



Item: SP: A-1

Tuesday, January 15, 2013

**SUBJECT: APPROVAL OF FAU'S 2011-12 STATE UNIVERSITY SYSTEM  
ACCOUNTABILITY REPORT**

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**PROPOSED BOARD ACTION**

Approval of FAU's 2011-12 State University System Accountability Report for submission to the Florida Board of Governors.

**BACKGROUND INFORMATION**

In 2009 the Board of Governors (BOG) developed a planning and accountability framework for SUS institutions to begin submitting annual performance reports on key measures and progress on meeting institutional goals.

FAU's 2011-12 report is now complete and being presented for your approval. This report includes data that was submitted to the BOG by FAU on such things as enrollment, degree awards, expenditures, student retention and other metrics related to the University's progress. FAU's Office of Institutional Effectiveness has reviewed this data and found it to be accurate.

The report also contains a narrative to go along with the data trends. The narrative includes recent and noteworthy accomplishments that demonstrate progress in meeting University priorities as identified in FAU's Work Plan as well as BOG Strategic Planning Goals. The report concludes with a section on FAU's success in achieving higher efficiencies in various divisions of the University.

**IMPLEMENTATION PLAN/DATE**

N/A

**FISCAL IMPLICATIONS**

N/A

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**Supporting Documentation:** FAU 2011-12 State University System Accountability Report

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**Phone:** 561.297.1333

2011-12  
Annual Accountability Report

# FLORIDA ATLANTIC UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



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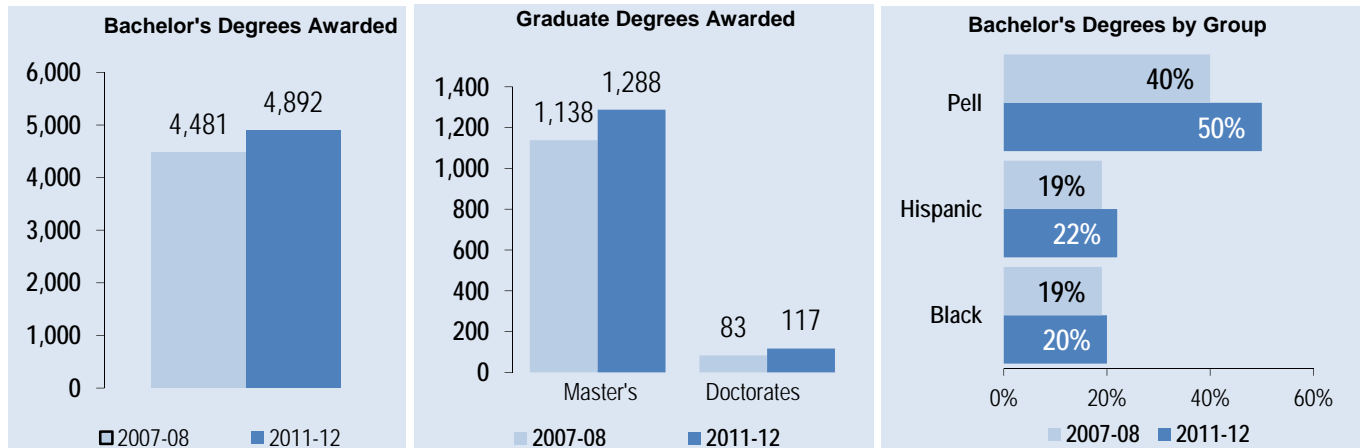
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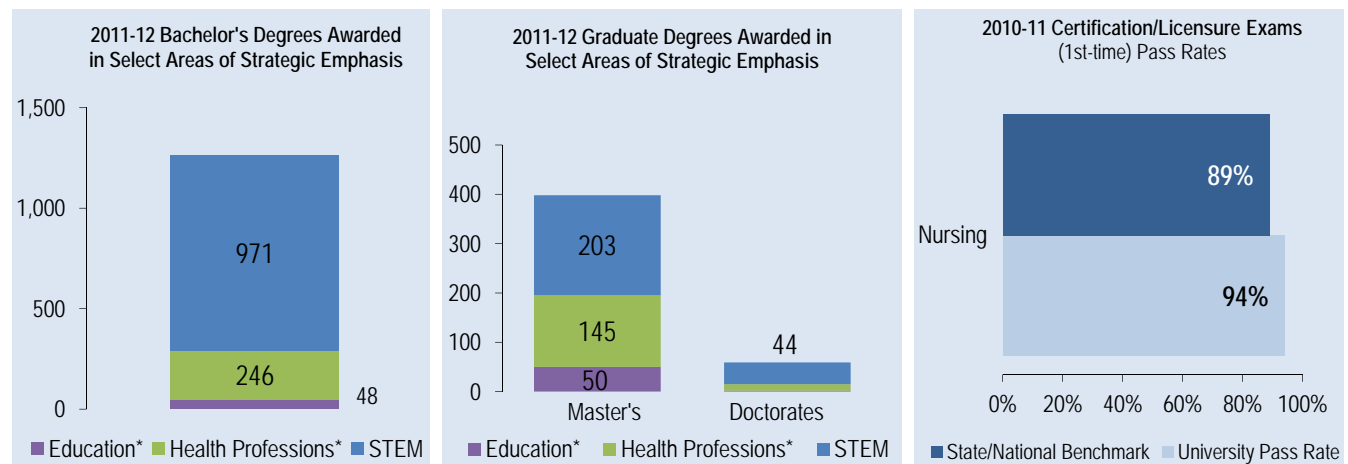
# Dashboard

Campuses			Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus				
Enrollments	Headcount	%	Degree Programs Offered (as of Spr. 2012)			Carnegie Classification	
TOTAL (Fall 2011)	29,304	100%	TOTAL	152		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence
Black	5,100	17%	Baccalaureate	62		Graduate Instructional Program:	Doctoral, professions dominant
Hispanic	6,283	21%	Master's & Specialist's	68		Enrollment Profile:	High undergraduate
White	15,112	52%	Research Doctorate	20		Undergraduate Profile:	Medium full-time four-year, inclusive
Other	2,809	10%	Professional Doctorate	2		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	17,020	58%	Faculty (Fall 2011)	Full-Time	Part-Time	Basic:	Research Universities (high research activity)
Part-Time	12,284	42%		850	563		
Undergraduate	23,609	81%	TOTAL	850	563	Community Engagement:	N/A
Graduate	4,313	15%	Tenured & Track	567	3		
Unclassified	1,382	5%	Non-Tenure	283	560		

## ACCESS TO AND PRODUCTION OF DEGREES



## MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

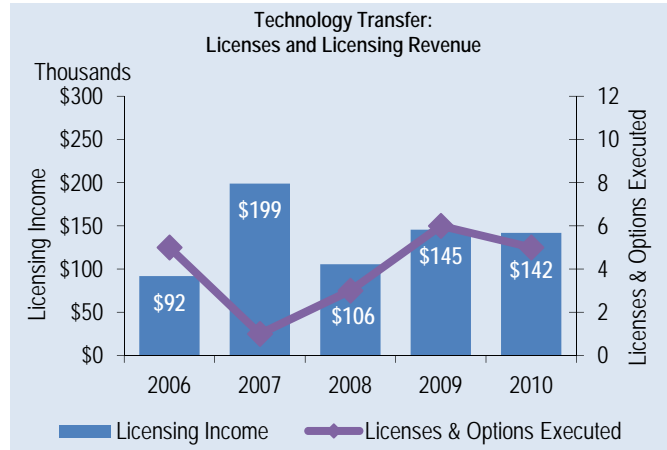
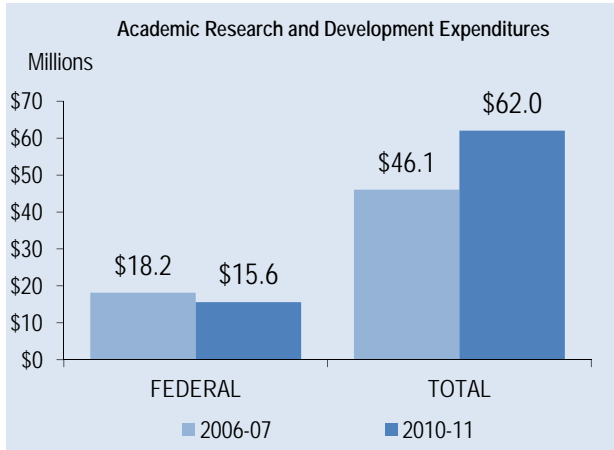


Notes for Areas of Strategic Emphasis: \* Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.  
Note on Exams: Based on 2008-2010 average due to small number of examinees.

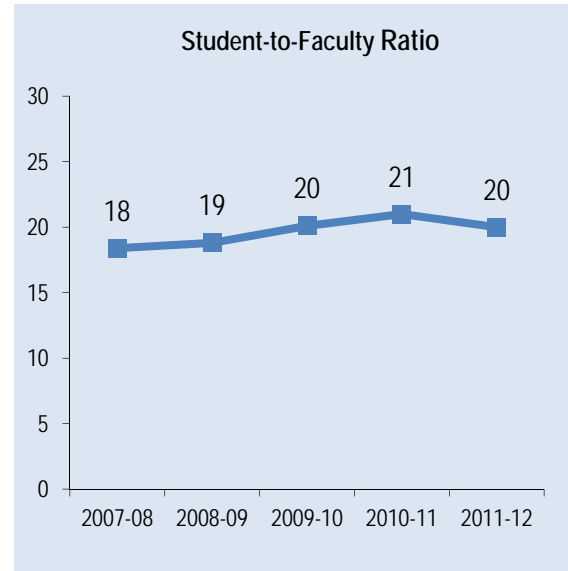
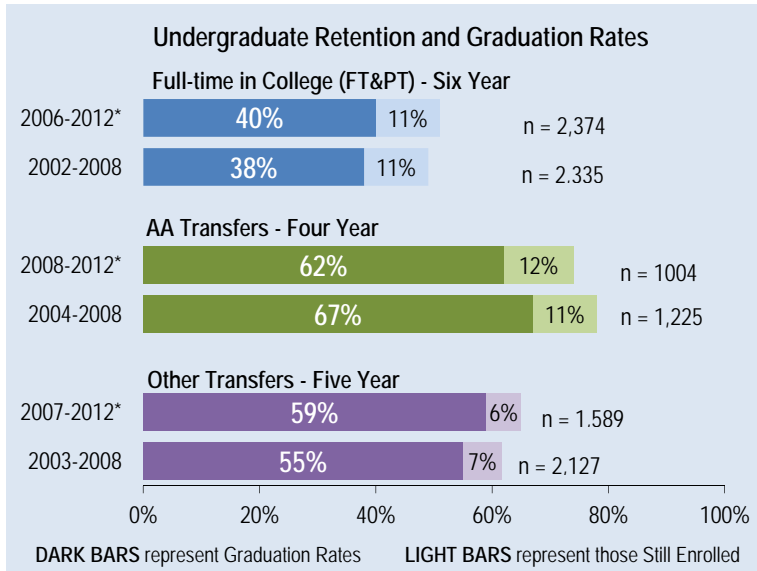


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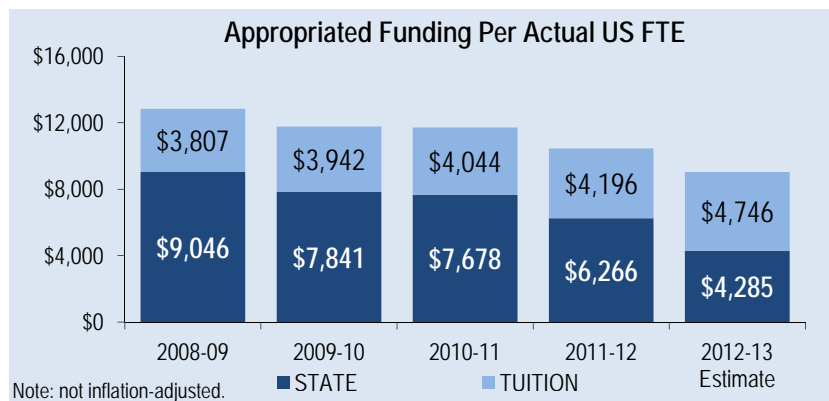
## BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



## RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



\* Indicates most recent data are still preliminary rates.



Note: not inflation-adjusted.

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



## Key Achievements

Selected Accomplishments for Florida Atlantic University (July 2011 – June 2012)

### STUDENT AWARDS/ACHIEVEMENTS

- As an undergraduate, Edith Nagy was part of an FAU research team that discovered a novel chemical reaction with the potential to produce therapies for many diseases. She has received a National Science Foundation Fellowship to pursue her Ph.D. at FAU.
- FAU Honors College graduate Autumn Siegel won a Fulbright Scholarship to teach English in Slovakia.
- Ocean engineering major Christina Zarrilli was named Technology Student Leader of the Year by the Greater Miami Chamber of Commerce.

### FACULTY AWARDS/ACHIEVEMENTS

- Associate Professor of Biological Sciences Nwadiuto Esiobu was among 13 scientists from American universities who were named 2011-12 Jefferson Science Fellows by the National Academies of Science.
- Research Professor Charles Hennekens was included among the top "science heroes" in world history for his discoveries linking aspirin to cardiovascular health. The website scienceheroes.com credited him with saving more than one million lives by preventing deaths from heart attack and stroke.
- Assistant Professor of History Taliha Leflouria contributed to the PBS documentary "Slavery by Another Name," which examined the illegal practice of debt enslavement of African Americans after the Civil War.

### PROGRAM AWARDS/ACHIEVEMENTS

- A team of students and faculty from the Department of Civil, Environmental and Geomatics Engineering won a national grand prize for helping to design a nanofiltration facility for the City of Dania Beach. The water treatment plant has set a new worldwide efficiency standard, removing 95 percent of waste matter. The \$25,000 prize was presented by the National Council of Examiners for Engineering and Surveying.
- Six students in the 24-member graduating class of FAU High School were recognized by the National Merit Scholarship Corporation. Three received commendations and three were named Finalists.
- FAU's human-powered submarine team won first place for agility at the European International Submarine Race.

### RESEARCH AWARDS/ACHIEVEMENTS

- Psychology Professor David Lewkowicz and doctoral student Amy Hansen-Tift concluded a two-year study that demonstrated, for the first time, that human infants learn how to talk by reading the lips of adults. This finding, published in the *Proceedings of the National Academy of Sciences*, overturned the conventional view that babies learn how to talk exclusively through listening. The study also provides a potential new tool for the early diagnosis of autism spectrum disorder.
- Assistant Professor of Physics Sukanya Chakrabarti developed a mathematical method of finding dwarf galaxies that promises to advance the search for dark matter in the universe by enabling physicists to detect the gravitational ripples of bodies that are too dim to be seen. She was part of a multi-university research team that published a study of the Sagittarius dwarf galaxy in the British journal *Nature*.
- Professor of Medicine Joseph Ouslander and Eminent Scholar in Nursing Ruth Tappen received a four-year, \$1.8 million grant from the National Institute of Nursing Research to further their study of ways to reduce hospitalizations of nursing home residents. Their work addresses the escalating national problem of "revolving door" hospital care of nursing home patients, which costs Medicare more than \$4 billion annually.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

- *U.S. News & World Report* ranked FAU 27<sup>th</sup> in the nation for campus ethnic diversity. FAU continues to be the most racially, ethnically and culturally diverse institution in the State University System.

FAU continues to be committed to designing and constructing sustainable facilities that are both environmental friendly and energy efficient. FAU officially attained LEED GOLD on three new construction projects and LEED PLATINUM on another.



# Narrative

## INTRODUCTION

Florida Atlantic University's 50th anniversary year has been one marked by celebrations and challenges. In fall 2011, FAU welcomed its largest freshman class to the largest student body in the institution's history. The University and its local communities saw the opening of a new 1,200 bed student residence complex that is 100 percent occupied and a new 30,000 seat stadium that, in addition to serving as home to FAU's Fighting Owls, also hosted members of FAU's internal and external communities at the University's 50th Gala. FAU's Charles E. Schmidt College of Medicine opened its doors as a fully independent College of Medicine in August 2011 to 64 students – students who will eventually deliver critical health care to residents of the State of Florida and others. The Engineering and Computer Science Building, Engineering East, opened as a living laboratory of sustainability practices and includes features such as a rainwater recycling system, solar panels, and a garden of native plants on its roof. The University's commitment to a green environment is evidenced in its continued attention to building energy efficient and self-sustaining facilities designed to LEED standards and sustainability.

Despite fiscal challenges, Florida Atlantic University remains a vibrant, dynamic institution that embraces the BOG's strategic goals of excellence in teaching, research, and service. As the University concluded its 50<sup>th</sup> Anniversary in recognition of its past achievements, FAU's stakeholders were forging a refocused strategic plan to chart a course for its future. FAU's 2012-2017 Strategic Plan was developed in the context of the increased expectations and relentless budget reductions being imposed upon many, if not all, institutions of higher education.

Indeed, in 2012-13, FAU faces a perfect storm as it celebrates a record enrollment of over 30,000 students while challenged by a nearly \$25M base budget reduction, the fifth base reduction in as many years. Yet FAU's new Strategic Plan, a collaborative effort by FAU's internal and external constituents, emphasizes and reenergizes the University's unwavering commitment to its core mission and values; identifies the strategies to achieve these goals; and highlights a wide array of disciplines under three key areas of academic and research excellence, identified as Signature Themes, to advance FAU's profile and standing among all institutions of higher education.

## ACCESS TO AND PRODUCTION OF DEGREES

### Access

- FAU's fall 2011 FTIC enrollment reached an institution high of 3,351 students – an increase of 573 from fall 2010.
- Over 29,400 students are enrolled for fall 2011 – the highest in the institution's history.
- FAU's student body continues to reflect a diverse and culturally vibrant community comprised of students from 48 states, 138 countries, and all of Florida's 67 counties.
- FAU's graduate enrollment reached 4,245 in fall 2011, a 22 percent increase over fall 2006.

### Degree Production

- Baccalaureate degrees awarded increased to 4,892 in 2011-12, a seven percent increase over 2010-11.
- Degrees awarded in BOG-identified "Areas of Strategic Emphasis" increased by nearly eight percent in five years.
- Degrees awarded in science, technology, engineering, and math (STEM) areas increased to 962, a nine percent increase over 2010-11.
- FAU proudly notes that 20 percent (was 18 percent in 2010) of the baccalaureate degrees awarded in 2011 were awarded to Black (Non-Hispanic students) and another 22 percent (was 20 percent in 2010) to Hispanic students.
- Forty-seven percent (was 45 percent in 2010-11) of FAU's students are classified as African-American, Hispanic, Native American, Asian, and international making FAU the most diverse University in the SUS.



## MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

### Making Workforce Connections

FAU continues to maintain close ties with business and industry through memberships in chambers of commerce, regional economic councils and business development boards across its six county service area. The individual colleges and some departments and schools have their own advisory boards composed of professionals from the community. The members of the advisory boards advise on curriculum issues as they relate to appropriate preparation of students for the work force, and on degree planning through information on future trends in the labor market.

Hundreds of students take advantage of the opportunities to gain hands-on practical work experience related to their academic majors through a broad range of programs offered by their colleges – internships, field practicum placements, clinical placements.

FAU's Career Development Center (CDC) prepares students to successfully transition into the workplace and or attend graduate school. In 2011-12, a total of 13,603 points of contact with students were recorded. The Career Day & Technical Fairs reached over 1,300 students and alumni, with participation of 217 companies who brought 448 corporate representatives to recruit at the job fairs. Much of the increase in employer activity occurred at the fall 2011 Career Day & Technical Fair leading to a 24 percent increase in employer participation over fall 2010.

In addition, the CDC held the 4th annual Dare to Be Prepared event which is a one day employment conference for the 2012 graduates with 117 students attending and 34 companies participating bringing to the event 40 recruiters, human resource professionals and hiring managers to help facilitate the new graduate's transition into the workplace.

### Workforce Related Grants and Activities

- In the College of Business, a professor in the Department of Economics received a grant from the Florida Council on Economic Education to promote financial and economic literacy for Palm Beach County and Broward County K-12 students.
- Students from the College of Business and the College of Engineering and Computer Science enrolled in the "Business and Entrepreneurship" course in spring 2012 were offered paid summer internships from Lockheed Martin. The students worked on developing a prototype for a device to capture data from a sensor under water and interpret their findings into digital data for decision making-information using Android tools.
- The College of Education was awarded a \$3.5 million Race to the Top grant for Job-embedded Principal Preparation Programs through the Florida Department of Education. For a second year, the College of Education was named as the grant administrator by the U.S. Department of Defense for the state of Florida's Troops to Teachers program.
- College of Engineering and Computer Science graduate students worked with teachers in science, technology, engineering and mathematics (STEM) magnet classes at each of the Broward County Public School's "Growing STEM" magnet middle schools as part of a continuing partnership to help increase student achievement and create interest in STEM disciplines at the post-secondary level, as well as in a variety of STEM-related careers.
- Associate Professor Shihong Huang, of the Department of Computer and Electrical Engineering and Computer Science, received a three-year National Science Foundation (NSF) grant in conjunction with San Francisco State University and Fulda University in Germany, to find out the effectiveness and efficacy of teamwork in the student's learning experience. This research is in response to demands of the software engineering industry.
- The Charles E. Schmidt College of Medicine, through Professor Joseph Ouslander, is also participating in two subcontracts from the Center for Medicare and Medicaid Innovation grant programs on the implementation of the INTERACT program. INTERACT is a quality improvement program designed to facilitate the early identification, evaluation, documentation and communication about changes in the status of residents in skilled nursing facilities and provide the necessary tools to manage conditions before they become serious enough to necessitate hospital transfer. Both grants involve the training of health care workers and the creation of new jobs in health care.
- Dr. Karethy Edwards, a Professor in the Christine E. Lynn College of Nursing, received a two year \$700,000 Advanced Education Nurse Traineeship grant to educate nurse practitioners. The grant provides tuition and stipend support to students who can accelerate the completion of their program of study and enter the primary care workforce more quickly.





- The Charles E. Schmidt College of Medicine has received funding, totaling \$750,000 from the Quantum Foundation in support of three initiatives: new residency programs, the College's Integrated Patient Focused Curriculum, and its Healthcare Outreach Program.

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

### **Academic Programs - New Initiatives**

- In spring 2012, FAU's 2012-2017 Strategic Plan, "Making Waves: Celebrating and Cultivating Discovery, Diversity and Distinction," was approved by the FAU Board of Trustees. The plan targets key academic priorities in Goal I, Enrich the Education Experience, and Goal II, Inspire Research, Scholarship and Creative Activity. Development of the metrics for the various strategies under these goals began last spring; the metrics will provide an action plan by which the University will focus its efforts and gauge its progress.
- Another important initiative, requiring substantial time and resources, was the identification of the expansion of a culture of undergraduate research through a Quality Enhancement Plan (QEP) as part of the institution's preparation for reaffirmation by the Southern Association of Colleges and Schools (SACS). Although formal implementation of the plan begins in fall 2013, several initiatives began during the 2011-2012 academic year. The QEP operational document was developed and included the plan for expanding the culture of undergraduate research. Several marketing strategies were planned, and included kickoff events, a QEP website and video, and materials to showcase students engaged in undergraduate research and inquiry. FAURJ, an undergraduate research journal was established, with the inaugural issue planned for online publication in fall 2012. The students started a club, known as The Council of Scholarship and Inquiry. The purpose of the organization is to promote and support a culture on research, inquiry and creative activity and to provide students with opportunities to become immersed in this culture.
- The Charles E. Schmidt College of Medicine partnered with the Florida A & M University (FAMU) to establish a first-of-its-kind Medical Honors Program that will admit academically talented high school students to the Medical Honors Program at FAMU, with conditional acceptance to FAU's College of Medicine. Articulation agreements with Broward College and FAU's Bachelor of Public Safety Administration and BS in Early Care and Education were finalized in the spring.

### **Academic Programs - External Recognition**

FAU's faculty and academic programs continued to receive positive external recognition.

- The Provost and Chief Academic Officer was elected to serve as treasurer-elect of the Society for Neuroscience, the world's largest organization of scientists and clinicians studying the brain and nervous system.
- A professor in the Department of Visual Art and Art History received a South Florida Cultural Consortium Visual and Media Artists Fellowship.
- A professor in the College of Engineering and Computer Science was elected to the grade of Fellow at the American Society of Mechanical Engineers, the premier organization for promoting art, science and practice of mechanical and multidisciplinary engineering and allied sciences to diverse communities throughout the world.
- In the College of Business, the accounting scholars' program class of 2012 had a 100 percent job placement.
- In the Charles E. Schmidt College of Science, the Center for Cryptology and Information Security was designated as a National Center of Academic Excellence in Information Assurance Research by the National Security Agency and the Department of Homeland Security.
- In 2011, the Florida licensure pass rate for Masters of Social Work graduates of the School of Social Work, College of Design and Social Inquiry, was 100 percent.
- Students from the Dorothy F. Schmidt College of Arts and Letters' Diplomacy Program won multiple awards at three diplomatic competitions – the Midwest Model European Union, the Model Organization of American States, and the National Model United Nations simulated competition. This represents the sixth consecutive national award for the program and the second Outstanding Delegation Award.

### **Research Capacity**

FAU research funding continued to grow over the past year, as grants increased from \$43.2M to \$48M, an increase of 11 percent. The Division of Research has introduced a number of programs that are designed to help faculty expand their



opportunities which include a seed grant program, research roundtables and grant-writing workshops targeting specific priority areas including (1) Brain Function, Damage and Repair; (2) Climate Change; and (3) Healthy Aging. FAU is also playing a leadership role in the region through public/private partnerships such *MedUTech* and the *Life Sciences of South Florida* to create high-tech industry clusters. Recent faculty honors/achievements include:

- Dr. Sukanya Chakrabarti generated widespread excitement in the field of astrophysics when she developed a mathematical method of finding dwarf galaxies in outer space. This was published in the prestigious British journal *Nature*. This new method promises to advance the search for dark matter in the universe by enabling scientists to characterize it from the gravitational ripples of bodies that are too dim to be easily seen.
- A study by Dr. David Lewkowicz demonstrated that infants learn how to talk, in part, by reading the lips of the adults. This fascinating new finding was reported by news organizations worldwide and published in the prestigious *Proceedings of the National Academy of Sciences*. Their work provides a fresh approach to the early diagnosis of autism spectrum disorders.
- Dr. Nwadiuto Esiobu of the College of Science was among 13 scientists from American universities who were named 2011-12 Jefferson Fellows by the National Academies of Science. She spent the past year in Washington, D.C., serving as a lead science advisor in the U.S. Secretary of State's Global Food Security Initiative.
- Dr. Scott Kelso, FAU's Eminent Scholar in Science has been named a 2012 Fellow of the Society of Experimental Psychologists – the most prestigious honorary society in the field of psychology.
- Dr. Charles Hennekens from the FAU College of Medicine has been declared one of the most notable "science heroes" in the history of the world for his discoveries linking aspirin to cardiovascular health. He is credited with saving more than one million lives worldwide by preventing premature deaths from heart attack and stroke.
- Dr. Len Berry, Director of FAU's Center for Environmental Studies, was invited to testify before the U.S. Senate Committee on Energy and Natural Resources.

#### Recent Research Grants and Federal Appropriations

- Dr. Daniel Reyes-Guerra of the College of Education received a \$3.5 million *Race to the Top* grant from the Florida Department of Education for Job-embedded Principal Preparation Programs.
- Dr. Joseph Ouslander of the College of Medicine and Dr. Ruth Tappen of the Christine E. Lynn College of Nursing received a \$1.8 million grant from NIH to further their study of ways to reduce hospitalizations of nursing home residents.
- Dr. Harold Ford, Jr., project director of the Upward Bound program for at-risk students, has been awarded a \$1.3 million grant from the U.S. Department of Education.
- Dr. Barbara Ridener of the College of Education received a \$1 million grant from the Florida Department of Education in support of the iTeach Geometry Partnership Project and the iTeach U.S. History Partnership Project.
- Dr. Rose Sherman of the College of Nursing received \$827,000 of funding from the Health Resources and Services Administration to support development of a new master's degree program.
- Dr. Warner Miller of the College of Science received \$675,000 of funding from the Department of Defense for a study of the cyber-adaptability of a form of geometric mapping and analysis.
- Dr. Xupei Huang of the College of Medicine received a \$433,500 grant from the National Institutes of Health to support his investigation of life-threatening restrictive cardiomyopathy.
- Dr. Jenny Wei of the College of Medicine also received a NIH grant for \$428,694 to investigate molecular and physiological changes in the human brain underlying Huntington's disease.
- Janie Forbes, a doctoral student in the Department of Geosciences, received a grant from the NASA Florida Space Grant Consortium, to support a project studying the social and physical science factors that lead to an increase in Florida's coastal hazards.
- Florida Atlantic University has been awarded an Upward Bound grant from the U.S. Department of Education (DOE) for \$1,312,500.00 over the course of the next five years (\$262,500.00 annually) to serve 63 students at four Broward County high schools. The main goal of the grant is to increase high school and college graduation rates of low-income students and/or those who would be the first in their family to graduate from college.



## MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Florida Atlantic University meets community needs by inviting the community to campus and also by participating in projects in the community as evidenced in the following:

- The Dorothy F. Schmidt College of Arts and Letters received an \$80K grant from the Cultural Council of Palm Beach County and conducted 111 public programs resulting in 488 public activities that were attended by over 50,500 patrons. These activities included arts concerts, performances, theater productions, and public lectures. Lecture series put on by other colleges.
- The Executive Forum of the College of Business, the Frontiers in Science series of the Charles E. Schmidt College of Science and the Distinguished College Lecture series of the College of Education are but a few examples of other opportunities for the public to come to campus.
- Established on the Boca Raton campus in 1980 and the MacArthur campus in 1997, FAU's Lifelong Learning Society continues to offer intellectually enriching educational experiences to adults of all ages.
- Project LEAD, a program hosted by the Adams Center for Entrepreneurship in the College of Business, was created to provide businesses, students and faculty the opportunity to work together to create research opportunities and find innovative and viable economic solutions to real-life business challenges. Consulting projects involved Lockheed Martin, Stand Among Friends, Vplenish Nutritionals and Parker Crystals.
- The College of Business, along with the FAU Research Park, hosted the 2012 FAU Business Plan Competition. Teams comprised of FAU students, members of the community, alumni, and local high school students competed for more than \$200,000 in prizes. The high school student's prize included a full four-year scholarship to FAU.
- Students from the Charles E. Schmidt College of Medicine, the Christine E. Lynn College of Nursing and the School of Social Work participated in the Senior Aging and Geriatrics Educator Mentor (SAGE) program with two local independent and assisted living facilities.
- Charles E. Schmidt College of Medicine faculty and medical students provide voluntary services to uninsured, working poor families of Palm Beach County.
- Students from almost all of FAU's colleges take advantage of opportunities to gain practical work experience through internships, practicums and volunteer opportunities related to their academic majors.
- The Christine E. Lynn College of Nursing has launched the Anne Boykin Institute for the Advancement of Caring in Nursing. One aspect of the Institute will be generating and nurturing caring-based projects that have potential to transform health care in the community and beyond. FAU's Louis and Anne Green Memory and Wellness Center is part of FAU's Christine E. Lynn College of Nursing and averages 16,000 visits each year; one-third of the visitors are caregivers who have found respite.
- FAU's College of Education received funding to support the Good FIT (First Introduction into Teaching) Program. The program placed 100 FAU undergraduate students in Broward County schools, matched with a model teacher, to serve as instructional interns. FAU's Pine Jog School's Green Schools Recognition Program increases school-based sustainability practices via participation in the Program and inclusion of environmental/sustainability concepts into school curriculum through increased professional development workshops for teachers.
- In the College for Design and Social Inquiry, the School of Social Work partnered with Women in Distress of Broward County to offer internship opportunities for undergraduate students. FAU undergraduates gain hands-on experience while serving the local community. The School partners with community agencies as far north as Vero Beach and as far south as Miami, with students contributing 143,600 hours during the 2011-12 academic year.
- Each year, Florida Atlantic University's main Campus serves as the site for approximately 12 community walkathons/runs, averaging over 1,000 participants per event. University staff offers assistance in coordinating the logistics for set-up/clean-up, traffic and parking, security and food services. Additionally, through the Division of Community Engagement, FAU personnel and students directly participate and volunteer in many of these events.
- The FAU Community Garden began as an inter-divisional initiative between the Division of Student Affairs and the Division of Facilities with strong representation and support from the Mission Green Student Association. The Garden's 15 organic garden beds are available for lease by University students, faculty, and staff. All gardeners are required to donate a portion of their harvest to a local soup kitchen. Upwards of 24 pounds of produce was donated by gardeners to Boca Helping Hands this past year. An educational program is being created to connect FAU students with under-served children in nearby after-school programs. Five additional beds are being used by a Freshman Living Learning Community for a research and inquiry experience



while upper class students are developing a curriculum for the Garden Education Program through an Academic Service-Learning experience.

- The FAU Research Park is the only state university affiliated research park in South Florida, and is home to 23 high tech, high wage companies and five support organizations. In addition, the Research Park at Florida Atlantic University operates the premier Technology Business Incubator (TBI) in our region which is managed by the successful regional economic development engine, Enterprise Development Corporation of South Florida (EDC). In FY 2011-12 the Research Park supported 952 jobs, an increase of 140 jobs from the prior FY year. Over the past year, the Research Park has added 3 major companies: Modernizing Medicine, FWC Management, and American Sugar Refining. A student led startup *Mobile Help* has also set up business in the Park coming from the FAU's Department of Computer Science's NSF-funded Industry/University Cooperative Research Center. The total economic impact of the activities in the Research Park on the South Florida economy is \$275M annually.
- Florida Atlantic University's athletics department is committed to developing leaders both in competition and in the community. FAU athletes participated in over 50 community service initiatives in 2011-12 including charity fund drives, reading to elementary school children, sports clinics, beach clean-ups, note taking for students with disabilities and joining up with such programs as Habitat for Humanity, Big Brothers/Big Sister, Walk for a Cure, Relay for Life, Helping Hands of Boca Raton Food Drive, Ronald McDonald House, Broward County Sheriff's Department, Tri County Humane Society, Coaches for Cancer Game, Miami Children's Hospital, Autism Awareness and the YMCA.
- The FAU Alumni Association has initiated and hosted 11 Corporate Orientations for South Florida companies on the FAU campus in Boca Raton. The cooperative outreach program introduces the company's executive leadership team to the various and diverse departments, colleges and units that comprise FAU in a collaborative effort to enhance outreach and partnership opportunities.

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

#### Increasing FTIC Retention and Graduation Rates

FAU established three objectives under the goal of increasing FTIC retention and graduation rates. One objective was to create a Center for Teaching and Learning. The Center for Teaching and Learning, a facility that centralizes the university's academic support offices, was opened in August 2011. This centralization has led to significant increases in student usage. Student visits to the math and writing centers within the Center for Teaching and Learning increased by over 50 percent, and additional tutors were hired to meet student demand. Supplemental Instruction, also housed within the Center for Teaching and Learning, took place in 42 classes, enrolling over 17,500 students in 2011-12. The Center also expanded its tutoring coverage in difficult courses not covered by Supplemental Instruction. At-risk students are taking advantage of the Title III-funded Academic and Career Enhancement for Second Year Students (AcCESS) program. The tutoring, academic advising, and career counseling services that the program provided have resulted in far greater student success in passing difficult courses, and in improvements in second-year student retention.

Improving advising was another objective. Despite budgetary constraints, hiring additional advisors was made a priority. Additional advisors were hired in the colleges and in Undergraduate Studies. This aided the student/advisor ratio and helped improve student access to advising. The launching of a new degree audit system (DARS) in July 2011 has also enabled advisors to better advise students, as well as giving students easy access to requirements needed to complete their degrees.

Increasing eLearning was a third objective of this goal. The recently established Center for eLearning (CeL) became self-supporting in the first year of operation, 5 years ahead of schedule. The center's cornerstone faculty development program, CeL 1001 has produced over 150 faculty graduates and the results have been published in the Sloan Consortium's *Journal of Asynchronous Learning Networks*. In the current fiscal year, the CeL funded expansion of student support services for distance learners in the following units: Center for Learning & Student Success, the University Center for Excellence in Writing, the College of Science's Math Remote Tutoring, and the University Testing & Evaluation Center. In 2011-2012 online course sections increased by 8 percent over the previous year. Online course enrollments increased by 25 percent and unduplicated online enrollment increased by 30 percent. In 2011-2012, 30 percent of all FAU students took at least one online course.



FAU has continued to make progress on improving the retention rate of FTIC students. During the last five years (2007-08 through 2011-12), the first year retention rate has increased from 76% to 79%. The six year graduation rate has also increased from 39.6% for the 2002-08 cohorts to 42.5% for the 2005-11 cohorts. The success rate, defined as students who have either graduated or remain enrolled, increased from 49.5% to 52.3% for these same cohorts.

### Meeting Student Demand in the Context of Continuing Growth

FAU is committed to student success and providing quality services despite loss of revenues by exploring new ideas, synergistic operational efficiencies, and methods of program delivery. Highlights of FAU's activities include centralizing its undergraduate academic support units in one large facility, the Center for Teaching and Learning (CTL), and expanding eLearning as a method of program delivery.

In 2011 Florida Atlantic University capitalized on construction savings recognized from the new Engineering East facility. Over 42,000 square feet of classroom and labs were renovated within the General Classroom South, Science and Engineering, and the Instructional Services facilities on the Boca Raton Campus. Additionally, FAU completed renovation of the Link Building and construction of a new 40,000 GSF Lab II building at the Harbor Branch Oceanographic Institute. Combined, these projects provide newer, state-of-the-art facilities to further enhance student access to high-quality programs. In addition to constructing and enhancing new academic facilities, development of Phase I of the Innovation Village Apartments and the new 30,000 seat stadium help further transform the Boca Raton Campus to a more traditional university. This strategic direction, coupled with recent enrollment increases (nearly 25% more students than in 2007), has led to the addition of new housing inventory and a new parking garage. A new undergraduate housing unit, now under construction, will provide 600 additional units for lower and upper division students, bringing our total capacity to 4,275 beds in nine buildings. This facility is scheduled to open in fall 2013. To further meet the challenges and demand of increased student enrollment, FAU has planned for a new parking garage with 943 new spaces, slated to open in September 2013.

### Increasing Federally-funded Research Expenditures

To increase research expenditures from federal sources, the Division of Research has focused on three specific interdisciplinary research areas (1) Brain Function, Damage and Repair; (2) Climate Change; and (3) Health Aging. The two main largest sources of federal research support come from the National Institutes of Health (NIH) and the National Science Foundation (NSF). Both agencies have long recognized the value of interdisciplinary research in pushing fields forward and accelerating scientific discovery. NIH has targeted Interdisciplinary Research as a specific research thrust in the NIH Common Fund from the Office of Strategic Coordination. Therefore, by aligning FAU projects with federal intent we believe that FAU will have success in securing additional federal grants which will eventually lead to an increase in research expenditures. An increase of 11 percent to a total of \$48M in grant awards this year is a validation of this approach. Important research ideas often transcend the scope of a single discipline or program. NSF and NIH also understand that the integration of research and education through interdisciplinary training prepares a workforce that undertakes scientific challenges in innovative ways. Thus, federal agencies such as NIH and NSF give high priority to promoting interdisciplinary research and support that research through a number of specific solicitations which we believe that FAU is now well positioned to secure.

### ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS Examples of College Efficiencies

- Colleges continue to focus on efficiencies by increasing class sizes, reducing the number of course sections, assessing class size limits, and ensuring that faculty have appropriate teaching loads. Positions were eliminated and consolidated, FTE was reduced on certain positions, and responsibilities were adjusted.
- Because of budget challenges, there was also a university-wide need to reduce the 2012 summer course offerings. Course sections met a predetermined critical mass or were identified as limited enrollment courses for pedagogical reasons. This initiative ensured that the University's resources were allocated efficiently while simultaneously meeting student need in a strategic fashion. This planning resulted in semester credit hour production being only a few percentage points less than summer 2011.
- Colleges implemented efficiencies that were appropriate to their specific unit. The Dean of the Charles E. Schmidt College of Medicine constituted a committee of faculty, staff and administrators to solicit and analyze ideas for reducing costs



throughout the college – several of which have already been successfully implemented. There are now 591 community-based faculty affiliated with the college. This reduces the cost to the system and broadens the base of experience available to the students.

- The Christine E. Lynn College of Nursing implemented a Centralized Application System for all nursing applications, and conducted group pre-admission information sessions and group admission interviews. Advising efficiencies were achieved by the creation of electronic advising sheets and using Skype to connect students to an advisor on the Boca Raton campus when one is not available at a partner campus. Electronic clinical logs were adopted to track student clinical hours and experiences and beginning and end of semester letters to preceptors were created and sent electronically.
- The College for Design and Social Inquiry encouraged faculty to complete the training offered by the Assistant Provost of eLearning. Now student demand can be accommodated with one on-line course, available to all students regardless of their location, in lieu of multiple sections.
- The Dorothy F. Schmidt College of Arts and Letters achieved efficiency by reducing the FTE of selected staff and reducing the number of Assistant/Associate Deans, facilitated by the willingness of Chairs from various departments to take on additional college responsibilities.
- The College of Education moved student and course files to electronic drive sites. Departments collaborated to connect faculty and staff computers to a single network printer, reducing the need for individual desktop printers and the array of corresponding ink cartridges. The Department of Counselor Education copied all student handbooks onto a CD and distributed them to students, saving paper and the cost of copying.
- The College of Engineering and Computer Science moved some faculty administrators from 12 to 9 month appointments and student advising was centralized. Faculty were relocated to the Boca Raton campus because of the suspension of instructional operations at the Treasure Coast and Dania Beach campuses.
- The Harriet L. Wilkes Honors College worked with other colleges to cross-list an expanding number of courses resulting in increased FTE on the Mac Arthur campus, reduced demand on the Boca Raton campus, and availability of additional courses to students.

#### Other Examples of Administrative Efficiencies

- Academic and administrative services have been reviewed and consolidated on partner campuses to meet student needs while expending fewer resources.
- In 2011, the vice president for regional campuses retired and was replaced by associate provosts serving the Northern and Broward campuses, resulting in the reduction of a senior staff level position and increased efficiency by providing local administration for the campus and service to its respective communities. Partner campus staff serve multiple sites optimizing personnel expenditures. Staff has been cross-trained to cover many areas such as mailroom, cashier, and information desk. Video conference facilities have expanded so that students at multiple locations may be taught by one faculty member.
- Fort Lauderdale Campus operations such as parking, library, childcare center, chiller plant, and HEC building are shared with Broward College to avoid duplication. Students can now connect through Computer Concierge via webcam with admissions, registrar and cashier's office personnel located at the Davie campus.
- On the Boca Raton Campus, the Division of Student Affairs has consolidated administrative support services for many of its units such as Multicultural Affairs and the Weppner Center for Civic Engagement & Service and merged units (Student Involvement & Leadership and Fraternity & Sorority Life) under one director.
- The Division of Financial Affairs has utilized technology to streamline business processes resulting in reduced costs and faster service. Examples include electronic vendor payments, on-line student account activity, decentralized labor distribution system, merged units, electronic W2 access, on-line textbook ordering, E-verify and electronic I-9 processes.
- The State of Florida set goals of reducing energy usage or costs by 10% from the benchmark year of 2007-08. This year's energy report indicates that Florida Atlantic University for the 2011-12 FY added 928,655 gross square feet of new buildings while the Division of Facilities still managed to save 17% in total utilities cost over the benchmark year of 2007-08. The dollars spent per square foot on energy for 2011-12 is 33% less than the base year of 2007-08.



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## Section 1 – Financial Resources

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$170,386,615	\$152,229,704	\$155,808,342	\$143,213,480	\$103,547,744
Non-Recurring State Funds	\$10,399,223	\$1,025,602	\$1,952,534	\$1,450,559	\$1,500,000
Tuition	\$69,290,496	\$75,862,248	\$82,994,835	\$92,374,854	\$92,150,595
Tuition Differential Fee	\$0	\$1,971,217	\$5,325,394	\$9,439,615	\$22,597,935
Misc. Fees & Fines	\$1,573,328	\$1,805,516	\$2,929,161	\$2,875,316	\$1,596,951
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$12,155,065	\$11,630,612	\$0	\$0
<b>SUBTOTAL</b>	<b>\$251,649,662</b>	<b>\$245,049,352</b>	<b>\$260,640,878</b>	<b>\$249,353,824</b>	<b>\$221,393,225</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$0	\$0	\$0	\$0	\$12,778,503
Non-Recurring State Funds	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$1,915,750	\$4,196,880
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$30,100	\$0
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,945,850</b>	<b>\$16,975,383</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>	<b>\$251,649,662</b>	<b>\$245,049,352</b>	<b>\$260,640,878</b>	<b>\$251,299,674</b>	<b>\$238,368,608</b>

**Recurring State Funds:** State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.





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

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$141,229,770	\$131,337,055	\$159,238,845	\$157,218,493	\$149,768,567
Administration and Support	\$34,591,710	\$46,438,614	\$32,055,748	\$27,936,139	\$18,315,844
PO&M	\$21,194,215	\$21,277,368	\$22,458,162	\$19,086,143	\$20,514,323
Student Services	\$25,886,252	\$19,941,007	\$22,470,655	\$22,690,761	\$22,470,600
Institutes & Research Centers	\$624,497	\$420,901	\$867,433	\$442,647	\$473,451
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$14,797,530	\$13,190,772	\$11,163,099	\$11,381,321	\$9,980,177
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$247,246	\$230,246	\$230,246	\$230,246	\$230,246
Acad. Infrst. Support Org.	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$238,571,220</b>	<b>\$232,835,963</b>	<b>\$248,484,188</b>	<b>\$238,985,750</b>	<b>\$221,753,208</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$0	\$0	\$0	\$11,737,749	\$15,639,332
Administration and Support	\$0	\$0	\$0	\$464,461	\$911,051
PO&M	\$0	\$0	\$0	\$0	\$0
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$0	\$0	\$0	\$434	\$425,000
Student Services	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$12,202,644</b>	<b>\$16,975,383</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL</b>	<b>\$238,571,220</b>	<b>\$232,835,963</b>	<b>\$248,484,188</b>	<b>\$251,188,394</b>	<b>\$238,728,591</b>

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Also, the table does not include expenditures from funds carried forward from previous years. **Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



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

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>Appropriated Funding per FTE</b>					
General Revenue	\$8,247	\$6,601	\$6,407	\$5,478	\$3,718
Lottery Funds	\$799	\$664	\$744	\$788	\$567
Tuition & Fees	\$3,807	\$3,942	\$4,044	\$4,196	\$4,746
Other Trust Funds	\$0	\$576	\$527	\$0	\$0
<b>TOTAL</b>	<b>\$12,853</b>	<b>\$11,782</b>	<b>\$11,721</b>	<b>\$10,463</b>	<b>\$9,031</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$3,546	\$3,775	\$4,136	\$4,535	\$4,746
<b>TOTAL</b>	<b>\$12,591</b>	<b>\$11,615</b>	<b>\$11,813</b>	<b>\$10,802</b>	<b>\$9,031</b>

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

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
<b>Auxiliary Enterprises</b>					
Revenues	\$91,302,968	\$81,727,283	\$80,466,112	\$78,628,181	\$90,088,561
Expenditures	\$61,249,555	\$63,914,126	\$67,814,574	\$59,545,127	\$97,454,141
<b>Contracts &amp; Grants</b>					
Revenues	\$54,838,942	\$48,833,361	\$47,911,301	\$48,692,640	\$56,141,686
Expenditures	\$42,449,421	\$47,791,285	\$47,323,819	\$48,718,106	\$64,748,439
<b>Local Funds</b>					
Revenues	\$141,327,724	\$165,926,932	\$194,337,005	\$215,062,778	\$218,288,870
Expenditures	\$138,910,554	\$162,709,964	\$189,697,094	\$208,769,851	\$217,147,397
<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**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Endowment Value (\$1000s)	\$190,212	\$182,306	\$142,274	\$156,417	\$179,739
Gifts Received (\$1000s)	\$10,643.9	\$10,916.7	\$6,928.0	\$8,149.9	\$7,830.0
Percentage of Alumni Donors	2.2%	1.6%	1.9%	1.9%	1.9%

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



## Section 2 – Personnel

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

	2007	2008	2009	2010	2011
<b>Full-time Faculty</b>					
Tenured Faculty	365	399	411	416	431
Tenure-track Faculty	227	184	167	148	136
Non-Tenure Track Faculty	257	271	265	275	283
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	273	279	259	277	277
Other Professional	745	762	720	737	790
Non-Professional	626	686	663	653	629
<b>FULL-TIME SUBTOTAL</b>	<b>2,493</b>	<b>2,581</b>	<b>2,485</b>	<b>2,506</b>	<b>2,546</b>
<b>Part-time Faculty</b>					
Tenured Faculty	5	0	5	3	3
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	584	553	580	517	560
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	846	893	924	990	1,044
Executive/Administrative	0	2	1	1	5
Other Professional	21	24	24	19	18
Non-Professional	25	21	19	19	17
<b>PART-TIME SUBTOTAL</b>	<b>1,481</b>	<b>1,493</b>	<b>1,553</b>	<b>1,549</b>	<b>1,647</b>
<b>TOTAL</b>	<b>3,974</b>	<b>4,074</b>	<b>4,038</b>	<b>4,055</b>	<b>4,193</b>

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Executive/Administrative** refers to all executive, administrative and managerial positions regardless of faculty status. **Other Professional** refers to support and service positions regardless of faculty status.



### Section 3 – Enrollment

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

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
<b>FLORIDA RESIDENTS</b>						
Lower	4,461	5,394	4,461	6,026	4,461	6,449
Upper	7,910	8,217	7,910	8,357	7,910	8,882
Grad I	1,764	1,703	1,764	1,666	1,764	1,710
Grad II	194	286	194	286	194	302
<b>Total</b>	<b>14,329</b>	<b>15,600</b>	<b>14,329</b>	<b>16,336</b>	<b>14,329</b>	<b>17,343</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower	.	317	.	347	.	375
Upper	.	339	.	353	.	379
Grad I	.	176	.	173	.	180
Grad II	.	116	.	105	.	110
<b>Total</b>	<b>910</b>	<b>947</b>	<b>910</b>	<b>977</b>	<b>910</b>	<b>1,044</b>
<b>TOTAL FTE</b>						
Lower	.	5,711	.	6,373	.	6,824
Upper	.	8,556	.	8,710	.	9,261
Grad I	.	1,879	.	1,838	.	1,890
Grad II	.	402	.	391	.	412
<b>Total FTE</b>	<b>15,239</b>	<b>16,547</b>	<b>15,239</b>	<b>17,313</b>	<b>15,239</b>	<b>18,387</b>
<b>Total FTE</b> <i>(US Definition)</i>	<b>20,319</b>	<b>22,063</b>	<b>20,319</b>	<b>23,084</b>	<b>20,319</b>	<b>24,516</b>

#### Headcount for Medical Doctorates

Residents	0	0	51	52	103	103
Non-Residents	0	0	13	12	25	25
<b>Total</b>	<b>0</b>	<b>0</b>	<b>64</b>	<b>64</b>	<b>128</b>	<b>128</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). **Estimated** enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.



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

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

	2010-11 Actual	2011-12 Actual	2012-13 Estimated
<b>MAIN CAMPUS</b>			
LOWER-DIVISION	5,570	6,202	6,643
UPPER-DIVISION	5,938	6,303	6,700
MASTER'S (GRAD I)	1,473	1,476	1,517
DOCTORAL (GRAD II)	322	325	341
<b>TOTAL</b>	<b>13,304</b>	<b>14,306</b>	<b>15,201</b>
<b>SITE: DAVIE</b>			
LOWER-DIVISION	6	23	24
UPPER-DIVISION	1,678	1,563	1,662
MASTER'S (GRAD I)	127	112	114
DOCTORAL (GRAD II)	36	25	26
<b>TOTAL</b>	<b>1,847</b>	<b>1,722</b>	<b>1,826</b>
<b>SITE: JUPITER</b>			
LOWER-DIVISION	106	120	127
UPPER-DIVISION	484	427	454
MASTER'S (GRAD I)	67	59	60
DOCTORAL (GRAD II)	16	18	19
<b>TOTAL</b>	<b>674</b>	<b>623</b>	<b>660</b>
<b>SITE: FT. LAUDERDALE</b>			
LOWER-DIVISION	1	0	0
UPPER-DIVISION	254	257	274
MASTER'S (GRAD I)	100	83	85
DOCTORAL (GRAD II)	10	6	6
<b>TOTAL</b>	<b>365</b>	<b>345</b>	<b>365</b>
<b>SITE: PORT ST LUCIE</b>			
LOWER-DIVISION	1	1	0
UPPER-DIVISION	148	106	5
MASTER'S (GRAD I)	80	78	5
DOCTORAL (GRAD II)	9	7	1
<b>TOTAL</b>	<b>238</b>	<b>191</b>	<b>11</b>
<b>OTHER PHYSICAL LOCATIONS</b>			
LOWER-DIVISION	27	27	30
UPPER-DIVISION	54	54	166
MASTER'S (GRAD I)	32	30	109
DOCTORAL (GRAD II)	9	10	19
<b>TOTAL</b>	<b>119</b>	<b>126</b>	<b>324</b>
<b>TOTAL</b>			
LOWER-DIVISION	5,711	6,373	6,824
UPPER-DIVISION	8,556	8,710	9,261
MASTER'S (GRAD I)	1,879	1,838	1,890
DOCTORAL (GRAD II)	402	391	412
<b>TOTAL</b>	<b>16,547</b>	<b>17,313</b>	<b>18,387</b>

Sites with 150 state-fundable FTE.



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

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

	2010-11	2011-12
<b>TRADITIONAL</b>		
LOWER-DIVISION	5,549	6,126
UPPER-DIVISION	7,808	7,647
MASTER'S (GRAD I)	1,436	1,378
DOCTORAL (GRAD II)	364	350
<b>TOTAL</b>	<b>15,157</b>	<b>15,502</b>
<b>HYBRID</b>		
LOWER-DIVISION	12	103
UPPER-DIVISION	58	150
MASTER'S (GRAD I)	32	43
DOCTORAL (GRAD II)	6	6
<b>TOTAL</b>	<b>109</b>	<b>302</b>
<b>DISTANCE LEARNING</b>		
LOWER-DIVISION	149	144
UPPER-DIVISION	690	913
MASTER'S (GRAD I)	410	417
DOCTORAL (GRAD II)	32	35
<b>TOTAL</b>	<b>1,282</b>	<b>1,509</b>
<b>TOTAL</b>		
LOWER-DIVISION	5,711	6,373
UPPER-DIVISION	8,556	8,710
MASTER'S (GRAD I)	1,879	1,838
DOCTORAL (GRAD II)	402	391
<b>TOTAL</b>	<b>16,547</b>	<b>17,313</b>

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



## Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Urban Design	04.0401	Bachelor	May 2012	Fall 2012	
Public Safety Administration	43.9999	Bachelor	May 2011	Fall 2012	
<b>Terminated Programs</b>					
German	16.0501	Bachelor	May 2012	Spring 2011	Phase out of Spring 2013
<b>Inactive Programs</b>					
Business Administration-Real Estate	52.1501	Bachelor's		Spring 2012	CASA approved on April 19, 2012
<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 program changes between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.





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

**TABLE 4B. Retention Rates**

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

	2007-08	2008-09	2009-10	2010-11	2011-12 Preliminary
Cohort Size	2,563	2,689	2,450	2,635	3,202
% Retained	76%	79%	80%	79%	78%
% Retained with GPA of 2.0 or higher	63%	71%	73%	73%	73%

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

**TABLE 4C. FTIC Graduation Rates**

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

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	1,998	2,038	2,278	2,080	2,193
% Graduated	40%	39%	42%	43%	41%
% Still Enrolled	10%	9%	8%	10%	10%
% Success Rate	50%	48%	51%	52%	51%

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



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

**TABLE 4D. FTIC Progression and Graduation Rates**

<b>4 – Year Rates</b>	<b>2004-08</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12 Preliminary</b>
Full- & Part-time Cohort	2,598	2,362	2,375	2,723	2,841
<b><i>From Same University</i></b>					
% Graduated	15%	17%	15%	15%	17%
% Still Enrolled	40%	40%	40%	42%	43%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	2%	3%	2%	8%
% Still Enrolled	7%	7%	6%	7%	8%
<b><i>From State University System</i></b>					
% Graduated	17%	19%	18%	16%	19%
% Still Enrolled	46%	46%	47%	48%	51%
% Success Rate	63%	65%	65%	65%	69%
<b>6 – Year Rates</b>	<b>2002-08</b>	<b>2003-09</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12 Preliminary</b>
Full- & Part-time Cohort	2,335	2,493	2,598	2,362	2,374
<b><i>From Same University</i></b>					
% Graduated	38%	36%	41%	41%	40%
% Still Enrolled	11%	10%	9%	10%	11%
<b><i>From Other SUS University</i></b>					
% Graduated	7%	7%	7%	7%	7%
% Still Enrolled	3%	3%	2%	2%	2%
<b><i>From State University System</i></b>					
% Graduated	45%	43%	47%	48%	48%
% Still Enrolled	13%	13%	11%	12%	13%
% Success Rate	58%	56%	58%	61%	61%

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



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

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

<b>2 – Year Rates</b>	<b>2006-08</b>	<b>2007-09</b>	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12 Preliminary</b>
Cohort	1,232	1,278	1,004	1,111	1,512
<b><i>From Same University</i></b>					
% Graduated	29%	23%	21%	22%	24%
% Still Enrolled	56%	63%	63%	63%	61%
<b><i>From Other SUS University</i></b>					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	2%	1%	2%	2%	1%
<b><i>From State University System</i></b>					
% Graduated	29%	23%	21%	22%	25%
% Still Enrolled	58%	64%	64%	65%	62%
% Success Rate	86%	87%	86%	87%	87%
<b>4 – Year Rates</b>	<b>2004-08</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12 Preliminary</b>
Cohort	1,225	1,262	1,232	1,278	1,004
<b><i>From Same University</i></b>					
% Graduated	67%	64%	66%	61%	62%
% Still Enrolled	11%	11%	10%	13%	12%
<b><i>From Other SUS University</i></b>					
% Graduated	1%	2%	1%	1%	1%
% Still Enrolled	1%	1%	2%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	68%	67%	68%	62%	63%
% Still Enrolled	12%	12%	12%	14%	14%
% Success Rate	80%	79%	80%	77%	76%

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



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

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

<b>5 – Year Rates</b>	<b>2003-08</b>	<b>2004-09</b>	<b>2005-10</b>	<b>2006-11</b>	<b>2007- 12 Preliminary</b>
Cohort Size	2,127	1,937	1,823	1,722	1,589
<b><i>From Same University</i></b>					
% Graduated	55%	54%	56%	56%	59%
% Still Enrolled	7%	5%	6%	8%	6%
<b><i>From Other SUS University</i></b>					
% Graduated	2%	3%	3%	2%	2%
% Still Enrolled	1%	1%	1%	1%	1%
<b><i>From State University System</i></b>					
% Graduated	57%	57%	59%	58%	61%
% Still Enrolled	8%	6%	6%	9%	7%
% Success Rate	65%	63%	65%	67%	68%

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



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

**TABLE 4G. Baccalaureate Degrees Awarded**

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	4,481	4,467	4,511	4,593	4,892

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	805	800	776	897	971
Health Professions <i>*only disciplines in critical need</i>	225	226	259	216	246
Security and Emergency Services	300	274	281	313	343
Globalization	305	265	264	294	342
Education <i>*only disciplines in critical need</i>	53	53	61	47	48
<b>SUBTOTAL</b>	<b>1,688</b>	<b>1,618</b>	<b>1,641</b>	<b>1,767</b>	<b>1,950</b>
<i>Percent of ALL Baccalaureate Degrees</i>	<i>35%</i>	<i>33%</i>	<i>34%</i>	<i>36%</i>	<i>37%</i>

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). \* This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).



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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Non-Hispanic Black</b>					
Number of Degrees	802	770	833	808	954
Percentage of Degrees	19%	18%	19%	18%	20%
<b>Hispanic</b>					
Number of Degrees	815	816	831	907	1,069
Percentage of Degrees	19%	19%	19%	20%	22%
<b>Pell-Grant Recipients</b>					
Number of Degrees	1,712	1,646	1,672	1,979	2,403
Percentage of Degrees	40%	38%	39%	44%	50%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. **Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.



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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	51%	50%	51%	51%	51%
AA Transfers	81%	80%	79%	79%	64%
Other Transfers	77%	73%	76%	70%	59%
<b>TOTAL</b>	<b>71%</b>	<b>70%</b>	<b>70%</b>	<b>67%</b>	<b>59%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree or who also earned a second major. As a final Quality Assurance step, this metric excludes graduates who are reported to have less than 120 credit hours used toward their degree.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	2,250	2,214	2,041	2,057	2,110

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

Fewer than 30 Students	69%	67%	62%	61%	61%
30 to 49 Students	20%	22%	24%	24%	24%
50 to 99 Students	7%	7%	8%	9%	9%
100 or More Students	4%	4%	6%	5%	6%

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



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

**TABLE 4L. Percentage of Undergraduate Credit Hours Taught by**

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Faculty	63%	65%	65%	65%	67%
Adjunct Faculty	23%	24%	22%	22%	21%
Graduate Students	12%	10%	12%	12%	11%
Other Instructors	2%	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. Undergraduate Instructional Faculty Compensation**

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$87,575	\$87,200	\$84,784	\$89,442	\$87,537

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

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

	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Ratio	18.4	18.8	20.1	21.0	20.0

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





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

**TABLE 4O. Professional Licensure/Certification Exams**

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

	2007	2008	2009	2010	2011
Examinees	97	120	71	98	62
Pass Rate	88%	92%	96%	85%	94%
National Benchmark	86%	88%	90%	89%	89%

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

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

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	\$5,325,394	\$9,439,615	\$22,597,935
Students Receiving TDF Funded Award	4,745	5,523	n/a
Value of TDF Funded Award	\$337	\$513	n/a

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

	2010-11	2011-12	2012-13 Projected
Number of Eligible Students	4,700	5,055	n/a
Number Receiving a TDF Waiver	724	802	n/a
Value of TDF Waivers	\$311	\$534	n/a

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **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 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
None						
<b>Terminated Programs</b>						
None						
<b>Inactive Programs</b>						
International Business	52.1101	Master's		Spring 2012		CASA approved on April 19, 2012
Finance	52.0801	Master's		Spring 2012		CASA approved on April 19, 2012
<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 program changes between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



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

**TABLE 5B. Graduate Degrees Awarded**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>TOTAL</b>	<b>1,221</b>	<b>1,236</b>	<b>1,312</b>	<b>1,463</b>	<b>1,405</b>
Masters and Specialist	1,138	1,146	1,220	1,375	1,288
Research Doctoral	83	84	88	74	108
Professional Doctoral	0	6	4	14	9
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	0	0	0	0	0
<i>c) Pharmacy</i>	0	0	0	0	0

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	229	209	202	216	247
Health Professions <i>*only disciplines in critical need</i>	133	135	166	177	158
Security and Emergency Services	10	7	6	15	6
Globalization	22	32	23	35	32
Education <i>*only disciplines in critical need</i>	67	49	77	68	52
<b>SUBTOTAL</b>	<b>461</b>	<b>432</b>	<b>474</b>	<b>511</b>	<b>495</b>
<i>Percent of All Graduate Degrees</i>	<b>38%</b>	<b>35%</b>	<b>36%</b>	<b>35%</b>	<b>35%</b>

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). \*This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2006-07	2007-08	2008-09	2009-10	2010-11
<b>R&amp;D Expenditures</b>					
Total (\$ 1,000s)	\$46,055	\$49,410	\$56,127	\$56,472	\$62,024
Federally Funded (\$ 1,000s)	\$18,157	\$17,780	\$15,335	\$17,268	\$15,579
Percent Funded From External Sources	n/a	52%	42%	38%	34%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$79,132	\$83,463	\$96,273	\$97,702	\$109,972
<b>Technology Transfer</b>					
Invention Disclosures	35	29	19	25	13
U.S. Patents Issued	8	2	3	3	4
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	14	3	5	5	6
Licenses/ Options Executed	5	1	3	6	5
Licensing Income Received (\$)	\$91,928	\$198,880	\$105,562	\$145,476	\$141,899
Number of Start-Up Companies	2	0	0	0	0

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



**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 2012)	Fiscal Year 2011-12
Year Created:	2006		
<b>Research Effectiveness</b>			
<i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		12	5
Value of Competitive Grants Applied For (\$)		\$19,262,216	\$1,965,801
Number of Competitive Grants Received		7	1
Value of Competitive Grants Received (\$)		\$17,183,644	\$270,000
Total Research Expenditures (\$)		\$11,481,176	\$3,202,801
Number of Publications in Refereed Journals From Center Research		30	5
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		42	5
Collaborations with Private Industry		31	6
Collaborations with K-12 Education Systems/Schools		127	4
Undergraduate and Graduate Students Supported with Center Funds		71	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		\$70,480	\$60,001
<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
<b>Narrative Comments [Most Recent Year]:</b>	
<p>SNMREC is developing and installing the first open-ocean current energy conversion test facility in the U.S. consisting of at-sea equipment for the purpose of investigating current energy conversion devices in the Florida Current, approximately 12 miles offshore Fort Lauderdale, Florida. Initially, the capability will be limited to scaled devices (<math>\frac{1}{8}</math> – <math>\frac{1}{4}</math> scale, or up to 7 meter diameter rotors or 100kW instantaneous maximum power production). The SNMREC facility will provide a centralized, standardized approach to testing for current energy conversion prototypes. In addition, the facility will serve as an observational platform from which critical environmental measurements can be obtained. A 3-meter rotor diameter, 20kW generically designed experimental research turbine will provide a non-proprietary platform for component development at small scales. The test procedure/plan is laid out to incorporate monitoring and failure prediction systems, to gain experience in at-sea operations of this nature, and to support standards and protocol development. Industrial beneficiaries will be able to use the results of testing to enhance and accelerate prototype development.</p> <p>Resource Analysis. The global analysis of ocean thermal energy conversion (OTEC) potential, a DOE-funded project undertaken jointly with the Lockheed-Martin Marine Systems and Sensors Division, has been completed, producing a publically available GIS database that is accessible at <a href="http://maps.nrel.gov/mhk_atlas">http://maps.nrel.gov/mhk_atlas</a>.</p> <p>Regulatory Environment. Continuing evolution of state and federal agency requirements is a challenge obtaining permits for open-ocean deployment of even experimental test systems. Pursuing any research and development in renewable energy on the Outer Continental Shelf (OCS) must comply with the federal Outer Continental Shelf Lands Act and ongoing discussions are occurring with a wide range of Federal agencies.</p> <p>Infrastrucutre. SNMREC’s proposed initial deployment, approximately 12 miles offshore Fort Lauderdale, Florida which regularly experiences 3-4 kt of current, will consist of an anchored mooring and telemetry buoy to be used as an attachment point for work boats to deploy prototype systems for testing, and as an observational platform for a variety of environmental and met-ocean studies. The SNMREC’s buoy, a design based on the familiar NOMAD weather buoys originally developed by the U.S. Navy in the 1940s, is undergoing final tune-up modifications following a series of successful sea trials earlier this summer. The initial deployment will provide testing capabilities for devices in the 100kW class and smaller.</p> <p>Education. SNMREC is engaged in creating and implementing a summer internship program with HBOI, and the United States Coast Guard Academy for the summer of 2013. The students will be working on the internship program at HBOI. This ongoing initiative will pilot test during the summer of 2013.</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 2012)	Fiscal Year 2011-12
Year Created:	2003		
<b>Research Effectiveness</b>			
<i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For	42	10	
Value of Competitive Grants Applied For (\$)	\$125,917,335	\$1,229,450	
Number of Competitive Grants Received	7	8	
Value of Competitive Grants Received (\$)	\$26,335,947	\$715,775	
Total Research Expenditures (\$)	\$36,335,947	\$1,223,727	
Number of Publications in Refereed Journals From Center Research	66	13	
Number of Invention Disclosures	7	1	
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	17	2	
Collaborations with Private Industry	10	1	
Collaborations with K-12 Education Systems/Schools	2470 students	60 students	
Undergraduate and Graduate Students Supported with Center Funds	30 students	0	
<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	0	0	
<b>Narrative Comments on next page.</b>			



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

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

Name of Center	Center for Biomedical and Marine Biotechnology
<b>Narrative Comments [Most Recent Year]:</b>	
<p>Dr. Amy Wright, of FAU-HBOI, has been appointed as 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 recently secured modest resources to support its revitalization. The first year will be spent in a planning phase to organize faculty, develop a strategic plan and target at least one major grant for proposal submission. Dr. Wright and her colleagues have established collaborations with Novartis, Torrey Pines Institute for Molecular Studies, and the Sanford-Burnham Medical Research Institute. In the case of Sanford-Burnham, Dr. Wright recently had a joint invention disclosure with a Sanford-Burnham faculty member.</p>	





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

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

Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
<b>Phase I Grants</b>			
None			
<b>Phase II Grants</b>			
None			
<b>Phase III Grants</b>			
CHS Pharma (formerly CHS Resources)	2008	\$184,294	\$184,294
Rose Pearl, LLC	2010	\$ 65,000	\$53,596
<b>Total for all SURCAG Grants</b>		<b>\$249,294</b>	<b>\$240,890</b>

**Narrative Comments:** For each project, provide a brief update on (1) the project’s progress towards completing its key milestones/deliverables; and (2) the project’s return on investment for the university and state.

**CHS Pharma** (formerly CHS Resources):

All SURCAG expenditures were completed during FY 2010. The CHS SURCAG BOG Reporting requirements have been completed.

CHS Pharma Scientific update 2011-2012

The studies at FAU during the final year of the grant focused mainly on testing derivatives of sulindac that would be more desirable for therapeutic uses based on increased efficacy or lower toxicity. The bulk of the studies were done using tissue culture looking at the ability of sulindac or its derivatives to enhance the killing of cancer cells exposed to oxidative damage.

**Rose Pearl, LLC:**

During FY 2012, the SURCAG funds have been used to supplement patent expenses and meet several of the project deliverables. Florida Atlantic University and Rose Pearl, LLC were successful in completing the conch pearl production facility renovations and shipped 2,000 queen conch from the Caribbean in May 2012. Salary expenses were used to design the facility changes and manage the renovations, logistics associated with acquisition of the conch, and care and maintenance of the animals after arrival. In July the conch were seeded for pearl production and are now being monitored, with an expected harvest in late 2013 or early 2014. Funds for this project will continue to be spent until April 2013.