort that provided opportunities for FAMU students to work in teams with well-established companies on startup ideas and prototype building. Twenty-seven individuals across all disciplines engaged in brainstorming, build working units, and learned about customer discovery and market validation in order to learn how to bring products to market. Participants earned a chance to participate in the intensive DOMI Incubator Program, which provides the impetus for the team to pursue the goals of starting a startup or expanding an existing business.
- Seven FAMU students participated in the OFC Innovation & Entrepreneurship Program that was organized in partnership between FAMU, DOMI Station, and the Thurgood Marshall Scholarship Fund. Students participated in either the Innovation Track or the Software Hackathon track. The program is designed to inspire students to create new marketplace innovations and/or teach them how to use software for the creation of computer and cell phone apps.
- The Technology Commercialization Accelerator Program, a seven-week intensive program, was held in conjunction with Florida State University from October 2015 to December 2015. The TCAP invited select faculty inventors to form a team of postdoctoral researchers, graduate students and a business mentor to investigate whether their technology was marketable. Over the course of TCAP, each team learned how to test its ideas, understand customer demand, examine competition and develop partnerships to turn its research into profitable ventures, all under the watchful eye of experienced advisers and mentors.
- The School of Business and Industry held its inaugural Interdisciplinary Center for Creativity and Innovation (ICCI) Entrepreneurship Day in December 2015 with approximately 100 students participating. The mission of ICCI is to expose underrepresented individuals to creativity, innovation, and intra/entrepreneurship with a focus on technology by bringing together researchers, students, alumni, and community partners across all disciplines in an effort to build a climate of intra/entrepreneurial technological commercialization. This initiative was funded by the Chairman of Microsoft, John W. Thompson (FAMU Alumnus) and his wife Sandi.
- In 2015-16, FAMU had a patent issued to John Cooperwood, Ph.D., professor of medicinal chemistry, College of Pharmacy and Pharmaceutical Sciences. It was entitled, "SERMs for the Treatment of Estrogen Receptor-Mediated Disorders." *(U.S. 9,193,711)*

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Research is a key priority for FAMU and the University is committed to maintaining its status as the nation's leading research HBCU by enhancing participation and collaboration in research activities internally and externally. By leveraging faculty and researchers' expertise and resources in the University, FAMU collaborated with several external institutions highlighted in selected examples below.

- Through a study funded by the National Institute of Mental Health, Huijun Li, Ph.D., associate professor of psychology, partnered with researchers at Harvard University and in China to examine biomarkers for the prodrome and transition to psychosis and cognitive factors related to the development of psychosis across varying cultures.
- The School of Allied Health Sciences collaborated with Florida State University and the University of North Florida as part of the Tier 1 University Transportation Center project funded by the U.S. Department of Transportation to conduct research in the primary area of transportation engineering, as well as conducting educational and outreach programs. During the event, more than 140 community members, researchers, and K-12 students enjoyed presentations and demonstrations on the theme of "Transportation for a Lifetime."

- Several FAMU faculty in the College of Engineering are part of a $35 million award to the Center of Advanced Power Systems from the U.S. Navy to aid in the development of the Electric Ship.
- FAMU researchers, in partnership with Florida State University (FSU), led a $2.1 million grant project from the National Science Foundation's Plant Genome Research Program that will allow them to better understand the country's most important crop – corn.
- Jointly hosted by FAMU, FSU and TCC, the first-ever Discovery on Parade event was held to showcase local innovation. With more than 70 booths, this community event provided a unique preview of new and exciting inventions, discoveries and innovations making their way into the world. The Discovery on Parade also featured information on new and existing companies created through research endeavors and live technology demonstrations by researchers and their students.
- Agribusiness program leader and assistant professor Daniel Solis, Ph.D., collaborated with economists from the University of Connecticut and the University of Talca in Chile to study the role of informal trade in the efficiency of small-scale raspberry producers in Central Chile.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

It is the goal of FAMU to have an increased presence in the surrounding communities. In 2015-16, FAMU engaged both locally and regionally beyond boundaries of instruction and research as it maintained its commitment and involvement within the community. Faculty, staff and students were engaged with the community by participating and sponsoring activities in health, STEM, arts and extension services for the campus and surrounding communities.

Health Disparities and Public Health Issues

- The School of Allied Health Sciences Programs
  - The School participated in 43 community events.
  - The Division of Occupational Therapy participated in the annual CarFit event for the greater Tallahassee community by providing educational materials and one on one recommendations for safety improvement and community resources.
  - Faculty in cardiopulmonary science continued to be active members of the Tobacco Free Leon Partnership Committee. Faculty empowered youth and adults in Leon County to create a tobacco-free community through youth prevention; cessation activities; promotion of a tobacco free lifestyle; and reducing the tobacco industry's influence.
- The College of Pharmacy and Pharmaceutical Sciences
  - Through the Service-Learning program, graduating Pharm.D. students volunteered 32,400 hours of community service for academic year 2015-2016.
  - The FAMU pharmacy program provided care to HIV/AIDS patients in the AIDS Drug Assistance Program funded through the Florida Department of Health and Health Resources and Services Administration (HRSA).
  - The pharmacy program owns and manages four pharmacies (three in Tallahassee and one in Jacksonville) that provide care for the medically underserved.
  - The pharmacy program implemented *Pharmacy Facts Broadcasts*, which aired each Wednesday at 8:20 a.m. and 5:18 p.m. on 88.9 WFSU-FM. *Pharmacy Facts* addressed the common questions that patients often have about medications, as well as facts about proper use of medications.

STEM

- The School of the Environment, in collaboration with the College of Agriculture and Food Sciences and the College of Science and Technology, organized a regional summit focused on equitable community impacts of the BP Oil Spill Settlement for the City of Apalachicola. This was an effort by FAMU to support the City of Apalachicola as it recovers from economic losses suffered as a result of the 2010 Deepwater Horizon oil spill in the Gulf of Mexico.

Arts and Culture

The College of Social Sciences, Arts and Humanities continues to sponsor events to expose the campus and surrounding communities to areas of social sciences, arts and humanities bringing in individuals of national prominence. Selective events are listed below.

- The "*Shared Treasures,*" from the Bernard and Shirley Kinsey Collection, was exhibited at FAMU's Foster-Tanner Fine Arts Gallery. The University also hosted Bernard Kinsey's lecture on "What You Didn't Learn in High School History."
- Renowned playwright, journalist, poet and novelist Pearl Cleage opened the *Artists in Bloom Festival* with workshops on "Writing the story of the Book of Your Life" and "Ask Me Anything: An Exercise in Truth Telling."
- The University, in collaboration with the City of Tallahassee, hosted the Harambee Festival. The festival inspired and educated the community through a plethora of exciting events, from musical performances, cultural art, African drumming, dance, poetry, seminars, and health screenings.

Enhancing K-12 education

FAMU is committed to providing educational resources and opportunities to better prepare students as they enter college and the workforce. In 2015-16, the University offered 26 summer camps for K-12 students. FAMU's goal is to provide students with hands-on learning experiences that focus on college training and career preparation.

FAMU Developmental Research School (FAMU DRS)

- Students at the FAMU DRS engaged in a new research project designed to pioneer online learning methods and technologies. The research project is the first effort to emerge from an alliance between the Thurgood Marshall College Fund and the University of Phoenix to bring online learning and teaching methods to Historically Black Colleges and Universities (HBCUs).
- FAMU DRS was the recipient of a second five-year $1 million grant award to become one of the 21st Century Community Learning Centers (21st CCLC) model programs. The 21st CCLC is a School-Within-A-School after school program designed to increase the number of African Americans graduating from high school and successfully transitioning into college and careers.

Other K-12 Initiatives

- The College of Education continued to enhance K-12 education through the provision of professional development opportunities and/or training on varied topics for in-service teachers.
- The College of Science and Technology hosted its Third Annual STEM Day in April 2016 to increase student awareness and interest in pursuing STEM careers. The event was attended by approximately 200 middle and high school students, 31 parents, and two invited speakers.
- During the Regional Institute for Math and Science (RIMS) Summer program, the FITC Alliance Student Ambassadors developed a five-week summer program to provide upward bound (RIMS) high school students interested in computer science with information about what the discipline entails through hands-on instruction and projects. Ten high school students met with the two student ambassadors hired for the summer twice a week for five weeks. The high school students received instruction from student ambassadors in the areas of computer programming, web

development, and professional development, and produced computer applications that were explained during a presentation as a final project. The program, in collaboration with Florida State University, was supported by the BOG TEAm Project.

Agricultural Extension Services

As an 1890 land-grant institution, FAMU's cooperative extension program remains a critical component of the University mission. Through extension services and offerings, FAMU has been able to bring vital, practical information to agricultural producers, small business owners, consumers, families, and young people by educating farmers on business operations and on modern agricultural science and technologies. In 2015, Cooperative Extension made 302,388 connections with farmers, families and individuals, including field or site visits; office, phone or email consultations; group learning; and media contacts. FAMU offered services to improve the lives of consumers and families through nutrition education, food safety training, and youth awareness.

- The FAMU Extension Community Resource Development, City of Tallahassee, and Leon County Sustainable Communities joined in the effort to expand and improve gardening in schools and afterschool programs. As a result, many afterschool programs incorporated gardening in their activities, and students gained knowledge and skills on how to manage these gardens while getting physical exercise from working in the plots. This collaboration was in response to requests from local schools to develop school gardens, which almost doubled in comparison to the previous year. Participating youths showed an 80% increase in knowledge of agricultural terms.
- The FAMU Cooperative Extension Program hosted 40 students in the Ag-Discovery and AgTech Century 21 Summer Programs. More than 90% of the students reported that the program helped them to decide their career path.
- Animal healthcare, food safety and best-practice management protocol consultations were provided to producers and other individuals in north and central Florida to increase their knowledge and understanding of animal health and/or food safety issues and the potential solutions to address these conditions. Overall, 848 producers and individuals directly benefited from these consultations.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

FAMU continues its commitment to increasing its levels of community and business engagement. From working with local businesses, to engaging in class projects designed to inspire younger students in local schools to attend college, FAMU continues to be highly engaged in the Tallahassee community and beyond.

- The School of Allied Health Sciences was nominated for the *Outstanding Partners for Excellence Award* by the Leon County School District. The School of Allied Health Sciences was nominated in the category "Government Agencies and Non-Profit Organization" to recognize the partnership between the School and Bond Elementary School.
- The School of Journalism and Graphic Communication faculty, staff, and students served as multimedia mentors in school districts throughout northern Florida.
- Through our partnership with the Florida Small Business Development Center (SBDC) network, the SBDC at FAMU continues to offer a professional staff of consultants and trainers providing comprehensive, confidential business consulting services that are at no cost to the client.
- The Florida SBDC at FAMU is funded in part through a cooperative agreement with the U.S. Small Business Administration and Florida A&M University. The SBDC at FAMU serves eight counties within the northwest Florida region, from Leon to Madison, offering tools and tips that have led to the success of hundreds of businesses and entrepreneurs. In 2015, the Center helped clients obtain equity investments and loans totaling nearly $4 million and provided more than 7,000 hours

of business consulting to 495 entrepreneurs and small business owners. Additionally, the FAMU SBDC assisted its clients (small businesses in the Big Bend) with achieving the following:

- An increase of 138% in jobs created, retained, or saved as compared to 2014-15;
- An increase of 191% in sales as compared to 2014-15;
- An increase of 87% in government contracts awarded as compared to 2014-15;
- An increase of 14.5% capital obtained as compared to 2014-15; and
- An increase of 21.6% in new businesses started as compared to 2014-15.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Producing African American graduates, particularly in fields in which they are significantly underrepresented, is one of the primary contributions of the University to address community and business workforce needs. FAMU ranked 4th in the nation in the number of baccalaureate degrees awarded to African American graduates in all disciplines combined; and was also the top producer of African American graduates nationally in STEM and health fields based on data published by *Diverse Issues in Higher Education* in 2016. According to the report, Top 100 Producers, at the baccalaureate degree level, FAMU ranked as one of the top 10 producers of African American graduates in the nation in 2014-15 for the following fields:

Areas of Emphasis	Program Area/Ranking
STEM	Agriculture, Agriculture Operations, and Related Sciences (#1), an increase from #3 in 2015; Architecture and Related Services (#4)
Health	Allied Health Diagnostic, Intervention, and Treatment Professions (#3); Health and Medical Administrative Services (#4), an increase from #7 in 2015; Health Professions and Related Programs (#6)
Other	Homeland Security, Law Enforcement, Firefighting and Related Protective Services (#4), an increase from #5 in 2015; History (#7), an increase from #8 in 2015; Visual and Performing Arts (#7); Communication, Journalism, and Related Programs (#7) an increase from #8 in 2015; Accounting and Related Services (#8); Public Administration and Social Service Professions (#8); Public Administration and Social Service Professions (#9)

Additionally, the *Diverse Issues in Higher Education Top 100 Producers* report ranked FAMU as a top 10 producer of African American graduates in all disciplines combined; and for select graduate programs at the masters, doctoral, and first professional level for the following disciplines:

Areas of Emphasis	Program Area/Ranking
Masters	
STEM	Architecture and Related Services (#4)
Health	Rehabilitation and Therapeutic Professions (#2)
Other	Social Sciences (#2)
Doctoral Research	
STEM	Physical Sciences (#4)
Health	Health Professions and Related Programs (#9)
First Professional	
Health	Rehabilitation and Therapeutic Professions (#1) Pharmacy, Pharmaceutical Sciences, and Administration (#1)
Other	Law (#7)

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	$92,309,490	$96,977,120	$109,863,349	$96,671,280	$96,639,423
Non-Recurring State Funds	-$14,850,901	$2,655,777	$2,501,329	$0	$11,509,132
Tuition	$64,620,473	$57,711,385	$54,214,701	$52,298,413	$59,034,788
Tuition Differential Fee	$9,317,774	$8,558,070	$8,891,506	$7,902,531	$7,000,000
Misc. Fees & Fines	$853,415	$829,453	$777,773	$1,192,200	$1,766,826
Phosphate/Other TF	$0	$0	$0	$0	$0
TOTAL	**$152,250,251**	**$166,731,805**	**$176,248,658**	**$158,064,424**	**$175,950,169**
FAMU/FSU ENGINEERING SCHOOL					
Total	$0	$0	$0	**$12,999,685**	**$13,349,014**

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding**: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition**: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee**: Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines**: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* **Phosphate/Other Trust Fund**: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

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

MAIN OPERATIONS	2011-12*	2012-13	2013-14	2014-15	2015-16
Instruction/Research	$83,721,468	$91,404,242	$96,558,261	$96,652,118	$92,177,049
Administration and Support	$26,165,237	$27,370,987	$30,578,609	$30,783,217	$31,549,800
PO&M	$17,016,571	$19,149,283	$21,970,828	$20,108,321	$20,696,456
Student Services	$10,663,345	$11,465,614	$12,769,627	$13,008,386	$14,389,118
Library/Audio Visual	$5,469,947	$6,441,462	$6,820,172	$6,838,420	$6,974,965
Other	$682,058	$797,118	$583,551	$2,337,183	$1,167,666
TOTAL	**$143,718,626**	**$156,628,706**	**$169,281,048**	**$169,727,645**	**$166,955,054**

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

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

Section 1 – Financial Resources *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation *(GR & Lottery)*	$8,395	$7,262	$10,216	$12,113	$10,598
Tuition & Fees *(State-funded Aid)*	$896	$893	$942	$567	$904
Tuition & Fees *(from Student)*	$5,633	$6,119	$5,939	$6,319	$5,826
Other Trust Funds	$0	$0	$0	$0	$0
TOTAL	**$14,924**	**$14,274**	**$17,097**	**$19,000**	**$17,328**

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	$37,070	$37,250	$40,080	$44,520	$49,480

[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	.	.	$14,350	$13,830	$12,640

Notes: **Cost to the Institution** reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source**: State University Database System (SUDS), Expenditure Analysis: Report IV. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	$25,552,427	$25,213,058	$24,762,746	$35,708,244	$29,302,330
Expenditures	$22,200,051	$23,852,343	$31,469,452	$33,711,241	$25,149,703
Contracts & Grants					
Revenues	$53,333,017	$44,847,891	$51,417,860	$49,063,808	$44,301,781
Expenditures	$54,064,567	$46,859,000	$44,863,222	$46,606,243	$45,798,866
Local Funds					
Revenues	$69,027,997	$62,875,392	$57,399,650	$57,749,753	$52,628,419
Expenditures	$67,413,694	$63,055,801	$56,416,417	$60,022,021	$58,347,810

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

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value ($1000s)	$107,743	$115,281	$127,185	$120,741	$115,552
Gifts Received ($1000s)	$3,198	$3,226	$3,300	$5,837	$6,401
Percentage of Alumni Donors	5.8%	4.4%	3.3%	8.9%	6.4%

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

Section 2 – Personnel

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

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	276	268	253	247	307
Tenure-track Faculty	131	130	135	140	89
Non-Tenure Track Faculty	130	154	162	161	151
Instructors Without Faculty Status	40	41	38	37	40
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,141	1,142	1,203	1,159	1,145
FULL-TIME SUBTOTAL	**1,718**	**1,735**	**1,753**	**1,744**	**1,732**
Part-time Employees					
Tenured Faculty	0	3	0	0	0
Tenure-track Faculty	1	3	0	1	0
Non-Tenure Track Faculty	1	9	1	0	1
Instructors Without Faculty Status	164	130	157	209	124
Graduate Assistants/Associates	231	241	185	189	168
Non-Instructional Employees	7	5	6	3	3
PART-TIME SUBTOTAL	**404**	**391**	**349**	**402**	**296**
TOTAL	**2,122**	**2,126**	**2,102**	**2,146**	**2,028**

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

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	**13,207**	**12,051**	**10,738**	**10,233**	**9,920**
UNDERGRADUATE					
FTIC (Regular Admit)	3,113	2,932	2,929	2,998	3,356
FTIC (Profile Admit)	5,660	4,887	3,973	3,234	2,596
FCS AA Transfers	641	654	608	605	617
Other AA Transfers	176	182	192	159	123
Post-Baccalaureates	0	0	0	0	0
Other Undergraduates	1,172	1,015	863	730	766
Subtotal	**10,762**	**9,670**	**8,565**	**7,726**	**7,458**
GRADUATE					
Master's	823	727	620	582	578
Research Doctoral	158	147	158	170	188
Professional Doctoral	1,288	1,360	1,255	1,223	1,235
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*714*	*662*	*518*	*466*	*461*
Medicine	*0*	*0*	*0*	*0*	*0*
Nursing Practice	*0*	*0*	*0*	*0*	*0*
Pharmacy	*574*	*589*	*620*	*659*	*688*
Physical Therapist	*0*	*109*	*117*	*98*	*86*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*
Subtotal	**2,269**	**2,234**	**2,033**	**1,975**	**2,001**
UNCLASSIFIED					
HS Dual Enrolled	16	15	7	390	300
Other	160	132	133	142	161
Subtotal	**176**	**147**	**140**	**532**	**461**

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.

Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	5,150	4,390	3,791	3,549	3,590
UPPER	3,694	3,628	3,460	3,320	3,056
MASTERS (GRAD I)	588	523	463	439	438
DOCTORAL (GRAD II)	1,157	1,224	1,138	1,090	1,139
TOTAL	**10,590**	**9,764**	**8,852**	**8,398**	**8,222**
NON-RESIDENT FUNDABLE					
LOWER	460	435	378	324	372
UPPER	313	314	337	356	330
MASTERS (GRAD I)	89	54	64	74	77
DOCTORAL (GRAD II)	201	158	123	124	122
TOTAL	**1,063**	**961**	**900**	**878**	**900**
TOTAL FUNDABLE					
LOWER	5,610	4,824	4,168	3,872	3,962
UPPER	4,007	3,941	3,797	3,677	3,385
MASTERS (GRAD I)	678	577	527	513	515
DOCTORAL (GRAD II)	1,358	1,382	1,261	1,215	1,260
TOTAL	**11,653**	**10,725**	**9,752**	**9,276**	**9,122**
TOTAL NON-FUNDABLE					
LOWER	668	535	420	329	269
UPPER	370	331	271	212	170
MASTERS (GRAD I)	74	105	63	53	44
DOCTORAL (GRAD II)	10	8	10	16	13
TOTAL	**1,122**	**979**	**764**	**609**	**496**
TOTAL					
LOWER	6,278	5,360	4,588	4,202	4,231
UPPER	4,378	4,272	4,068	3,888	3,555
MASTERS (GRAD I)	751	682	590	565	559
DOCTORAL (GRAD II)	1,368	1,390	1,271	1,230	1,273
TOTAL	**12,775**	**11,704**	**10,517**	**9,885**	**9,618**

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

Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	6,260	5,316	4,530	4,130	4,112
UPPER	4,375	4,266	4,053	3,802	3,423
MASTERS (GRAD I)	701	599	543	502	514
DOCTORAL (GRAD II)	1,368	1,389	1,271	1,227	1,263
TOTAL	**12,704**	**11,571**	**10,397**	**9,661**	**9,312**
DISTANCE LEARNING					
LOWER	18	44	58	69	100
UPPER	2	6	15	62	72
MASTERS (GRAD I)	50	82	47	49	39
DOCTORAL (GRAD II)	0	1		4	6
TOTAL	**70**	**134**	**120**	**183**	**217**
HYBRID					
LOWER	0	0	0	3	19
UPPER	0	0	0	24	59
MASTERS (GRAD I)	0	0	0	14	6
DOCTORAL (GRAD II)	0	0	0	0	5
TOTAL	**0**	**0**	**0**	**41**	**89**
TOTAL					
LOWER	6,278	5,360	4,588	4,202	4,231
UPPER	4,378	4,272	4,068	3,888	3,555
MASTERS (GRAD I)	751	682	590	565	559
DOCTORAL (GRAD II)	1,368	1,390	1,271	1,230	1,273
TOTAL	**12,775**	**11,704**	**10,517**	**9,885**	**9,618**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	1	0	0	0	0
Undergraduate	22	8	57	32	22
Master's (GRAD 1)	4	5	9	6	3
Doctoral (GRAD 2)	0	0	0	0	0
Subtotal	**27**	**13**	**66**	**38**	**25**
DEPENDENTS					
Unclassified	1	1	0	0	0
Undergraduate	130	78	149	201	182
Master's (GRAD 1)	7	8	13	14	17
Doctoral (GRAD 2)	0	0	0	1	2
Subtotal	**138**	**87**	**162**	**216**	**201**
NON-MILITARY					
Unclassified	174	146	140	532	461
Undergraduate	10,870	9,842	8,613	7,770	7,501
Master's (GRAD 1)	1,886	1,838	1,622	1,474	1,528
Doctoral (GRAD 2)	112	125	135	203	204
Subtotal	**13,042**	**11,951**	**10,510**	**9,979**	**9,694**
TOTAL	**13,207**	**12,051**	**10,738**	**10,233**	**9,920**

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

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	7,502	6,481	5,389	5,144	5,008
Percent with Pell Grant	**68.5%**	**65.8%**	**61.6%**	**64.8%**	**65.4%**

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

Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Secondary Education and Teaching	13.1205	Bachelors	12/11/2015	Fall 2016	
Terminated Programs					
Early Childhood/PreK-Primary Education	13.1210	Bachelors	12/11/2015	Fall 2016	Programs will remain active until teach-out ends Fall 2018. No new enrollments are being accepted
English Teacher Education	13.1305	Bachelors	12/11/2015	Fall 2016	
Mathematics Teacher Education	13.1311	Bachelors	12/11/2015	Fall 2016	
Science Teacher Education	13.1316	Bachelors	12/11/2015	Fall 2016	
Social Science Education	13.1317	Bachelors	12/11/2015	Fall 2016	
Technology Education/Trade and Industrial Education	13.1320	Bachelors	12/11/2015	Fall 2016	
Programs Suspended for New Enrollments					
none					
New Programs Considered By University But Not Approved					
BS Supply Chain Management – Returned for Significant Revisions					

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

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

Section 4 – Undergraduate Education *(continued)*

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

Retained in the Second Fall Term at Same University

	2011-12	2012-13	2013-14	2014-15	2015-16
Cohort Size	*1,985*	*1,498*	*1,273*	*1,390*	*1,618*
% Retained *with Any GPA*	80%	82%	81%	85%	83%
% Retained *with GPA 2.0 or higher*	63.6%	69.0%	70.1%	75.4%	74.6%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
Cohort Size	*1,614*	*1,853*	*2,090*	*2,347*	*2,701*
% Graduated	40%	41%	40%	39%	41%
% Still Enrolled	*16%*	*15%*	*11%*	*9%*	7%
% Success Rate	*56%*	*56%*	*51%*	*48%*	48%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates *for* First-Time-in-College (FTIC) Students

4 – Year Rates (Full-time only)	**2008-12**	**2009-13**	**2010-14**	**2011-15**	**2012-16**
Cohort Size	*2,088*	*2,347*	*2,701*	*1,985*	*1,498*
Same University	12%	11%	12%	13%	18%
Other University in SUS	1%	1%	1%	1%	1%
Total from System	13%	12%	13%	14%	19%

6 – Year Rates (Full- & Part-time)	**2006-12**	**2007-13**	**2008-14**	**2009-15**	**2010-16**
Cohort Size	*1,641*	*1,868*	*2,112*	*2,370*	*2,745*
Same University	39.5%	40.8%	39.3%	38.6%	40.7%
Other University in SUS	2%	2%	2%	3%	3%
Total from System	41%	43%	41%	42%	43%

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

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

Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
Cohort Size	*207*	*175*	*169*	*141*	*157*
Same University	18%	24%	22%	20%	21%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
Cohort Size	*106*	*116*	*207*	*175*	*169*
Same University	63%	61%	57%	56%	62%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates *for* Other Transfer Students

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
Cohort Size	353	397	529	391	*324*
Same University	68%	63%	60%	58%	62%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	1,466	1,488	1,557	1,506	1,675
Second Majors	4	0	22	4	5
TOTAL	**1,470**	**1,488**	**1,579**	**1,510**	**1,680**

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

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)
[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	232	278	303	230	279
HEALTH	285	300	314	373	406
GLOBALIZATION	10	11	6	4	3
EDUCATION	71	49	71	30	30
GAP ANALYSIS	115	111	113	113	88
SUBTOTAL	**713**	**749**	**807**	**750**	**806**
PSE PERCENT OF TOTAL	**48.5%**	**50.3%**	**51.1%**	**49.7%**	**48.0%**

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	1,382	1,404	1,475	1,434	1,589
Percentage of Degrees	95%	96%	96%	96%	96%
Hispanic					
Number of Degrees	21	14	14	17	20
Percentage of Degrees	1%	1%	1%	1%	1%
Pell-Grant Recipients					
Number of Degrees	1,095	1,113	1,190	1,164	1,283
Percentage of Degrees	75%	76%	77%	78%	77%

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	21%	25%	29%	25%	23%
AA Transfers	44%	57%	55%	42%	48%
Other Transfers	36%	39%	44%	38%	38%
TOTAL	**26.9%**	**31.4%**	**34.0%**	**29.0%**	**28.3%**

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	1,422	1,383	1,328	1,315	1,275
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	48%	51%	55%	64%	66%
30 to 49 Students	33%	33%	32%	22%	21%
50 to 99 Students	15%	15%	11%	13%	11%
100 or More Students	4%	2%	1%	1%	1%

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

Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	72%	76%	77%	75%	76%
Adjunct Faculty	27%	18%	22%	23%	22%
Graduate Students	0%	0%	0%	0%	0%
Other Instructors	1%	6%	1%	2%	2%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	21	19	17	15	15

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2011	2012	2013	2014	2015
Examinees	73	84	82	75	73
First-time Pass Rate	85%	90%	74%	64%	78%
National Benchmark	*89%*	*92%*	*85%*	*85%*	*87%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Post-Graduation Metrics

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed ($25,000+) or Enrolled	*n/a*	*n/a*	59.2%	61.8%	64.6%
Employed (Full-time) or Enrolled	63%	65%	70%	73%	77%
Percent Found	*90%*	*89%*	*91%*	*94%*	*97%*
Number of States/Districts Searched	*1*	*36*	*38*	*39*	*41*

Notes: **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least $25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.
The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flboq.edu/about/budget/performance_funding.php. For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

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

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	$17,100	$17,500	$17,600	$18,400	$18,900
25th PERCENTILE WAGE	$22,300	$23,300	$22,600	$24,300	$24,700
MEDIAN WAGE	**$28,400**	**$30,000**	**$28,800**	**$32,000**	**$32,700**
75th PERCENTILE WAGE	$38,100	$39,400	$38,600	$43,200	$46,100
95th PERCENTILE WAGE	$56,600	$60,500	$62,600	$66,900	$66,500
Percent Found	*42%*	*39%*	*41%*	*55%*	*59%*
Number of States/Districts Searched	*1*	*1*	*1*	*39*	*41*

Notes: **Median Wage** data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2"). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.

Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
Elementary Education	13.1202	Masters	12/11/2015	Fall 2016	NA	Programs will remain active until teach-out ends Fall 2018. No new enrollments are being accepted.
Technology Education/Trade and Industrial Teacher Education	13.1320	Masters	12/11/2015	Fall 2016	NA	
Programs Suspended for New Enrollments						
none						
New Programs Considered By University But Not Approved						
MS Supply Chain Management – Returned for Significant Revisions Doctor of Nursing Practice (DNP) – Returned for Significant Revisions						

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

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

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	607	678	615	585	597
Second majors	0	0	0	0	1
TOTAL	**607**	**678**	**615**	**585**	**598**
Masters and Specialist (1st majors)	276	277	280	232	272
Research Doctoral (1st majors)	23	23	23	21	20
Professional Doctoral (1st majors)	308	378	312	332	306
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*152*	*224*	*176*	*152*	*115*
Medicine	*0*	*0*	*0*	*0*	*0*
Nursing Practice	*0*	*0*	*0*	*0*	*0*
Pharmacy	*135*	*131*	*108*	*150*	*155*
Physical Therapist	*21*	*23*	*28*	*30*	*36*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other Professional Doctorate	*0*	*0*	*0*	*0*	*0*

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

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	68	62	48	37	68
HEALTH	202	219	207	259	269
GLOBALIZATION	0	0	0	0	0
EDUCATION	26	14	11	5	11
GAP ANALYSIS	0	0	0	0	0
SUBTOTAL	**296**	**295**	**266**	**301**	**348**
PSE PERCENT OF TOTAL	**48.8%**	**43.5%**	**43.3%**	**51.5%**	**58.2%**

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2012	2013	2014	2015	2016
Examinees	123	175	157	122	91
First-time Pass Rate	67%	73%	73%	66%	54%
State Benchmark	*81%*	*80%*	*74%*	*69%*	*66%*

Note on State Benchmark: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions.

Pharmacy: *North American Pharmacist Licensure Exam*

	2011	2012	2013	2014	2015
Examinees	142	122	123	124	129
First-time Pass Rate	87%	86%	85%	89%	85%
National Benchmark	*94%*	*97%*	*95%*	*95%*	*93%*

Physical Therapy: *National Physical Therapy Examinations*

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	40	44	58	70	85
First-time Pass Rate	48%	47%	46%	58%	58%
National Benchmark	*89%*	*89%*	*89%*	*90%*	*91%*

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

	2011	2012	2013	2014	2015
Examinees			13	24	23
'New Graduate' Pass Rate	.	.	92%	92%	65%
System Average		.	*96%*	*97%*	*93%*

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) ($ 1,000s)	$53,326	$52,263	$51,149	$46,367	$46,522
Federally Funded ($ 1,000s)	$44,905	$44,343	$39,675	$36,570	$36,975
Percent Funded From External Sources	88%	86%	80%	81%	81%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	$122,871	$128,410	$128,515	$119,503	$120,212

Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	12	31	11	11	3
Licenses & Options Executed	0	0	0	0	0
Licensing Income Received ($)	$0	$0	$0	$0	$0
Number of Start-Up Companies	0	0	0	0	0

	2011	2012	2013	2014	2015
Utility Patents Issued	2	6	4	7	3

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

Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM

Academic Affairs Committee
Date: March 3, 2017
Agenda Item: IV

Item Origination and Authorization				
Policy ____	Award of Bid____	Budget Amendment____	Change Order____	
Resolution____	Contract____	Grant____	Other____	

Action of Board				
Approved____	Approved w/ Conditions ___	Disapproved ___	Continued____	Withdrawn ____

Subject: **Revised Academic Calendars for 2016-2017 and 2017-2018**

Rationale: The revised academic calendars for 2016-2017 and 2017-2018 is being presented to the Board of Trustees for approval, in accordance with Florida Board of Education Rule 6A-10.019. Additionally, Board of Governors Regulation 8.001 requires each university to adopt an annual calendar which includes the beginning and ending dates for each semester, the dates for final examinations, and the dates for the issuance of diplomas.

Please note that the beginning and ending dates of each semester, the holidays, and the breaks have been agreed upon by the Calendar Committee, which includes representatives from Florida A&M University, Florida State University, and Tallahassee Community College. The Calendar Committee meets annually to coordinate the calendars of the three educational institutions in Tallahassee.

Attachment: Academic calendars for 2016-2017 and 2017-2018

Recommendation: It is recommended that the BOT approve the revised academic calendars for 2016-2017 and 2017-2018.

ACADEMIC CALENDAR: 2016 - 2017

1. Please complete academic class and finals date information below:

Semester	Beginning Date of Classes	Last Day of Classes	Finals	# of Class Instruction Days
Fall 2016	08/22/2016	12/02/2016	December 5-9, 2016	75
Spring 2017	01/05/2017	04/21/2017	April 24- 28, 2017	75
Summer 2017 – Term 1 (C)	05/15/2017	08/02/2017	August 3-4, 2017	58
Summer 2017 – Term 2 (A)	05/15/2017	06/22/2017	June 22- 23, 2017	28
Summer 2017 – Term 3 (B)	06/26/2017	08/02/2017	August 3-4, 2017	28

2. Does Fall Semester 2016 begin during the first three weekdays after August 22?
   Yes [X] No [ ]
3. Does Spring Semester 2017 begin during the first three weekdays after January 4?
   Yes [X] No [ ]
4. Does Summer Semester 2017 begin during the first three weekdays after May 5?
   Yes [X] No [ ]
5. Does the year-round calendar provide 220 days of classroom instruction including examinations or 210 days of instruction excluding examinations?
   Yes [X] No [ ]

If you answered no to question 2-4, please provide a request for exemption to Rule 6A-10.019 with your justification. Please note that you have worked with your area high schools and community colleges in order to insure smooth transition.

Note: This change was made in an effort to align with the area high schools, community college and university.

*Rotations for the College of Pharmacy may end 08/11/2017.

ACADEMIC CALENDARS: 2017 - 2018

1. Please complete academic class and finals date information below:

Semester	Beginning Date of Classes	Last Day of Classes	Finals	# of Class Instruction Days
Fall 2017	08/28/2017	12/08/2017	December 11 - 15, 2017	76
Spring 2018	01/08/2018	04/27/2018	April 30 - May 4, 2018	75
Summer 2018 – Term 1 (C)	05/14/2018	08/01/2018	August 2 - 3, 2018	63
Summer 2018 – Term 2 (A)	05/14/2018	06/21/2018	June 21 - 22, 2018	24
Summer 2018 – Term 3 (B)	06/25/2018	08/01/2018	August 2 - 3, 2018	28

2. Does Fall Semester 2017 begin during the first three weekdays after August 22?
   Yes [X] No [ ]
3. Does Spring Semester 2018 begin during the first three weekdays after January 4?
   Yes [X] No [ ]
4. Does Summer Semester 2018 begin during the first three weekdays after May 5?
   Yes [X] No [ ]
5. Does the year-round calendar provide 220 days of classroom instruction including examinations or 210 days of instruction excluding examinations?
   Yes [X] No [ ]

If you answered no to question 2-4, please provide a request for exemption to Rule 6A-10.019 with your justification. Please note that you have worked with your area high schools and community colleges in order to insure smooth transition.

Note: Note: This change was made in an effort to align with the area high schools, community college and university.

*Rotations for the College of Pharmacy may end 08/10/2018.