

2013-14  
Annual Accountability Report

# FLORIDA ATLANTIC UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



## TABLE OF CONTENTS

### **EXECUTIVE SUMMARY**

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 5
NARRATIVE	p. 6

### **DATA TABLES**

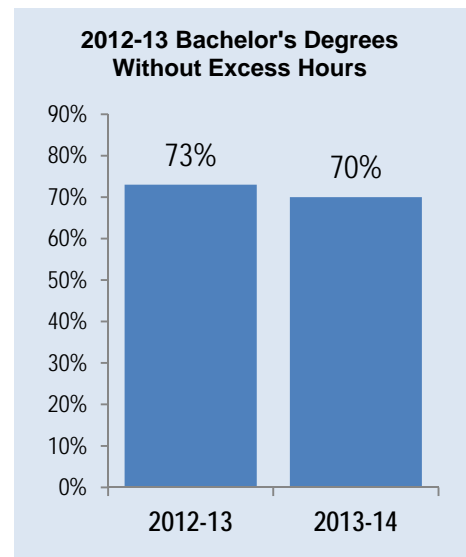
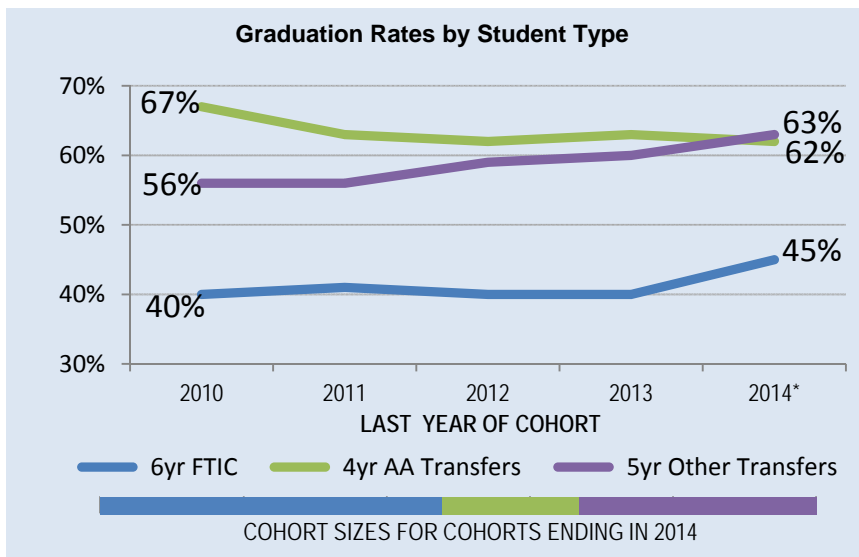
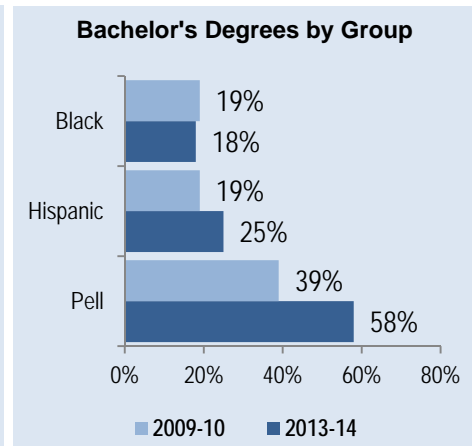
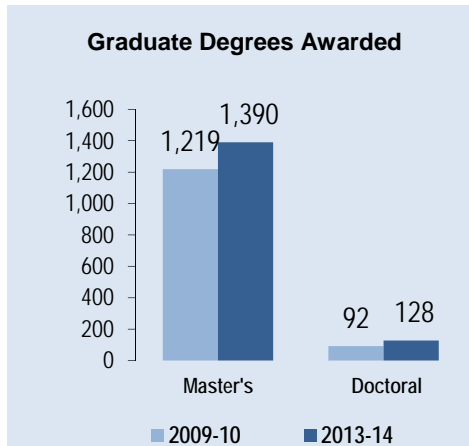
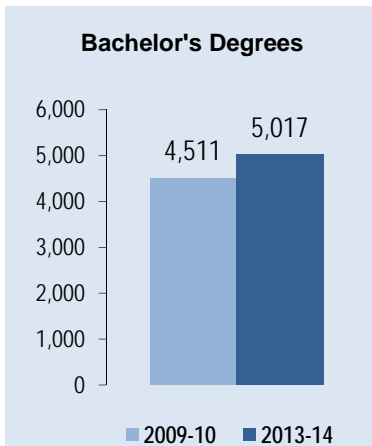
SECTION 1. FINANCIAL RESOURCES	p. 17
SECTION 2. PERSONNEL	p. 21
SECTION 3. ENROLLMENT	p. 22
SECTION 4. UNDERGRADUATE EDUCATION	p. 26
SECTION 5. GRADUATE EDUCATION	p. 35
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 38



# Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2013)	Full-Time	Part-Time		
<b>TOTAL</b>	<b>30,808</b>	<b>100%</b>	<b>2%</b>	<b>TOTAL (as of Spring 2014)</b>			Basic:	Research Universities (high research activity)
White	14,823	48%	-2%	Baccalaureate	60			
Hispanic	7,137	23%	6%	Master's	64		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Black	5,548	18%	3%	Research Doctorate	20			
Other	3,300	11%	9%	Professional Doctorate	2		Graduate Instructional Program:	Doctoral, professions dominant
Full-Time	17,717	58%	1%					
Part-Time	13,091	42%	3%	<b>TOTAL</b>	<b>811</b>	<b>447</b>	Size and Setting:	Large four-year, primarily nonresidential
Undergraduate	24,687	80%	2%	Tenure & Ten. Track	541	5		
Graduate	4,670	15%	1%	Non-Tenured Faculty	270	442	Community Engagement:	n/a
Unclassified	1,451	5%	0%					

## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

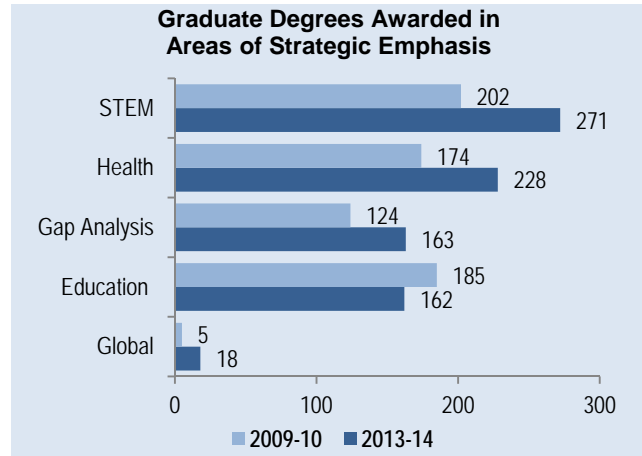
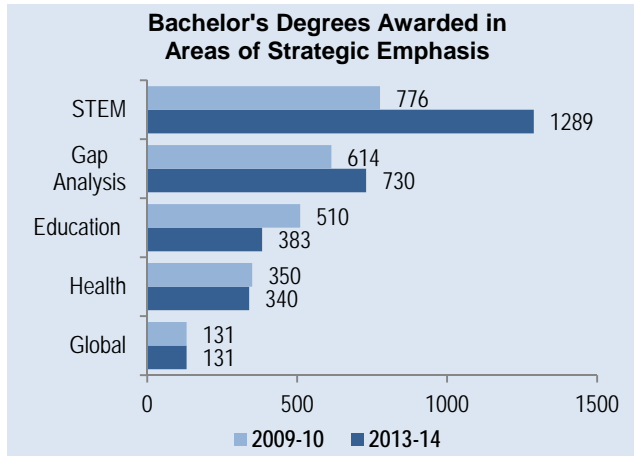


\* Based on 2014 preliminary data



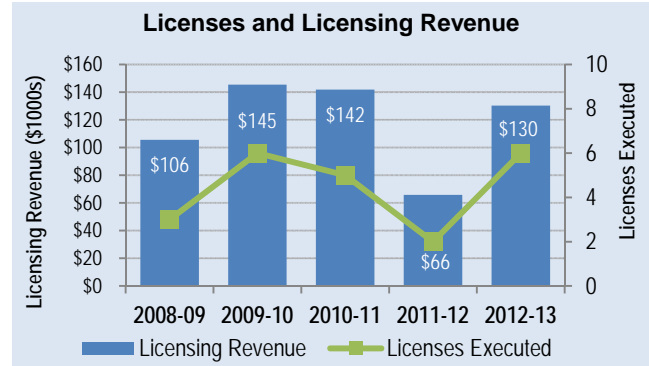
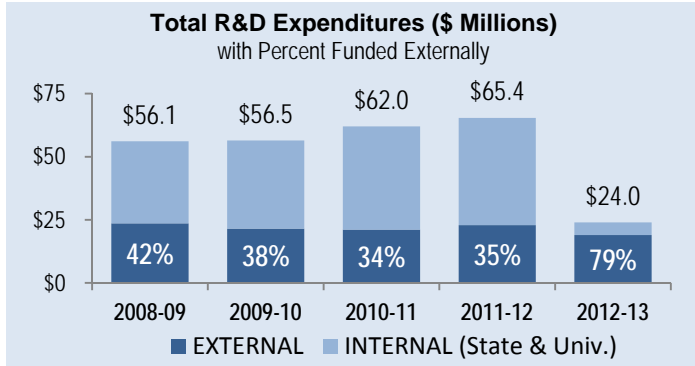
# Dashboard

## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



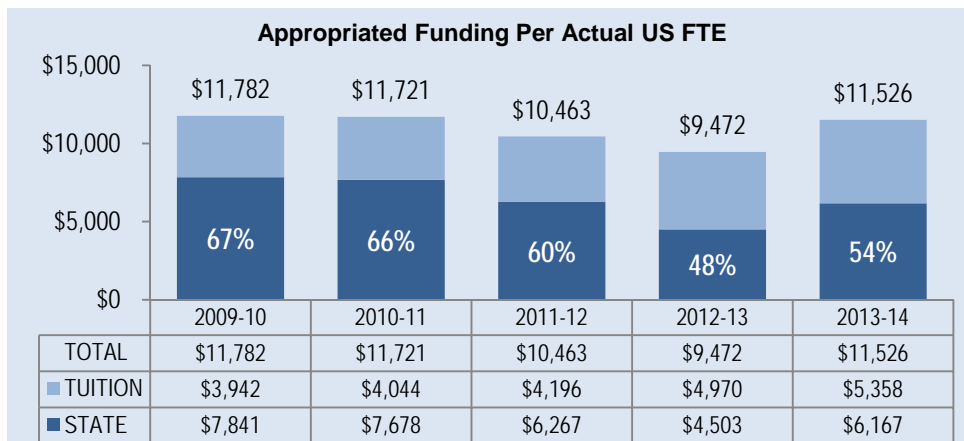
Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

## RESEARCH AND COMMERCIALIZATION ACTIVITY



Note: The drop in 2012-13 R&D was a result of a methodology change.

## RESOURCES

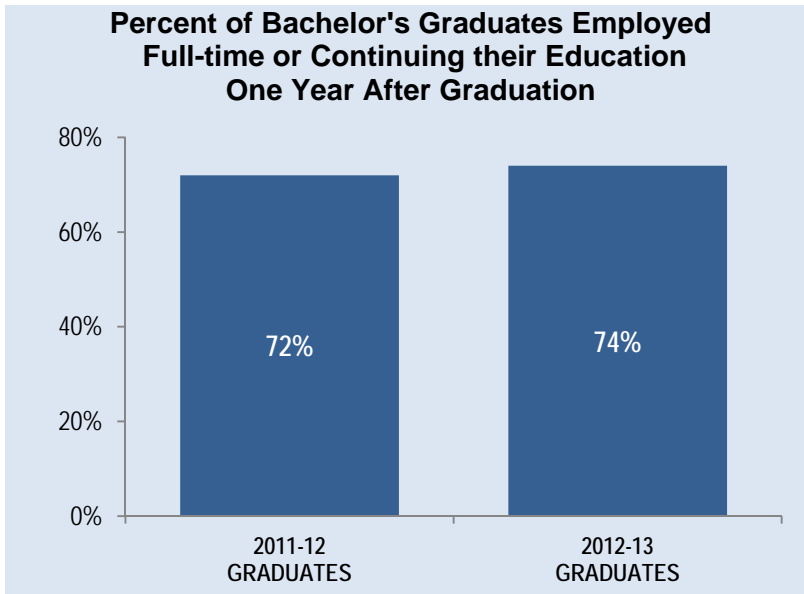


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

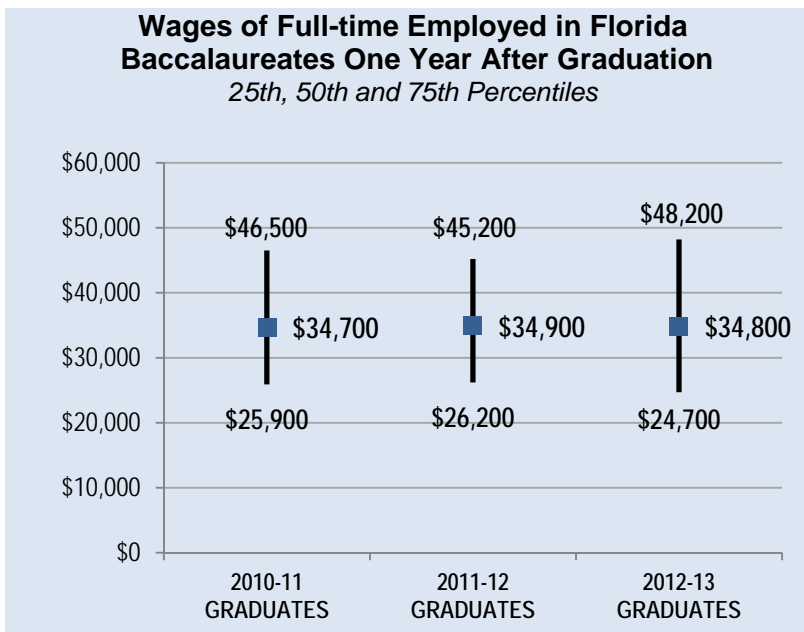


# Dashboard

## 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. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 91% and 91% of the total graduating class for 2011-12 and 2012-13, respectively. For more details see table 40 within this report.



Note: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 53%, 54% 57% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



## Key Achievements (2013 -2014)

### STUDENT AWARDS/ACHIEVEMENTS

1. FAU students Sergine Lezeau and Syed Raza were awarded first place for oral poster presentations at the second annual Life Sciences South Florida STEM Symposium.
2. Teams representing FAU's Diplomacy Program at the 2014 National Model United Nations competition received both the Distinguished Delegation and Outstanding Delegation awards.
3. Dual-enrolled FAU/FAU High School student Grace Bush, 16, made national news when she received her bachelor's degree *magna cum laude* a few days before graduating from high school.
4. FAU's Roboboat team was one of three teams selected to represent the U.S. at the Maritime RobotX Challenge in Singapore.
5. The Florida Atlantic University Society of Automotive Engineers (SAE) racing team won second place in the 2nd Annual Formula SAE Match Race at the Lamar County Speedway in Barnesville, Georgia.

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. John Newcomer, executive vice dean of FAU's Charles E. Schmidt College of Medicine and Interim Vice President for Research, was included on Thomson Reuters' list of "The World's Most Influential Scientific Minds: 2014" for his work on memory impairment and psychosis.
2. Dr. William Miller, dean of libraries, received the Isadore Gilbert Mudge Award, a national honor.
3. Dr. Daniel Meeroff, Associate Professor of Civil, Environmental & Geomatics Engineering received the 2014 John J. Guarrera Engineering Educator of the Year Award.
4. Dr. Jeffrey Morton, Professor of Political Science, was named a Foreign Policy Association Fellow.
5. Dr. David Kumar, Professor of Science Education, was recognized as a STEM-Champion Award recipient during the STEM Expo 2013 of the International STEM Education Association (ISEA).

### PROGRAM AWARDS/ACHIEVEMENTS

1. FAU's sport management MBA was ranked the fourth best program of its kind in North America and the sixth best worldwide by *SportBusiness International*.
2. FAU's executive MBA was listed in *Bloomberg Businessweek's* "Best Business Schools of 2013."
3. In just its second year of operation, FAU's Center for Teaching and Learning received the Frank L. Christ Outstanding Learning Center Award, a top national honor.

### RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. John Lowe of FAU's Christine E. Lynn College of Nursing received a \$2.9 million NIH grant to test the effectiveness of the Talking Circle in preventing substance abuse among Native Americans.
2. Dr. Emmanuelle Tognoli and Dr. Scott Kelso of FAU's Center for Complex Systems and Brain Sciences received a U.S. patent for their 5D visualization method to understand big data.
3. FAU concluded 16 licensee agreements with companies that included Sigma-Aldrich, Brookdale Senior Living Solutions, Loopback Analytics, PointClickCare and HealthMedX.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FAU ranked first in the SUS in job placement of new graduates.
2. FAU's Southeast National Marine Renewable Energy Center signed a five-year lease with the federal government permitting installation of the world's first offshore test berth for ocean current turbines.
3. FAU's Center for Cryptology and Information Security was designated a National Center of Academic Excellence in Information Assurance/Cyber Defense Research by the U.S. government.
4. FAU, Broward College and Palm Beach State College were jointly awarded a \$3.5 million grant by the Board of Governors to fast-track students to careers in computer science/computer engineering. The program is titled CAPTURE (Computer Accelerated Pipeline to Unlock Regional Excellence).
5. FAU's Charles E. Schmidt College of Medicine, in partnership with three leading hospitals, launched its first residency program. The program, in internal medicine, is fully accredited.



# Narrative

## Teaching and Learning

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

Florida Atlantic University (FAU) is furthering its multifaceted mission of research, scholarship, creative activity, teaching and community engagement in ways designed to support an organizational culture that is, first and foremost, dedicated to student success. FAU's vision is to be a university that is known for excellent and accessible undergraduate and graduate programs as well as for the quality of programs across multiple campuses. By providing increased academic advising and career exploration services, removing barriers to timely graduation and offering unique student engagement opportunities, Florida Atlantic University is strengthening the quality of the educational experience it offers students.

FAU has distinguished itself through establishment of a comprehensive Quality Enhancement Plan (QEP) titled *Distinction Through Discovery*, which focuses on expanding undergraduate research and inquiry opportunities across all majors. Praised by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as exemplary, *Distinction Through Discovery* provided the foundation for creation of the Office for Undergraduate Research and Inquiry, which has expanded co-curricular undergraduate research opportunities, increased support and recognition for faculty and students engaged in undergraduate research and greatly strengthened the undergraduate research culture at Florida Atlantic University. From 2012-13 to 2013-14, the number of undergraduates engaged in research activities increased by more than 650 students. Two students in the Charles E. Schmidt College of Science were awarded first place for oral poster presentations in their respective sessions at the second annual Life Sciences South Florida (LSSF) STEM Research Symposium.

FAU's Executive MBA program was recognized in *Bloomberg Businessweek's* report on the "Best Business Schools of 2013." The program, which resides in the College of Business and is accredited by the Association to Advance Collegiate Schools of Business (AACSB), is designed for working professionals. It allows participants to continue to fulfill their professional responsibilities while earning a nationally accredited Master of Business Administration degree with an International Business or alternative specialization. The *Bloomberg Businessweek* report is unique in that it reflects student opinion. The 2013 report was based on a survey of more than 10,000 recent graduates of 138 business schools. In addition to its top-quality curriculum, FAU offers students the third lowest tuition rate among Florida's 12 Executive MBA programs.

FAU's Sport Management MBA program was recognized for educational excellence by *SportBusiness International*, which ranked it sixth worldwide and fourth in North America among more than 500 graduate-level programs. This represented an advance from eighth in the world and fifth in North America in 2013. London-based *SportBusiness International* is the longest-established and most prominent magazine in its field. The publication's Postgraduate Sports Course Rankings is the only internationally recognized annual review of the world's top university-level sport management courses. FAU's program, based in the College of Business, holds the distinction of being the first Florida-based program to be accredited by AACSB International and the second in the U.S. to be AACSB-accredited.

FAU ranks among the top 100 four-year colleges in the nation in conferring undergraduate and graduate degrees on minority students, according to *Diverse: Issues in Higher Education*. The bi-weekly magazine informs leaders in academe, industry and public policy-making about current issues and trends affecting minorities in the United States. FAU ranked 34th in the nation for awarding bachelor's degrees to all minorities; these students comprised 48 percent of the total number of graduates, representing a 7



percent increase over the previous year. For conferring bachelor's degrees on Hispanics in all disciplines, FAU ranked 24th in the nation, a 13 percent increase over the previous year.

### **INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY**

Florida Atlantic University is leveraging resources to improve access to programs and advance student success through greater course availability, additional advisors and enhanced student support systems. An initiative is under way to better utilize classroom and laboratory space and streamline course scheduling with the objective of allowing students to take courses across disciplines in a more efficient manner. FAU implemented an improvement plan with six specific, actionable strategies with measurable targets to enrich the educational experience by supporting an organizational culture of student success.

The Board of Governors awarded Florida Atlantic University, Broward College (BC), and Palm Beach State College (PBSC) a \$3.5-million state grant to create an accelerated pipeline for students in the economically important fields of computer science and computer engineering. The FAU/BC/PBSC partnership was developed in response to the Florida Board of Governors' Targeted Educational Attainment (TEAM) grant program, which is part of an ambitious effort to align university and college degrees with the state's future workforce needs.

Through ongoing development of the award-winning FAU Center for eLearning, student enrollment in distance learning courses increased 17% from 2012-13 to 2013-14. This research and development based center is developing innovative technological solutions to provide more opportunities for degree completion through multiple modes of delivery.

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

Florida Atlantic University remains steadfast in its commitment to increase the number of degrees awarded in Science, Technology, Engineering and Math (STEM), and significant progress is being made. Overall, FAU has experienced a 4% increase in bachelor's degrees awarded in STEM disciplines and a 25% increase in STEM graduate degrees over the last 5 years. The Ph.D. Geosciences provides advanced research and technical training for specialties in hydrology and water resources, urban development and sustainability, and cultural and spatial ecology. This degree program which began in 2009, graduated its first doctoral students in Spring 2014 and as of Fall 2014 enrolled 28 students.

FAU is increasing opportunities for students to earn degrees in areas of strategic emphasis by expanding access via distance learning. Programs in the health field that have been added by the Center for eLearning include a bachelor's degree in Nursing and master's degrees in Nursing Administration and Financial Leadership, Advanced Holistic Nursing and Clinical Nurse Leadership. In addition to providing more online opportunities, FAU is currently offering Family Nurse Practitioner and RN-to-BSN programs on the Treasure Coast at the Harbor Branch Oceanographic Institute. The Family Nurse Practitioner program provides the preparation, knowledge and skills needed for the care of children and adults in a primary care setting. Advantages of this affordable program include a flexible schedule with some online classes and clinical sites on the Treasure Coast. FAU students have achieved a 100 percent pass rate on the Nurse Practitioner Certification exam for the last five years. The RN-to-BSN program also offers a flexible schedule and is for applicants who have completed a diploma or associate's degree in a nursing program at an accredited institution, have completed and passed the NCLEX exam, possess an unencumbered license in their state of residence and want to earn the BSN.

For the first time, the College of Nursing admitted 100 freshmen directly into the nursing major. This inaugural class represents students with outstanding academic achievements with an average high school GPA of 3.75 and excellent SAT and ACT scores. These students will have four years of





mentoring and socialization into the nursing profession. FAU is the only Florida public university with a freshman direct admission entry into the bachelor of science degree program in nursing. This will more than double the number of traditional BSN students graduating from the College in 2018.

The Graduate College is providing innovative options to increase graduate degree productivity in STEM fields. The Master's-Along-the-Way option provides opportunities for qualified doctoral students to earn a Master's degree "along the way." Qualified students can earn master's degrees while working towards their doctorates in Computer Engineering, Computer Science, Electrical Engineering, Mechanical Engineering, Ocean Engineering, Mathematical Sciences, Experimental Psychology, and Physics.

## Scholarship, Research and Innovation

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

The Division of Research (DOR) works to strengthen the quality and reputation of scholarship, research and innovation at Florida Atlantic University through the support of undergraduate and graduate research as well as a commitment to supporting all FAU research initiatives. The division strongly supports the University's Quality Enhancement Plan to enrich a culture of undergraduate research and inquiry by participating in its annual Research Symposium. Additionally, DOR provides financial and marketing support for Research Days across FAU's Colleges. More funding and an expansion of professional development opportunities are planned for undergraduate researchers. DOR also will offer graduate teaching assistants added training to encourage them in their roles as mentors for undergraduates. Finally, the division plans on providing increased marketing and communication of student achievement and student opportunities through its newsletter, website and social media outlets.

In support of graduate student scholarship and research, DOR supports the Graduate and Professional Student Association's Annual Graduate Student Research Day by serving on the organizing committee. The division also supports graduate student participation in the statewide Graduate Research Symposium to create possible research collaborations at SUS institutions across Florida.

In addition to its daily functions in support of all research initiatives, DOR directly supports new research and innovation through its program development activities. The division works directly with faculty one-on-one on grant writing as well as organizing teams to write collaborative proposals. One successful grant was the SUS Team Grant where FAU was awarded \$3.5 million to increase the number of graduates in computer science and engineering. Working with Broward College and Palm Beach State College, FAU has created an accelerated pipeline for undergraduates to complete their degrees. The Computer Accelerated Pipeline to Unlock Regional Excellence (CAPTURE) is the first of its kind to offer intensive advising, mentoring and job placement in a streamlined package for students.

Nationally, Christine E. Lynn College of Nursing Professor John Lowe, RN, Ph.D., FAAN, was awarded a \$2.9 million grant, funded by the National Institutes of Health (NIH), to conduct and evaluate an after-school substance abuse prevention intervention – Intertribal Talking Circle – among Native American Indian youths. Intertribal Talking Circle for the Prevention of Substance Abuse in Native Youth is a five-year research project targeting sixth-grade Native American youth in three tribal communities – the Ojibwe/Chippewa in Minnesota; Choctaw in Oklahoma; and Lumbee in North Carolina. A community-based participatory research approach will be used to culturally and technologically adapt the Intertribal Talking Circle to be delivered as a web-based virtual Talking Circle that connects participants from all three tribal communities during the intervention sessions.

Dr. Taghi Khoshgoftaar in the department of Computer and Electrical Engineering and Computer Science received a National Science Foundation (NSF) grant of \$600,000 with a matching grant of \$257,000 from FAU to build a Big Data Training and Research Laboratory on the FAU Boca Raton



campus to address the need for processing and managing of extremely large quantities of information. The financial support of the NSF and the matching support of FAU will enable the lab researchers to implement and test more complex approaches to help solve difficult problems facing industries in their development of technologies that create Big Data challenges.

The College of Education was awarded a NSF grant of \$845,892 for support of a project entitled "An Integrated Instructional Model for Accelerating Student Achievement in Science and Literacy in Grades 1-2. The project is being implemented in diverse classrooms and addresses age-appropriate content from the areas of the physical, earth/environmental, and life sciences.

### **INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY**

The Office of Technology Development in the Division of Research has led the following initiatives to increase research and commercialization at FAU:

- On March 19, the Orlando-based flexReceipts, a leading digital receipts company, received funding to support the commercialization of technology developed by Oge Marques, Ph.D., associate professor in FAU's Department of Computer and Electrical Engineering and Computer Science. The company licensed the technology based on the FAU patent titled "System and Methods of Image Retrieval." The Florida Technology Seed Capital Fund, LLC, a subsidiary of the Institute for Commercialization of Public Research, provided the funds. The transaction marks the fund's first investment in a company that uses FAU-developed technology.
- FAU and PortNexus have entered into an exclusive licensing agreement to implement a patented idea that will help solve the growing national problem of auto accidents caused by people texting while driving — potentially saving lives one blocked text at a time. The patent created by Daniel Raviv, Ph.D., professor in FAU's Department of Computer and Electrical Engineering and Computer Science, will help stop driver distractions before they happen by disabling a cellphone from sending and receiving text messages when the driver's phone is in a moving vehicle.
- William Glenn, Ph.D., who served as a professor in FAU's Department of Computer and Electrical Engineering and Computer Science, was posthumously inducted into the Florida Inventors Hall of Fame for all of his innovations and achievements in the fields of high-resolution imaging, electronic and optical physics and electrical engineering. Glenn's innovation helped develop the medical ultrasound industry, including pioneering a cardiovascular ultrasound scanning machine. He was awarded more than 135 U.S. patents and published more than 105 technical articles and is one of only approximately 50 prolific, commercially viable U.S. inventors whose number of patents are exceeded only by those issued to Thomas Edison.
- A Norway-based company, Eyelife, which recently opened an office at the FAU Research Park, licensed Glenn's ultrasound patent and is working to develop a portable, wireless and pocket-sized ultrasound machine that could be used in doctor's offices around the globe.

### **INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY**

The Division of Research is working to establish relationships with industry, other research-based organizations and government in order to increase collaboration and external support for research activity. One key example of increased collaboration is between Joseph G. Ouslander, M.D., chair of the Integrated Medical Science Department and senior associate dean of geriatric programs in FAU's Charles E. Schmidt College of Medicine and Ruth Tappen, Ed.D., R.N., eminent scholar in the Christine E. Lynn College of Nursing. Together, they have made many contributions to the field of geriatric medicine and care including the creation and dissemination of Interventions to Reduce Acute Care



Transfers or INTERACT, a quality improvement program that assists long-term care facilities and programs in improving care, and reducing unnecessary hospitalizations. Drs. Ouslander and Tappen, have received nearly \$7 million dollars in several grants and contracts from various federal and private agencies including the National Institutes of Health (NIH) and Centers for Medicare & Medicaid Services to further develop, disseminate and evaluate the impact of INTERACT.

Additionally, researchers collaborate with four of the world's premier research organizations – Scripps Florida, a division of the non-profit Scripps Research Institute headquartered in La Jolla, California; Max Planck Florida Institute for Neuroscience; Torrey Pines Institute for Molecular Studies and the Vaccine & Gene Therapy Institute of Florida. Together, they're creating unprecedented transformations in health and human development, marine and environmental sciences and biomedical research.

Collaboration highlights include:

### **Molecular Neuroscience**

FAU's basic science and clinical researchers explore the neural pathways in the brain associated with a wide variety of disorders such as Alzheimer's, Parkinson's and Huntington's disease. They work to characterize the molecular basis for mutant huntingtin-induced toxicity, which could lead them to identify potential targets for Huntington's treatment. They're exploring mitochondria – often described as powerhouses of the cell – and the failure in neuronal Ca<sup>2+</sup> homeostasis, which has catastrophic consequences and is a hallmark of many neurodegenerative diseases.

Huntington's disease (HD) is a highly complex genetic, neurological disorder that causes certain nerve cells in the brain to waste away, and the underlying molecular mechanism of this disease still remains elusive. Using an *in vitro* cell model, the Wei laboratory, under the leadership of Jianning "Jenny" Wei, Ph.D., assistant professor of biomedical research, has identified a novel mechanism and potential link between mutant huntingtin, cell loss and cell death or apoptosis in the brain, which is responsible for the devastating effects of this disease. Wei and her colleagues received a \$428,694 grant from the National Institutes of Health (NIH) for a project titled "Regulation of BimEL phosphorylation in the pathogenesis of Huntington's disease" to conduct research to identify the pathways in the brain that are altered in response to mutant proteins, as well as to understand the cellular processes impacted by the disease in order to facilitate the development of effective pharmacological interventions.

### **Brain Neuroscience**

FAU's Center for Complex Systems and Brain Sciences focuses on the science of motoric coordination and understanding how elements of living things – from genes to cells to neural ensembles to brains to societies – interact in time and space. The center's researchers aim to discover the principles and mechanisms at play within and between human brains during real-time social interaction and how the brain records, processes, utilizes, stores and retrieves enormous amount of information.

Robert Vertes, Ph.D., faculty in the FAU Center for Complex Systems, investigates the anatomical and functions characteristics of nuclei of the midline nuclei of the thalamus, concentrating on the nucleus reuniens. Recently, he receive \$423,421 from NIH, to conduct further research on nuclei lying on the midline of the thalamus. He has found that these nuclei receive input from lower levels of the brain associated with arousal and attention and project to structures of the forebrain involved in affective and cognitive functions. This indicates that midline nuclei of the thalamus, which are relatively unexplored, serve an important role in mediating the effects of arousal/attention on cognition. In this regard, recent



findings with humans have shown that deep brain stimulation of the central (midline) thalamus can partially restore affective and cognitive functions in patients in a minimally conscious state.

### **Natural Products Therapeutics**

FAU has a strong coordinated research effort designed to utilize natural marine compounds as novel cancer therapeutics, especially for solid body tumors. Our scientists have identified promising therapeutics derived from marine organisms, such as sponges, or from the microorganisms that they host. Several of these compounds induce cell death, which shows potential for blocking the spread of tumors, as well as alleviating blood clotting.

Salvatore Lepore, Ph.D., professor of Chemistry and Biochemistry, has been funded by NIH for \$311,320 to study natural products using allenyl esters. This study sets forth a research program for the development of new organic reactions for the facilitated synthesis of a medically-relevant natural product (vitisinol D). Through collaboration with nearby Torrey Pines Institute for Molecular Studies, he will examine the activity of vitisinol D and its derivatives against blood clotting.

### **Ocean Energy and Engineering**

Researchers at FAU's Southeast National Marine Renewable Energy Center (SNMREC) recently received approval to install the world's first offshore test berth for small-scale ocean turbines. They're working to harness the Gulf Streams currents in a potentially paradigm-shifting development in the global quest for clean energy. FAU also leads in the development and engineering of technologies that enable researchers to discover, map, observe, quantify, sample, cultivate and conserve the ocean's diverse organisms and habitats.

For example, under the direction of FAU's Dr. James VanZwieten, of the College of Engineering and Computer Science, a partnership, funded by the National Science Foundation, between SNMREC, the School of Naval Architecture and Marine Engineering at the University of New Orleans (UNO) and the Center for Energy Harvesting Materials and Systems (CEHMS) at Virginia Polytechnic Institute and State University (VT) has been organized to leverage the strengths of each institution to achieve the goal of helping the emerging ocean current energy industry overcome specific technical hurdles to promote and enable eventual commercialization. Future farms of ocean current turbines will be strategically located in the most energy dense portions of ocean current flows to maximize power generation.

### **Marine and Wetland Ecosystems**

FAU's Harbor Branch Oceanographic Institute research includes the study of coral reef and estuarine systems, harmful algal blooms and marine botany, marine mammal population health and behavioral ecology, environmental toxins and pathogens, food web dynamics and adaptation to ecosystem change. Its home to the Center of Excellence in Biomedical and Marine Biotechnology, which supports researchers captivated by the ocean's potential for drug discovery and biotechnology applications. FAU faculty also play a strong role in the restoration of the Florida Everglades ecosystem and have led the study of ecosystem conservation worldwide.

For example, Florida Atlantic University researchers Brian Benscoter, Ph.D., and Xavier Comas, Ph.D., were awarded \$570,000 from the U.S. Department of Energy to serve as collaborators for research related to carbon cycling and climate change in the Florida Everglades. The carbon-rich soils of the Everglades have the potential to significantly influence the global climate, so understanding how the



ecosystem may respond to changes in environmental conditions is of great importance. The project will help to better define the balance between carbon accumulation and losses in the Everglades, and how disturbances such as climate change may potentially impact such a balance.

## **Medicine**

The pillars of research at FAU's Department of Biomedical Science and Charles E. Schmidt College of Medicine include healthy aging and regenerative medicine. Their scientists are investigating cardiovascular and metabolic diseases; autoimmune diseases; genetic eye diseases; age-related eye diseases, such as macular degeneration and cataracts; neurological diseases, such as Parkinson's and Alzheimer's; behavioral neurobiology, cancer and infectious diseases. They strive to understand human disease pathology and to develop new therapeutic approaches to treat it.

The goal of the Kantorow laboratory, under the leadership of Marc Kantorow, Ph.D., professor of biomedical science, is to discover ways to prevent and to treat age-related blinding diseases. Age-related eye diseases including macular degeneration and cataract are the leading cause of blindness in the United States and worldwide but, to date, no therapies against these diseases are available. Kantorow's team uses a combination of genetics, cell biology and biochemistry to identify the causes of these diseases in order to discover treatments for them. The Kantorow laboratory has been successful in identifying multiple key genes and proteins that contribute to these diseases when their normal functions are lost. Their work has been highly recognized in the form of NIH grants totaling over \$1 million. Kantorow is also the recipient of the Outstanding Researcher Award from the National Foundation for Eye Research.

## **Nursing**

The Christine E. Lynn College of Nursing faculty and faculty researchers, supported by grants from federal and private foundations, are addressing some of the most challenging issues facing the caring and health care needs of our community, society, and in nursing practice. Our nurse scientists, in collaboration with our professional partners, focus on building science grounded in the philosophy of caring. Faculty and students focus their research within four focal areas: Healthy Aging, Health Equity, Holistic Health, and Transforming Healthcare. Examples of current studies include prevention of substance abuse in native youth; effects of a Sit "N" Fit chair yoga program on community dwelling elders with osteoarthritis; diabetic and cardiovascular care access and management through care coordination; cognitive support to improve adherence of self-administered medications and reduce hospitalization of older adults; stress in dementia individuals and their caregivers; interventions to reduce hospitalizations of nursing home residents; the testing of a unique intervention for depression, biweekly walks in the Morikami Museum & Gardens in a unique university-museum based collaboration; developing new interprofessional practice models; and succession planning for future nurse leaders. The College of Nursing's Community-Based Health Centers, and the Boca FAU campus-based nurse-managed Memory and Wellness Center provide vibrant "living" laboratories for our research focused on improving healthcare outcomes, health equity, healthy aging, and transforming care environments.



## Community and Business Engagement

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

A recent study showed that FAU has a \$6.3 billion economic impact on its six-county service region. FAU is actively engaged with the business community through board and trustee memberships at many chambers of commerce, economic councils and business development boards.

Florida Atlantic University's Southeast National Marine Renewable Energy Center (SNMREC) conducted the first at-sea tests of its ocean current research turbine off Fort Pierce. This is a public/private project supported by nearly \$20 million in funding. The Center's engineers designed and built a small-scale research turbine which, with a three-meter diameter rotor, has the capacity to generate up to 20 kW of power in a two-and-a-half-meter per second (five knot) flow, similar to conditions found in the Florida Current. The SNMREC turbine has been developed to assist commercial turbine developers with testing components; provide an opportunity to address gaps in technology; and serve as a fully evaluated research platform to benchmark ocean current concept performance.

FAU's Adams Center for Entrepreneurship and the College of Business, along with the Research Park at FAU, hosted the 2014 FAU Business Plan Competition. More than 250 teams made up of FAU students and alumni, members of the business community and participants from the Greater Boca Raton's Young Entrepreneurship Academy competed for a share of more than \$200,000 in cash and prizes. This competition connects the dots within the South Florida entrepreneurial ecosystem. FAU is seeding Florida businesses with startup funding and resources, positively impacting Florida's economic development and cultivating the strong pool of entrepreneurial talent found in our local community. The Greater Boca Raton Chamber of Commerce's Young Entrepreneurs Academy (YEA!) Investor Panel featured students in seventh through 12th grades who developed businesses and pitched them to investors for seed funding.

Florida Atlantic University celebrated Global Entrepreneurship Week by hosting the second annual "Startup Weekend Boca Raton." Global Entrepreneurship Week is an international celebration of the innovators and job creators that launch startups in which ideas come to life, drive economic growth and enhance human well-being.

FAU hosted the 2013 Business Leader of the Year Award annual breakfast on February 28, 2014 and honored the accomplishments of Jordan Zimmerman, founder and chairman of Zimmerman Advertising. The award celebrates accomplishments of business leaders and their ongoing legacy in improving Florida's business environment. Located in South Florida, Zimmerman is a \$3-billion-a-year firm and the 14th largest full-service agency in the U.S. It employs more than 1,100 associates across the country and represents retail brands including AutoNation, CBS, Dunkin Donuts, the Florida Panthers, hhgregg, Office Depot, Papa John's, Party City, Nissan, Tire Kingdom, White Castle and many more.

The College of Science offers a series of events to inspire local elementary, middle and high school students to pursue careers in Science and Math. Mathematical Sciences held Math Days 2014, a series of events designed to increase interest in mathematics, recognize mathematical excellence and inspire local elementary, middle and high school students to pursue careers in mathematics. The Summer Science Institute is a non-credit academic program specifically designed to meet the intellectual and cognitive needs of high-performing middle and high school students interested in discovering the world of science. FAU hosted the largest regional Science Olympiad which is devoted to improving the quality of science education and increase student interest in science while providing recognition for outstanding achievement in science education. FAU hosted 63 teams comprised of 900 K-12 student competitors.



## INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

FAU actively develops partnerships between the University and community, providing service opportunities to students, faculty and staff.

Nearly 1,600 students provided more than 75,000 hours of volunteer service valued at \$1.4 million to non-profit organizations and public agencies through FAU's Weppner Center for Civic Engagement & Service. In addition, more than 1,200 students engaged in academic service-learning activities through 89 course sections. Their contribution of 93,000 hours of service was valued at \$1.73 million.

The School of Urban & Regional Planning presented "C'est La Via: Rethinking the Alleyways," an urban design demonstration meant to transform the alleys in West Palm Beach into useable, livable and walkable spaces. The project was designed to convert the area into bustling and vibrant "vias" filled with art, music, landscaping, food vendors and other activities. Conceived during a master's level course focused on creative placemaking, the project is a tactical urban intervention that aims to transform the larger urban context by identifying existing social networks and strengthening them through open communication, engagement in activities and physical connections.

FAU hosted the second annual Dance Marathon, a fundraising event to raise money for the Children's Miracle Network. The student-led event raised \$10,000, all of which went directly to benefit children being treated at UF Health Shands Children's Hospital in Gainesville.

Military veterans in FAU's student body learned how to translate their military strengths into tools for success in the South Florida job marketplace during the second round of Edge4Vets workshops. Edge4Vets is a series of resiliency workshops developed at Fordham University to help veterans apply their military skills in civilian careers. The program has been offered successfully to hundreds of veterans in New York and Boston since 2011. FAU has been selected as the lead university in South Florida to offer the program, based upon its strong commitment to veterans' education and high quality management.

In an ongoing effort to model the best in environmental stewardship to the community, FAU celebrated Earth Day 2014 with a variety of campus events including a Green Market that featured fresh produce, prepared foods, fresh herbs, plants, artisans, organic products and specialty items for purchase.

The department of Mathematics hosted the inaugural Gold Coast Math Teachers' Circle at the Wyndham Deerfield Beach Resort. The Math Teachers' Circle was a week-long professional development workshop for a select group of 20 middle school math teachers from Broward and Palm Beach. The purpose of the Math Teachers' Circle was to revitalize middle school math teachers so they return to school in August with fresh ideas and a renewed passion for teaching math.

## INCREASE COMMUNITY AND BUSINESS WORKFORCE

In 2013-14, FAU ranked first among Florida's public universities in job placement of new graduates, with 70 percent of bachelor's degree graduates finding full-time employment in Florida or going on to graduate study. Starting salaries averaged \$34,900, \$1,400 higher than the SUS average.

The Career Development Center (CDC) provides comprehensive services to help FAU students and alumni with career management choices and issues. The CDC works with local employers to place students in internships and co-op positions that meet the needs of employers while opening career opportunities for students.



FAU's Charles E. Schmidt College of Medicine announced acceptance of its first class of medical residents, a 36-member cohort that arrived in the summer to begin residencies in internal medicine at Boca Raton Regional Hospital, Bethesda Hospital East and Delray Medical Center. This residency program, which has been fully accredited by the Accreditation Council for Graduate Medical Education, is the first of several that FAU plans to introduce in the near future in cooperation with leading local hospitals. The maturation of FAU's medical education program to include residencies is a development of high importance to South Florida, since many physicians establish their practices in the communities in which they have carried out their residencies.

FAU is now an institutional partner of the Association for Women in Science (AWIS). AWIS is the largest multi-disciplinary organization for women in STEM dedicated to achieving equity and full participation of women in all disciplines and across all employment sectors. AWIS reaches more than 20,000 professionals in STEM around the country. Florida Atlantic University supports and promotes diversity in STEM by providing faculty and undergraduate/graduate students with professional development and leadership training with information tailored to help members succeed.





# Data Tables

## **FINANCIAL RESOURCES**

---

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

## **PERSONNEL**

---

- Table 2A. Personnel Headcount

## **ENROLLMENT**

---

- Table 3A. Headcount Enrollment by Student Type
- Table 3B. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Method of Instruction
- Table 3D. Headcount Enrollment by Military Status and Student Level
- Table 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

## **UNDERGRADUATE EDUCATION**

---

- Table 4A. Baccalaureate Degree Program Changes in AY 2013-2014
- Table 4B. Retention Rates
- Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
- Table 4D. Full- and Part-time FTIC Graduation Rates
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing (NCLEX)
- Table 4O. Post-Graduation Metrics

## **GRADUATE EDUCATION**

---

- Table 5A. Graduate Degree Program Changes in AY 2013-2014
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

## **RESEARCH & ECONOMIC DEVELOPMENT**

---

- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence



## Section 1 – Financial Resources

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

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$155,808,342	\$143,213,480	\$128,704,960	\$138,594,798	\$137,224,435
Non-Recurring State Funds	\$1,952,534	\$1,450,559	-\$23,290,484	\$7,135,711	\$4,656,009
Tuition	\$82,994,835	\$92,374,854	\$96,515,651	\$96,161,308	\$99,615,602
Tuition Differential Fee	\$5,325,394	\$9,439,615	\$18,889,777	\$20,080,106	\$22,411,329
Misc. Fees & Fines	\$2,929,161	\$2,875,316	\$2,046,435	\$2,281,896	\$4,878,316
Federal Stimulus Funds	\$11,630,612	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$260,640,878</b>	<b>\$249,353,824</b>	<b>\$222,866,339</b>	<b>\$264,253,819</b>	<b>\$268,785,691</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$0	\$0	\$12,778,503	\$14,181,519	\$14,344,890
Non-Recurring State Funds	\$0	\$0	\$0	\$516,150	\$0
Tuition	\$0	\$1,915,750	\$4,156,775	\$6,280,109	\$8,208,405
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$30,100	\$32,140	\$33,560	\$30,100
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$1,945,850</b>	<b>\$16,967,418</b>	<b>\$21,011,338</b>	<b>\$22,583,395</b>
<b>TOTAL</b>	<b>\$260,640,878</b>	<b>\$251,299,674</b>	<b>\$239,833,757</b>	<b>\$285,265,157</b>	<b>\$291,369,086</b>

**Recurring State Funds:** State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by universities after the appropriation. In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative. Source: For actual years, SUS Final Amendment Packages; for estimated year the 2014-15 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



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

### TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$131,337,055	\$159,238,845	\$157,218,493	\$159,202,558	\$157,776,410
Administration and Support	\$46,438,614	\$32,055,748	\$27,936,139	\$29,657,315	\$29,053,407
PO&M	\$21,277,368	\$22,458,162	\$19,086,143	\$24,871,467	\$25,666,387
Student Services	\$19,941,007	\$22,470,655	\$22,690,761	\$24,958,044	\$25,417,803
Library/Audio Visual	\$13,190,772	\$11,163,099	\$11,381,321	\$10,887,021	\$10,611,042
Other	\$651,147	\$1,097,679	\$672,893	\$855,884	\$866,399
<b>TOTAL</b>	<b>\$232,835,963</b>	<b>\$248,484,188</b>	<b>\$238,985,750</b>	<b>\$250,432,289</b>	<b>\$249,391,448</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	.	.	\$11,737,749	\$15,683,697	\$16,345,383
Administration and Support	.	.	\$464,461	\$690,252	\$763,110
PO&M	.	.	\$0	\$0	
Library/Audio Visual	.	.	\$434	\$425,000	\$346,334
Teaching Hospital & Clinics	.	.	\$0	\$0	
Student Services, and Other	.	.	\$0	\$0	
<b>TOTAL</b>	.	.	<b>\$12,202,644</b>	<b>\$16,798,949</b>	<b>\$17,454,827</b>
<b>TOTAL</b>	<b>\$232,835,963</b>	<b>\$248,484,188</b>	<b>\$251,188,394</b>	<b>\$267,231,238</b>	<b>\$266,846,275</b>

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

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



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

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
<b>Appropriated Funding per FTE</b>					
General Revenue	\$6,601	\$6,407	\$5,479	\$3,909	\$5,459
Lottery Funds	\$664	\$744	\$788	\$594	\$708
Tuition & Fees	\$3,942	\$4,044	\$4,196	\$4,970	\$5,358
Other Trust Funds	\$576	\$527	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$11,782</b>	<b>\$11,721</b>	<b>\$10,463</b>	<b>\$9,472</b>	<b>\$11,526</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$3,775	\$4,136	\$4,535	\$5,017	\$5,016
<b>TOTAL</b>	<b>\$11,615</b>	<b>\$11,814</b>	<b>\$10,802</b>	<b>\$9,520</b>	<b>\$11,183</b>

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
<b>Auxiliary Enterprises</b>					
Revenues	\$81,727,283	\$80,466,112	\$78,628,181	\$70,370,203	\$68,145,842
Expenditures	\$63,914,126	\$67,814,574	\$59,545,127	\$71,872,969	\$79,559,545
<b>Contracts &amp; Grants</b>					
Revenues	\$48,833,361	\$47,911,301	\$48,692,640	\$48,641,888	\$45,690,822
Expenditures	\$47,791,285	\$47,323,819	\$48,718,106	\$46,883,329	\$47,524,645
<b>Local Funds</b>					
Revenues	\$165,926,932	\$194,337,005	\$215,062,778	\$220,993,378	\$227,624,692
Expenditures	\$162,709,964	\$189,697,094	\$208,769,851	\$218,078,799	\$225,596,989
<b>Faculty Practice Plans</b>					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



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

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$156,417	\$179,739	\$172,318	\$189,287	\$208,521
Gifts Received (\$1000s)	\$8,150	\$7,830	\$9,417	\$11,851	\$10,662
Percentage of Alumni Donors	1.9%	1.9%	1.4%	2.1%	3.0%

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

**TABLE 1F. Tuition Differential Fees (TDF)**

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$9,439,615	\$18,889,777	\$20,080,106
Students Receiving TDF Funded Award	5,523	5,988	6,311
Total Value of TDF Funded Financial Aid Awards	\$513	\$952	\$958

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

	2011-12	2012-13	2013-14
Number of Eligible Students	5,055	5,629	5,552
Number Receiving a TDF Waiver	802	748	609
Total Value of TDF Waivers	\$534	\$997	\$1,008

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



## Section 2 – Personnel

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

	2009	2010	2011	2012	2013
<b>Full-time Employees</b>					
Tenured Faculty	411	416	431	439	436
Tenure-track Faculty	167	148	136	114	105
Non-Tenure Track Faculty	265	275	283	261	270
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,642	1,667	1,696	1,657	1,699
<b>FULL-TIME SUBTOTAL</b>	<b>2,485</b>	<b>2,506</b>	<b>2,546</b>	<b>2,471</b>	<b>2,510</b>
<b>Part-time Employees</b>					
Tenured Faculty	5	3	3	3	5
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	580	517	560	496	442
Instructors Without Faculty Status	0	0	0	0	5
Graduate Assistants/Associates	924	990	1,044	1,039	1,061
Non-Instructional Employees	44	39	40	163	151
<b>PART-TIME SUBTOTAL</b>	<b>1,553</b>	<b>1,549</b>	<b>1,647</b>	<b>1,701</b>	<b>1,664</b>
<b>TOTAL</b>	<b>4,038</b>	<b>4,055</b>	<b>4,193</b>	<b>4,172</b>	<b>4,174</b>

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



## Section 3 – Enrollment

**TABLE 3A. Headcount Enrollment by Student Type and Level**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>TOTAL</b>	<b>27,707</b>	<b>28,390</b>	<b>29,304</b>	<b>30,282</b>	<b>30,808</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	9,056	10,138	10,648	11,139	11,596
FTIC (Profile Admit)	668	16	356	263	198
AA Transfers	5,954	6,793	7,172	7,606	7,801
Other Transfers	5,839	5,419	5,354	5,065	4,957
<b>Subtotal</b>	<b>21,517</b>	<b>22,366</b>	<b>23,530</b>	<b>24,073</b>	<b>24,552</b>
<b>GRADUATE</b>					
Master's	3,411	3,363	3,457	3,672	3,624
Research Doctoral	711	741	746	744	791
Professional Doctoral	24	39	110	188	255
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>			64	127	187
<i>Nursing Practice</i>	24	39	40	52	63
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	0	0	0	0	0
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	6	9	5
<b>Subtotal</b>	<b>4,146</b>	<b>4,143</b>	<b>4,313</b>	<b>4,604</b>	<b>4,670</b>
<b>UNCLASSIFIED</b>					
	<b>2,044</b>	<b>1,881</b>	<b>1,461</b>	<b>1,605</b>	<b>1,586</b>

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. 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.



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

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment** [State Fundable only]

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
Lower-Division	4,461	6,026	4,461	6,251		6,432
Upper-Division	7,910	8,357	7,910	8,388		8,387
Master's (GRAD I)	1,764	1,666	1,764	1,658		1,625
Doctoral (GRAD II)	194	286	194	284		301
<b>Subtotal</b>	<b>14,329</b>	<b>16,336</b>	<b>14,329</b>	<b>16,581</b>		<b>16,746</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower-Division	.	347	.	334	.	362
Upper-Division	.	353	.	362	.	346
Master's (GRAD I)	.	173	.	181	.	171
Doctoral (GRAD II)	.	105	.	101	.	98
<b>Subtotal</b>	<b>910</b>	<b>977</b>	<b>910</b>	<b>978</b>		<b>977</b>
<b>TOTAL FTE</b>						
Lower-Division	.	6,373	.	6,584	4,728	6,794
Upper-Division	.	8,710	.	8,751	8,299	8,733
Master's (GRAD I)	.	1,838	.	1,838	1,931	1,796
Doctoral (GRAD II)	.	391	.	385	281	399
<b>Total</b>	<b>15,239</b>	<b>17,313</b>	<b>15,239</b>	<b>17,559</b>	<b>15,239</b>	<b>17,722</b>
<b>Total (US Definition)</b>	<b>20,319</b>	<b>23,084</b>	<b>20,319</b>	<b>23,411</b>	<b>20,319</b>	<b>23,630</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.





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

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

	2010-11	2011-12	2012-13	2013-14
<b>TRADITIONAL</b>				
Lower-Division	5,549	6,126	5,699	5,519
Upper-Division	7,808	7,647	7,293	7,007
Master's (GRAD 1)	1,436	1,378	1,346	1,282
Doctoral (GRAD 2)	364	350	344	343
<b>Total</b>	<b>15,157</b>	<b>15,502</b>	<b>14,682</b>	<b>14,151</b>
<b>HYBRID</b>				
Lower-Division	12	103	659	991
Upper-Division	58	150	299	412
Master's (GRAD 1)	32	43	35	41
Doctoral (GRAD 2)	6	6	4	6
<b>Total</b>	<b>109</b>	<b>302</b>	<b>997</b>	<b>1,450</b>
<b>DISTANCE LEARNING</b>				
Lower-Division	149	144	226	284
Upper-Division	690	913	1,159	1,314
Master's (GRAD 1)	410	417	458	473
Doctoral (GRAD 2)	32	35	37	50
<b>Total</b>	<b>1,282</b>	<b>1,509</b>	<b>1,880</b>	<b>2,121</b>
<b>TOTAL</b>				
Lower-Division	5,711	6,373	6,584	6,794
Upper-Division	8,556	8,710	8,751	8,733
Master's (GRAD 1)	1,879	1,838	1,838	1,796
Doctoral (GRAD 2)	402	391	385	399
<b>Total</b>	<b>16,547</b>	<b>17,313</b>	<b>17,559</b>	<b>17,722</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



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

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>MILITARY</b>				
Unclassified	9	9	11	6
Undergraduate	331	362	372	367
Master's (GRAD 1)	47	50	57	71
Doctoral (GRAD 2)	1	3	5	3
<b>Subtotal</b>	<b>388</b>	<b>424</b>	<b>445</b>	<b>447</b>
<b>ELIGIBLE DEPENDENT</b>				
Unclassified	0	1	1	0
Undergraduate	66	104	117	151
Master's (GRAD 1)	6	5	5	8
Doctoral (GRAD 2)	0	0	1	1
<b>Subtotal</b>	<b>72</b>	<b>110</b>	<b>124</b>	<b>160</b>
<b>NON-MILITARY</b>				
Unclassified	1,819	1,372	1,433	1,445
Undergraduate	22,022	23,143	23,744	24,169
Master's (GRAD 1)	3,310	3,424	3,684	3,678
Doctoral (GRAD 2)	779	831	852	909
<b>Subtotal</b>	<b>27,930</b>	<b>28,770</b>	<b>29,713</b>	<b>30,201</b>
<b>TOTAL</b>	<b>28,390</b>	<b>29,304</b>	<b>30,282</b>	<b>30,808</b>

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	6,484	8,133	9,787	9,919	10,017
Percent with Pell Grant	31%	37%	42%	42%	41%

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.



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
None					
<b>Terminated Programs</b>					
Information Systems Technology	15.1202	Bachelors	11-Jun-13	FALL 2014	
<b>Programs Suspended for New Enrollments</b>					
Real Estate	52.1501	Bachelors	-	FALL 2008	
<b>New Programs Considered By University But Not Approved</b>					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

**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*

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	2,449	2,635	3,202	3,037	3,320
% Retained	80%	79%	78%	75%	75%
% Retained <i>with GPA of 2.0 or higher</i>	71%	70%	71%	68%	66%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	2,278	2,080	2,193	2,563	2,688
% Graduated	42%	43%	41%	41%	46%
% Still Enrolled	8%	10%	10%	10%	9%
% Success Rate	51%	52%	52%	51%	55%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



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

**TABLE 4D. FTIC Graduation Rates** *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	2,374	2,723	2,841	2,616	2,769
Same University	15%	15%	17%	19%	19%
Other SUS University	3%	2%	2%	4%	3%
Total from System	18%	16%	19%	23%	22%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	2,600	2,359	2,374	2,723	2,841
Same University	40%	41%	40%	40%	45%
Other SUS University	7%	7%	7%	7%	8%
Total from System	47%	48%	48%	47%	53%

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **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 preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other University in SUS** provides data 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.



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

**TABLE 4E. AA Transfer Graduation Rates**

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	1,004	1,111	1,512	1,491	1,682
Same University	21%	22%	24%	23%	20%
Other University in SUS	0%	0%	0%	0%	0%
Total from System	21%	22%	25%	23%	20%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	1,232	1,278	1,004	1,111	1,512
Same University	67%	63%	62%	63%	62%
Other University in SUS	2%	1%	1%	1%	2%
Total from System	69%	65%	63%	63%	63%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

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

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	1,823	1,722	1,589	1,883	1,989
Same University	56%	56%	59%	60%	63%
Other University in SUS	3%	2%	2%	2%	2%
Total from System	59%	58%	61%	62%	65%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



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

**TABLE 4G. Baccalaureate Degrees Awarded**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>TOTAL</b> (First Majors)	4,511	4,593	4,892	5,124	5,017
<b>TOTAL</b> (Second Majors)	365	365	354	251	198

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 (i.e., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (i.e., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

**TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)**

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	776	897	971	1,100	1,289
HEALTH	350	311	366	378	340
GLOBALIZATION	131	147	149	160	131
EDUCATION	510	480	510	442	383
GAP ANALYSIS	614	641	693	762	730
<b>SUBTOTAL</b>	<b>2,381</b>	<b>2,476</b>	<b>2,689</b>	<b>2,842</b>	<b>2,873</b>
<b>PSE PERCENT OF TOTAL</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>53%</b>	<b>55%</b>

Notes: 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/](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**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Non-Hispanic Black</b>					
Number of Degrees	833	808	954	920	905
Percentage of Degrees	19%	18%	20%	18%	18%
<b>Hispanic</b>					
Number of Degrees	831	907	1,069	1,208	1,241
Percentage of Degrees	19%	20%	22%	24%	25%
<b>Pell-Grant Recipients</b>					
Number of Degrees	1,672	1,979	2,403	2,733	2,862
Percentage of Degrees	39%	44%	50%	54%	58%

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**

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	51%	51%	51%	57%	54%
AA Transfers	79%	79%	64%	81%	79%
Other Transfers	76%	70%	59%	77%	75%
<b>TOTAL</b>	<b>70%</b>	<b>67%</b>	<b>59%</b>	<b>73%</b>	<b>70%</b>

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.

Note\*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. 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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	2,041	2,057	2,110	2,009	1,994

### Percentage of Undergraduate Course Sections by Class Size

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Fewer than 30 Students	62%	61%	61%	59%	59%
30 to 49 Students	24%	24%	24%	24%	25%
50 to 99 Students	8%	9%	9%	10%	9%
100 or More Students	6%	5%	6%	6%	7%

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**

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	65%	65%	67%	69%	70%
Adjunct Faculty	22%	22%	21%	19%	18%
Graduate Students	12%	12%	11%	11%	11%
Other Instructors	1%	1%	1%	1%	1%

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	20.1	21.0	20.0	22.0	25.0

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). 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**

	2009	2010	2011	2012	2013
Examinees	71	98	62	76	75
First-time Pass Rate	96%	85%	94%	92%	93%
<i>National Benchmark</i>	<i>90%</i>	<i>89%</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>

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



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

**TABLE 40. Post-Graduation Metrics**

Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	69%	72%	74%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>90%</i>	<i>91%</i>	<i>91%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. 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.

Note\*: Non-Florida employment data was not available for the 2010-11 graduates.

**Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

For more information about WRIS2 see: [http://www.doleta.gov/performance/wris\\_2.cfm](http://www.doleta.gov/performance/wris_2.cfm).

For more information about FEDES see: <http://www.ubalt.edu/ffi/fedes/>.

## Median Wages of Bachelor’s Graduates Employed Full-time in Florida, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$34,700	\$34,900	\$36,000
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>53%</i>	<i>54%</i>	<i>57%</i>

Notes: **Median Wage** data is based on Florida’s annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This 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.



## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2013-14**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
None						
<b>Terminated Programs</b>						
None						
<b>Programs Suspended for New Enrollments</b>						
Finance, General	52.0801	Masters	-	2006 SPRING		
International Business/Trade & Commerce	52.1101	Masters	-	2005 SPRING		
<b>New Programs Considered By University But Not Approved</b>						

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, 2013 and May 4, 2014.

**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**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>TOTAL</b> (First Majors)	<b>1,311</b>	<b>1,463</b>	<b>1,405</b>	<b>1,543</b>	<b>1,518</b>
<b>TOTAL</b> (Second majors)	1	1	1	2	0
Masters and Specialist (first majors)	1,219	1,375	1,288	1,440	1,390
Research Doctoral (first majors)	88	74	108	90	106
Professional Doctoral (first majors)	4	14	9	13	22
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	0	0
<i>Nursing Practice</i>	4	14	9	13	22
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	0	0	0	0	0
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	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 the Professional Doctoral degrees.

**TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis**  
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	202	216	245	250	271
HEALTH	174	205	179	207	228
GLOBALIZATION	5	12	16	17	18
EDUCATION	185	167	169	144	162
GAP ANALYSIS	124	171	157	174	163
<b>SUBTOTAL</b>	<b>690</b>	<b>771</b>	<b>766</b>	<b>792</b>	<b>842</b>
<b>PSE PERCENT OF TOTAL</b>	<b>53%</b>	<b>53%</b>	<b>54%</b>	<b>51%</b>	<b>55%</b>

Notes: 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/](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**

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

	2010	2011	2012	2013	2014 Preliminary
Examinees				62	61
First-time Pass Rate				97%	95%
<i>National Benchmark</i>				96%	96%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees					22
First-time Pass Rate					100%
<i>National Benchmark</i>					97%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees					xx
First-time Pass Rate					xx%
<i>National Benchmark</i>					96%



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$56,127	\$56,472	\$62,024	\$65,377	\$23,967*
Federally Funded (\$ 1,000s)	\$15,335	\$17,268	\$15,579	\$17,226	\$13,555
Percent Funded From External Sources	42%	38%	34%	35%	79%*
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$96,273	\$97,702	\$109,972	\$115,303	\$43,340*
<b>Technology Transfer</b>					
Invention Disclosures	19	25	13	26	15
U.S. Patents Issued	3	3	4	3	5
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	5	5	6	5	8
Licenses/ Options Executed	3	6	5	2	6
Licensing Income Received (\$)	\$105,562	\$145,476	\$141,899	\$65,769	\$130,272
Number of Start-Up Companies	0	0	0	0	1

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

Note\*: Modification of 2012-13 calculation methodology to fall in line with NSF change in reporting requirements precludes historical comparability.



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

**TABLE 6B. Centers of Excellence**

Name of Center:	Southeast National Marine Renewable Energy Center	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2006		
<b>Research Effectiveness</b>			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		26	3
Value of Competitive Grants Applied For (\$)		\$31,068,858	\$4,750,000
Number of Competitive Grants Received		9	1
Value of Competitive Grants Received (\$)		\$19,256,068	\$250,000
Total Research Expenditures (\$)		\$18,124,280	\$1,562,243
Number of Publications in Refereed Journals From Center Research		33	3
Number of Invention Disclosures		1	0
Number of Licenses/Options Executed		0	0
Licensing Income Received (\$)		\$0	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		57	5
Collaborations with Private Industry		66	16
Collaborations with K-12 Education Systems/Schools		134	1
Undergraduate and Graduate Students Supported with Center Funds		88	9
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		0	0
Jobs Created By Start-Up Companies Associated with the Center		0	0
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations		\$176,500	\$0
<b>Narrative Comments on next page.</b>			





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

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

Name of Center	Southeast National Marine Renewable Energy Center
Narrative Comments [Most Recent Year]:	
<p>"One of three U.S. Department of Energy's nationally-designated marine energy centers, the Southeast National Marine Renewable Energy Center (SNMREC) at Florida Atlantic University holds the only lease from the U.S. Department of Interior to conduct marine renewable energy production and testing activities on the U.S. outer continental shelf. As a result, companies with prototype ocean current energy technologies are queuing to demonstrate their innovations and evolve them to commercial manufacturing. Associated with technology testing are a wide spectrum of associated areas, including socio-economic, policy, and scientific sectors. Active research areas include nearly every engineering discipline, marine science, business, government and policy, and education. During 2013-14, SNMREC staff successfully negotiated and executed a lease with the Bureau of Ocean Energy Management. The lease reserves approximately 1,430 acres of sea floor to moor surface buoys used for turbine testing offshore Broward County, Florida. Turbine companies will prepare a vessel for testing systems that produce 100kW of power or less and moor to the previously installed buoys. This will expose turbines to the flow of the Gulf Stream for evaluation of how effectively the technology converts flowing water into electricity and to investigate the behavior of the turbine when suspended from the vessel. A non-proprietary small-scale ocean current turbine (20kW) was constructed and tested offshore. This platform will allow turbine component manufacturers to evaluate their products and will establish a performance benchmark for comparison of the effectiveness of energy conversion approaches.</p> <p>SNMREC installed and recovered moored ocean current measurement systems during 2013-14, which adds to the unprecedented measurement archive that has been collected since 2008. This data not only assists with improving our understanding of potential power extraction, but validates tools for predicting current characteristics and provides turbine designers with a better understanding of conditions their concepts will experience. New acoustic instruments to characterize the natural turbulence of the Gulf Stream were evaluated and will be used to capture "gusts" that turbines would be exposed to.</p> <p>A two-year study of the abundance and distribution of sea turtles in the Florida Straits was completed. This never-before captured seasonal perspective of marine turtle activity offshore Palm Beach and Broward Counties provided valuable insight into areas that are more commonly visited by turtles and when they can be found there. Ocean current energy developers can use results to more effectively identify suitable offshore areas for turbine installation that minimize potential interaction between sea turtles and equipment.</p> <p>As the ocean current energy private sectors moves towards commercialization, SNMREC is positioning to provide needed support and tools to accelerate utility-scale availability. The first ocean current turbine prototype offshore testing infrastructure in the world is scheduled to be available during the next year. Further integration of research portfolios with anticipated industry need, increased collaborations with universities around the world, and development of a holistic suite of support will assist the growing ocean current energy industry to overcome barriers to market acceleration as safely, economically, and responsibly as possible."</p>	



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

**TABLE 6B. Centers of Excellence**

Name of Center:	Center for Biomedical and Marine Biotechnology	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2003		
<b>Research Effectiveness</b>			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		59	12
Value of Competitive Grants Applied For (\$)		\$132,374,770	\$3,305,075
Number of Competitive Grants Received		22	6
Value of Competitive Grants Received (\$)		\$27,693,956	\$722,025
Total Research Expenditures (\$)		\$38,410,724	\$908,415
Number of Publications in Refereed Journals From Center Research		81	7
Number of Invention Disclosures		9	0
Number of Licenses/Options Executed		20	0
Licensing Income Received (\$)		\$30	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		26	6
Collaborations with Private Industry		12	1
Collaborations with K-12 Education Systems/Schools		2,755	230
Undergraduate and Graduate Students Supported with Center Funds		36	6
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		4	0
Jobs Created By Start-Up Companies Associated with the Center		2	0
Specialized Industry Training and Education		1	0
Private-sector Resources Used to Support the Center's Operations		\$430	\$0
<b>Narrative Comments on next page.</b>			



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

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

Name of Center	Center for Biomedical and Marine Biotechnology
Narrative Comments [Most Recent Year]:	
<p>Dr. Amy Wright, of FAU’s Harbor Branch Oceanographic Institute (HBOI), serves as the Director of the Center for Biomedical and Marine Biotechnology at Florida Atlantic University. The University has been restructuring this Center for the past several years and this past year the focus has been reaching out to a number of organizations such as Pfizer, Roche (Switzerland) to build collaborative relationships. Dr. Wright and her center colleagues have established collaborations with Novartis, Torrey Pines Institute for Molecular Studies, VGTI, the NCI, and the Sanford-Burnham Medical Research Institute.</p>	