



Item: SP:A-1

Thursday, January 26, 2012

SUBJECT: APPROVAL OF FAU'S 2010-11 STATE UNIVERSITY SYSTEM ANNUAL REPORT

PROPOSED BOARD ACTION

Request: For Approval

BACKGROUND INFORMATION

Note: Full Board approval for the attached report is required prior to its submission to the Board of Governors (BOG).

This report was submitted to the BOT Strategic Planning Committee for approval at the December 14, 2011 meeting and is being re-submitted for full Board approval. The initial deadline for submitting FAU's Annual Report to the BOG was January 17, 2012 however the BOG has agreed to extend our deadline to accommodate the Board's approval on January 26, 2012.

Summary:

In 2009 the Board of Governors (BOG) developed a planning and accountability framework under which Florida Atlantic University (FAU) along with other State University System (SUS) institutions began submitting annual performance reports on key measures and a narrative on progress. The 2010-11 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 University progress. FAU's Office of Institutional Effectiveness has reviewed this data and found it to be accurate.

The report contains a contextual narrative to go along with our information trends. This narrative includes recent and noteworthy FAU accomplishments under the BOG's Strategic Planning Goals. It also includes information on FAU's progress towards implementing our Work Plan. The report concludes with a section on FAU's success in achieving higher efficiencies in various divisions of the University.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Florida Atlantic University
2010-11 Annual Report

DRAFT

Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

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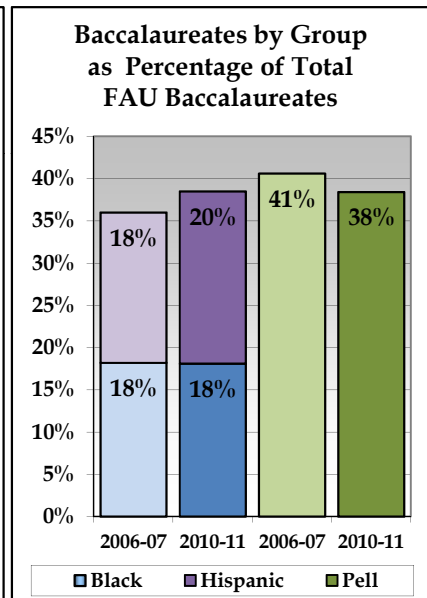
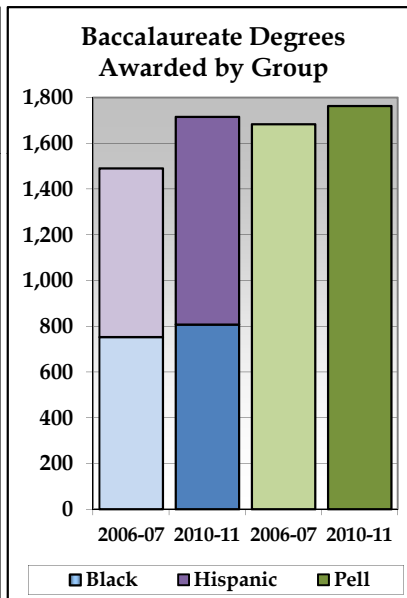
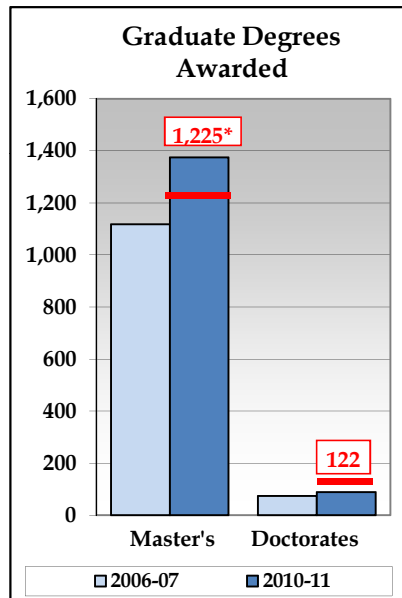
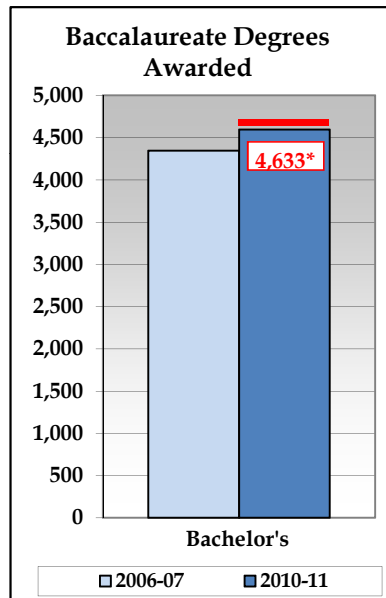
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Florida Atlantic University 2011 Dashboard						
Sites and Campuses			Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus			
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2011)			Carnegie Classification
TOTAL (Fall 2010)	28,390	100%	TOTAL	149		Undergraduate Instructional Program: Professions plus arts & sciences
Black	4,897	17%	Baccalaureate	61		Graduate Instructional Program: Doctoral, professions dominant
Hispanic	5,787	20%	Master's & Specialist's	67		
White	14,988	53%	Research Doctorate	20		Enrollment Profile: High undergraduate
Other	2,718	10%	Professional Doctorate	1		Undergraduate Profile: Medium full-time four-year, inclusive
Full-Time	15,941	56%	Faculty (Fall 2010)	Full-Time	Part-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	12,449	44%		839		520
Undergraduate	22,419	79%	TOTAL	839	520	Community Engagement: N/A
Graduate	4,143	15%	Tenure/I. Track	564	3	
Unclassified	1,828	6%	Other Faculty/Instr.	275	517	

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



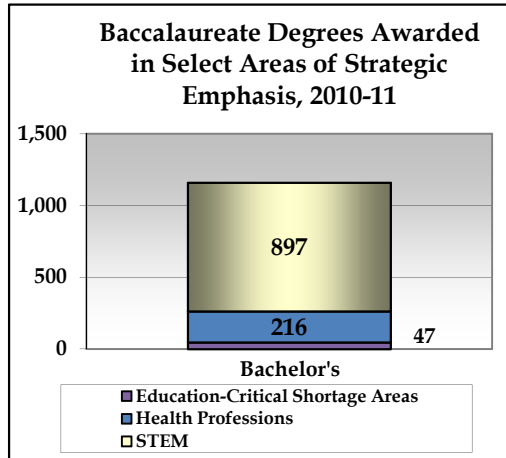
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I].

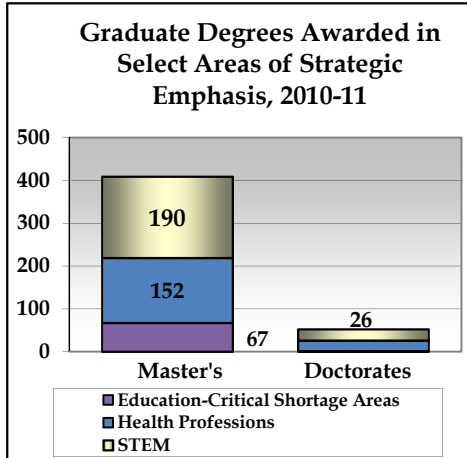
Florida Atlantic University 2011 Dashboard

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

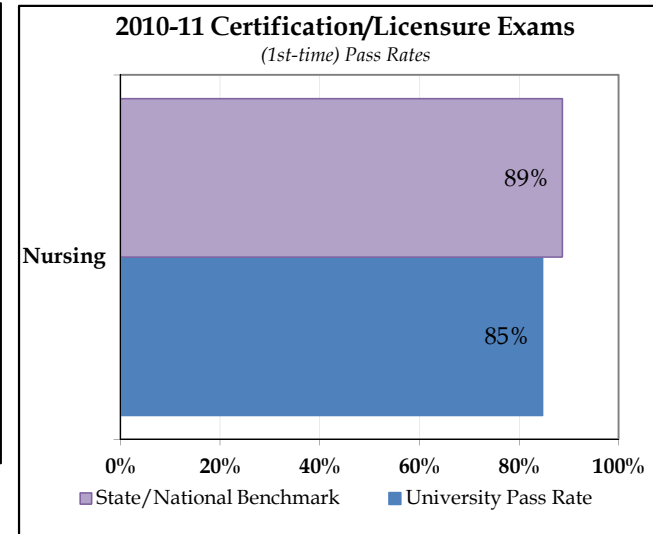
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



2012-13 Target: Increase
(2008-09 Baseline: 1,080 Total)

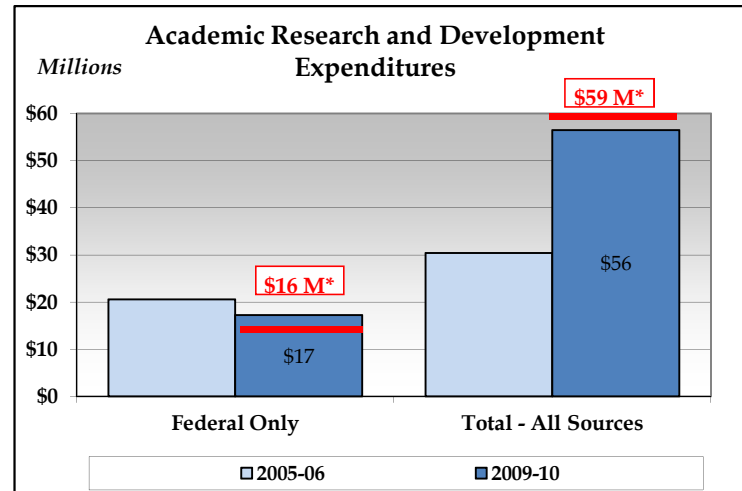


2012-13 Target: Increase
(2008-09 Baseline: 393 Total)

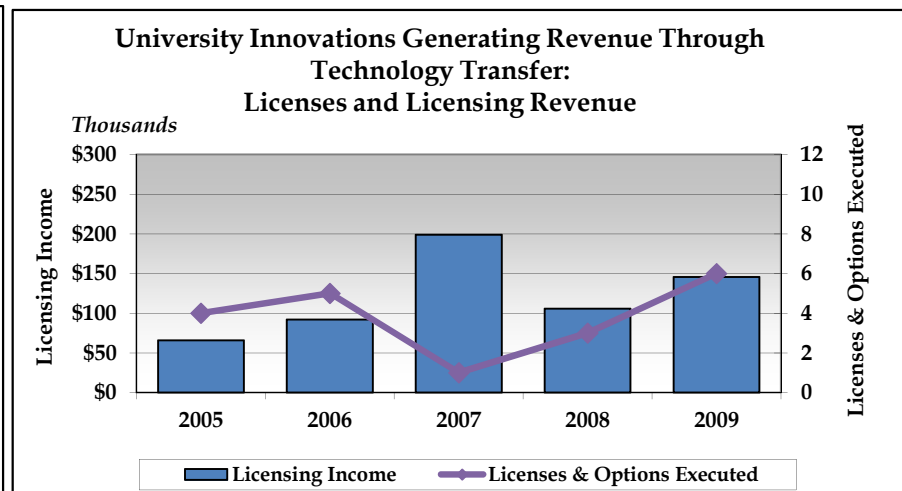


BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



*2011-12 Targets for Research & Development Expenditures.

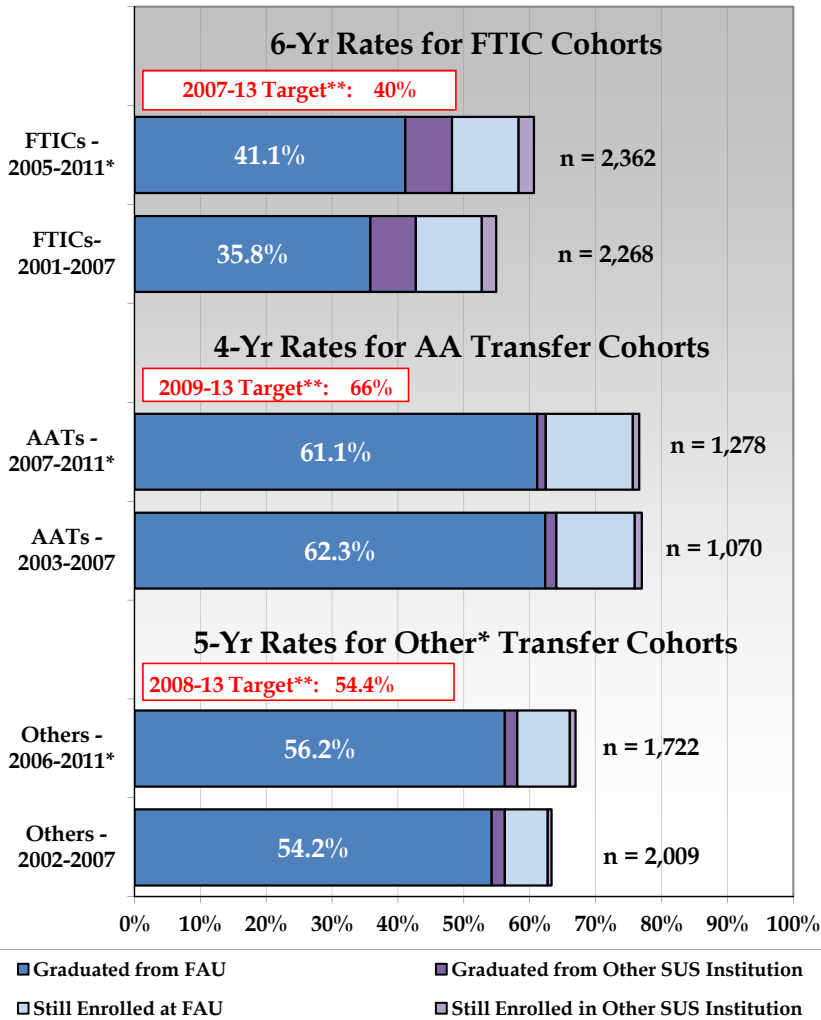


2011-12 Targets: Licenses - Increase (2008 Baseline = 1)
Licensing Revenue - Increase (2008 Baseline = \$198,880)

Florida Atlantic University 2011 Dashboard

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

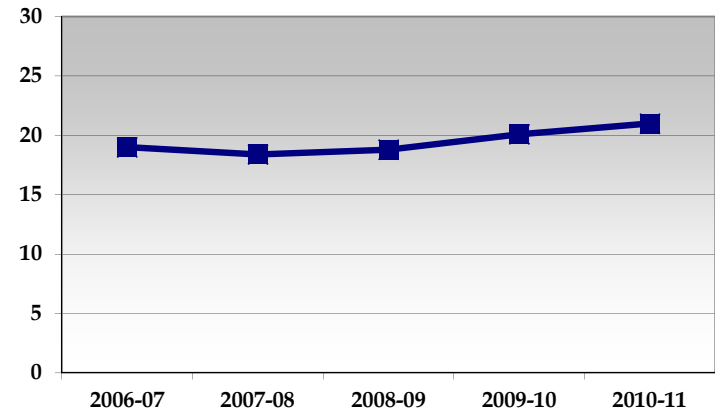
Undergraduate Retention and Graduation Rates



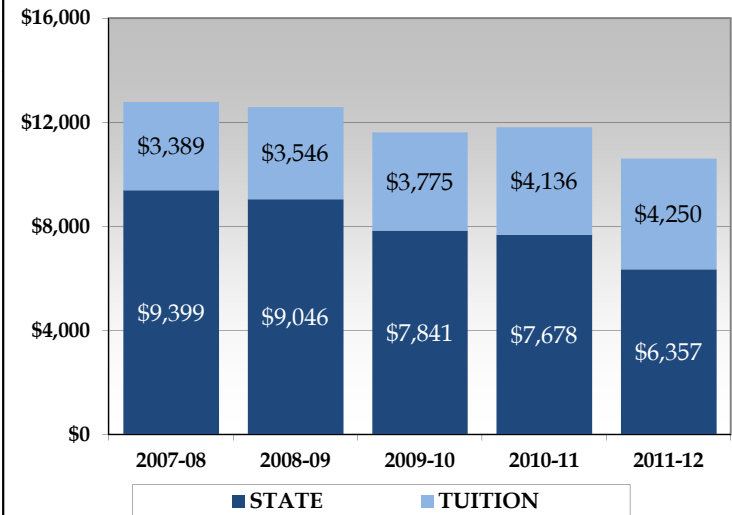
* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of "late degrees".

**Targets Based on Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual US FTE



TUITION is the appropriated budget authority, not the amount actually collected. Does not include non-instructional local fees. STATE includes General Revenues, Lottery and Other Trust funds (ie. Federal Stimulus for 2009-10 and 2010-11 only).

FLORIDA ATLANTIC UNIVERSITY

Key University Achievements

➤ Student awards/achievements

1. Students in the Diplomacy Program won the top award at the 2010 Model United Nations competition in New York. The five-day event attracted more than 6,000 students from 300 universities around the country and the world. The FAU group was declared the Outstanding Delegation.
2. Cassidy Henry, a 2011 graduate of the Harriet L. Wilkes Honors College, won a Student Fulbright Award to spend the 2011-12 academic year working and studying in Macedonia.
3. Felipe Pulido, a recent graduate of the College of Engineering and Computer Science, was named one of this year's New Faces of Civil Engineering by the American Society of Civil Engineers. The award celebrates the achievements of engineers under 30.

➤ Faculty awards/achievements

1. Dr. Richard Shusterman, the Dorothy F. Schmidt Eminent Scholar in the Humanities, has been honored with the Order of Academic Palms, a knighthood from the government of France, for his achievements in innovative transcultural research.
2. Dr. Josephine Beoku-Betts of the Dorothy F. Schmidt College of Arts and Letters received a Fulbright Award and is spending this academic year at the University of Sierra Leone, where she is teaching and conducting research on women's peace movements and post-war reconstruction of Sierra Leone.

3. Dr. John Pisapia of the College of Education also received a Fulbright Award and will spend the Spring 2012 semester at the Chinese University of Hong Kong. Next summer, he will go to the University of Glasgow, where he will be the Adam Smith Visiting Research Fellow.

➤ Program awards/achievements

1. The College of Education was named the statewide grant administrator for Florida's Troops to Teachers program. This program helps veterans become teachers, providing stipends for certification costs, as well as bonuses for those who teach for three years in a high-need or high-poverty school.
2. FAU's Simulation Center in the Charles E. Schmidt College of Medicine is training members of Broward and Palm Beach counties' Medical Reserve Corps to respond in the event of a major hurricane in South Florida. The center is designed to simulate emergency conditions in an effort to provide advanced training to healthcare professionals during an emergency situation.
3. FAU's College for Design and Social Inquiry hosted the 2011 Subtropical Cities Conference with Australia's Queensland University of Technology, bringing researchers from around the world to Fort Lauderdale to discuss issues related to environmentally responsible urban development. The conference is the premier think tank for topics affecting subtropical regions globally. This marked the first time the conference was held in the United States.

FLORIDA ATLANTIC UNIVERSITY

Key University Achievements

➤ Research awards/achievements

1. FAU received \$725,000 in grants from the New Florida Initiative to fund teaching and research in the STEM disciplines – science, technology, engineering and mathematics.
2. Dr. Fraser Dalgleish at FAU's internationally known Harbor Branch Oceanographic Institute received a \$2 million award from the Office of Naval Research to further the development of underwater laser networking and imaging systems. This initiative is aimed at enhancing the security of our country's coastal waters and ports.
3. Dr. Erika Hoff's study of monolingual and bilingual language development in young children has won a five-year, \$3.2 million grant from the National Institute of Child Health and Human Development.

➤ Institutional awards/achievements

1. FAU's newly created Charles E. Schmidt College of Medicine has received preliminary accreditation and welcomed its first class of future physicians this fall. When this program reaches its full enrollment of 256 students in 2014, its annual economic impact is expected to be \$52 million.
2. FAU received a \$5.9 million, five-year grant renewal from the Florida Department of Children and Families that assigns a leadership role to the School of Social Work in educating child welfare professionals. FAU is leading a consortium of seven state universities that are involved in this initiative, including FAMU, FIU, FSU, UCF, USF and UWF.
3. The School of Accounting consistently ranks in the top 10 nationally for its graduates' very high passing rate on the National CPA exam.

FLORIDA ATLANTIC UNIVERSITY

2010-11 Narrative Report

INTRODUCTION

Florida Atlantic University's 50th anniversary year has been one marked by dramatic achievements. 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 to raise scholarship funds. The university's Charles E. Schmidt College of Medicine received provisional approval from the Liaison Committee on Medical Education in February and opened its doors as a fully independent College of Medicine in August to 64 students – students who will eventually deliver critical health care to residents of the State of Florida and others. A consortium of 5 hospitals was formed to create 250-350 residencies.

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. FAU's new platinum LEED certified Engineering and Computer Science Building, Engineering East, is a living laboratory of sustainability practices and includes such features as a rainwater recycling system, solar panels, and a garden of native plants on its roof.

The university community is actively engaged in creating a new strategic plan that will identify and focus the institution's energies and resources in areas of key priorities. Referred to as signature themes, these areas of emphasis (Marine & Coastal, Biotechnology, Contemporary Societal Challenges) will provide an opportunity for FAU to highlight its academic and research strengths, demonstrate its excellence and leadership in recognized areas of societal need, and contribute to the economic development of the region, the state, and beyond.

Challenges created by continuing reductions in operating funds, loss of PECO funding, and the loss of federal stimulus funding present the

university with substantial hurdles at every turn. However, we have met some of these challenges by developing strategies that will preserve services to students yet reduce costs. Outsourcing services, merging administrative support units, consolidating class sections and exploring alternative methods of program and delivery are all cost-cutting efficiencies employed.

FAU remains a vibrant, dynamic institution that embraces the newly proposed BOG strategic goals of excellence in teaching, research, and service. FAU continues to make waves – waves of distinction and value for its varied and numerous constituencies.

[Mission & Vision](#)

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

Florida Atlantic University supports and pursues the objectives in SUS Goal 1, objectives that are recognized in its own 2006 – 2013 Strategic Plan. The university demonstrates its performance in these areas through the following highlights.

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 4,592 in 2010-11, a nine percent increase in five years.
- Degrees awarded in BOG-identified "Areas of Strategic Emphasis" increased by nearly eight percent in five years.

- Significant growth in completions was noted in critical shortage areas such as education and the health professions as well as in science, technology, engineering, and math (STEM) areas.
- FAU proudly notes that 18 percent of the baccalaureate degrees awarded in 2010 were awarded to Black and Non-Hispanic students and another 20 percent to Hispanic students.
- Forty-five percent of FAU's students are classified as African-American, Hispanic, Native American, Asian, and international making FAU the most diverse university in the SUS.
- The number of graduate degrees conferred increased to 1,463 in 2010-11 - an increase of 32 percent in master's and specialist degrees from five years ago, and an increase of 29 percent in doctoral degrees.

Meeting the Challenges of Increased Demand

FAU is committed to student success and providing quality services 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.

The Center for Teaching and Learning provides tutoring support in writing, mathematics, foreign languages, and other areas of significant need as well as supplemental instruction in over 20 historically difficult courses with enrollments of over 10,000 students. CTL also houses the Freshman Learning Community and Living Learning Community programs, an office for undergraduate research, and a study room for students in the University Honors Program. CTL's director for the scholarship of teaching conducts workshops and seminars for faculty, with the goal of providing them the tools and resources to excel in teaching.

A Center for eLearning (CeL) was established in April 2011 and an assistant provost for eLearning was hired. Since then, construction began on the future home for the Center; a new distance learning fee was implemented in order to fund development and delivery of eLearning courses and programs; and the first of three major faculty development initiatives was launched in fall 2011 with 57 faculty members participating in the program.

CeL 1001 is designed for faculty that have never developed or facilitated an online course. It is a semester-long program that allows faculty to experience eLearning from a student perspective as they learn best practices for eLearning course development and delivery. For the fall 2011 program, 80 proposals were submitted and 71 were accepted. This program will be repeated every semester.

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.

Phase I of the Innovation Village Apartments consists of two apartment buildings, totaling 489,000 square feet, and provides 1,216 beds for upper-division and graduate students. The sense of community is further enhanced by amenities such as the outdoor pool, sand volleyball courts, convenience store, computer lab, "smart" conference rooms and multipurpose activity room. The impetus for these projects was the desire to enhance a sense of tradition, pride and student life on FAU's Boca Raton campus.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

FAU makes a significant contribution to the state's professional and workforce needs through its production of degrees in areas of strategic emphasis. In fact, 38 percent of baccalaureate and graduate degrees produced by FAU are in these areas, an increase of nearly 8 percent in five years.

Making Workforce Connections

FAU maintains close ties with business and industry through membership in chambers of commerce, regional economic councils and business development boards across its six county service area. Members of the advisory boards of the Colleges encourage the development of needed programs and provide important links to the community, needs of our region, and 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 the FAU Career Development Center or by their colleges - internships, field practicum placements, clinical placements.

The Career Development Center (CDC) prepares FAU students for success as professionals in the workplace. In 2010-11, a total of 11,889 student visits to the CDC were recorded along with 4,156 student visits to the Career Resource Library/Lab. Career fairs reached over 1,500 students and alumni during the fall and spring semesters, with participation by 242 companies and 517 campus recruiters. In addition, 169 career events and workshops were held with 3,785 students attending for an increase of 41%. Despite the downturn in the economy, most employers maintained a dedicated on-campus presence and continued to recruit at FAU.

Recent Workforce Related Grants

May 2011: The College of Education was named the grant administrator by the U.S. Department of Defense for the State of Florida's Troops to Teachers program, which provides information, linkage and support to soldiers and military veterans who desire to become teachers in Florida.

August 2011: Daniel Raviv, a Professor in the College of Engineering and Computer Science, was awarded a \$36,000 grant from the National

Collegiate Inventors and Innovators Alliance, for his proposal: Spark: A University-level Initiative for Innovation and Entrepreneurship.

August 2011: Rose Sherman, an Associate Professor in the Christine E. Lynn College of Nursing, received a three year grant from the Health Resources and Services Administration (HRSA) to study the development of nurses who are interested in a nursing leadership career path. The total amount awarded is \$827,000.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

Academic Programs

Several degree programs were added or received accreditation in 2010-2011: a Bachelor's in Public Safety Administration; a Bachelor's of Urban Design; a Masters of Fine Arts in Media, Technology and Entertainment; and a Masters of Education in Early Childhood Education. The School of Architecture received full reaffirmation from the National Architecture Accrediting Board, accredited through 2017, and the Charles E. Schmidt College of Medicine received preliminary accreditation from the Liaison Committee on Medical Education.

The Florida Legislature appropriated funds for 2+2 partnerships based on university baccalaureate degree programs offered on college campuses. FAU and Broward College were the recipients of incentive funding of close to \$900,000 focused on the two new baccalaureate programs mentioned above.

FAU made honors education a priority in academic planning this year. The fall 2011 incoming class of the Harriet L. Wilkes Honors College in Jupiter rose to 137, while the incoming class of the University Honors Program in Boca rose to 83. Together, these two cohorts represent the largest incoming class of honors scholars in FAU's history. During the summer of 2011, a taskforce explored strategies that would continue to expand the enrollment of high ability students in all of FAU's academic disciplines. The

taskforce set ambitious enrollment targets through 2018 when the goal is to have 200 incoming honors students each year on the MacArthur campus, with an equal number beginning their studies in Boca. This would more than triple the number of honors students choosing to attend the university each year, making Florida Atlantic University a leader in honors education nationally. The taskforce also recommended that undergraduate research be the focus of honors education at FAU, marketed through the theme "Distinction through Discovery."

FAU's academic programs continued to receive recognition: the College of Business was once again on the list of Princeton Review's list of "Best Business Schools" in America; a graduate of the School of Accounting won the Elijah Watt Sells award - a national award for receiving one of the top 10 scores on the CPA exam; and, based on FCAT grades from 2009-10; FAU, along with UNF, produced teachers whose students perform better on FCAT than other state universities.

Research Capacity

FAU rebounded in fiscal year 2011, bringing in \$43.2 million - the highest total dollar amount of research awards since fiscal 2007. Nearly one-fourth of that will go to fund projects at the university's Harbor Branch Oceanographic Institute in Fort Pierce. At her State of the University address in early September, President Saunders told the audience that "we must be committed to doubling sponsored research in five years."

FAU's Technology Transfer Office has taken advanced and emerging technologies from the laboratory to the commercial sector. As of September 2011, FAU - including Harbor Branch Oceanographic Institute - holds 86 active issued patents. Since 1964, 215 U.S. patents have been issued to the two entities. Almost 50 inventions have been transferred to industry.

One new project has generated interest around the world. Researchers at Harbor Branch have devised a way to reliably culture pearls from the queen conch through a novel seeding technique they developed at the institute. A new partner, Rose Pearl LLC, was formed to introduce the pearl to the industry. Harbor Branch recently received a \$65,000 State University Commercialization Assistance Grant to accelerate

development. Ultimately, FAU will receive royalties from sales and a sustainable, Florida-based industry will create skilled jobs to produce and sell the pearl.

To assist young faculty advance in their research careers, FAU launched a mentoring program. This year there were 15 mentor-mentee teams who participated in the program. As a requirement of participating each mentee was required to submit at least one proposal for funding. All of the mentees submitted proposals and many were successful on their first submissions. Dr. JuYoung Park, one of the mentees, was awarded a prestigious national career development grant from The Gerontological Society of America (John A. Hartford Foundation). One of only six awardees nationwide, Dr. Park will receive \$50,000 per year for two years to conduct research.

Recent Research Grants and Federal Appropriations

Florida Atlantic University's language development lab, located on the Davie campus, has received a five-year, \$3.2 million grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development. Dr. Erika Hoff, an FAU psychology professor and the principal investigator for the grant, will study language development in English monolingual and Spanish-English bilingual children from the age of 2.5 - 5 years.

The Wellington 2060 Living Laboratory is a collaborative three year project with the municipality of Wellington that will study the eight concepts for the future developed in the Wellington 2060 vision statement. They will be handled individually and according to the Municipality priority order: Equestrian Community, Medical Arts District, Housing Reinvestment, Town Center, Village Center, Main Street, Flex Zoning District, and Sustainable Development Element. The partnership will be funded for three years at a total of \$252,083.

FAU received \$2.0 million from the U.S. Department of Energy to continue its cutting-edge research and development in the area of ocean energy technology.

Massimo Caputi, Ph.D., associate professor of biomedical science in the Charles E. Schmidt College of Medicine at Florida Atlantic University, received a competitive grant of \$433,500 from the National Institute of Allergy and Infectious Diseases of the National Institutes of Health to further his research on identifying novel therapeutics for HIV.

Rose O. Sherman, Ed.D., R.N., N.E.A.-B.C., C.N.L., F.A.A.N., associate professor and director of the Nursing Leadership Institute at FAU, has received a grant from the Health Resources and Services Administration (HRSA). The grant was awarded to Sherman and co-project leader Susan Dyess, Ph.D., R.N., for a three-year study titled "Succession Planning for the Future: A Nursing Administration Master's Degree for Emerging Leaders." The total amount awarded for this study is \$827,000.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

FAU, in collaboration with the City of Boca Raton, has provided input and support in obtaining the necessary funding for the design and construction of an Interstate 95 interchange at Spanish River Boulevard. Construction on the \$67 million link is expected to start in 2015.

As a member of the state's Oil Spill Academic Task Force, FAU played a significant role following the massive Gulf of Mexico oil spill. FAU offered a wide range of environmental science, engineering and technology resources. Leading the FAU effort was Dr. Leonard Berry, director of the Florida Center for Environmental Studies, which is based at the university.

Faculty members in FAU's College of Engineering and Computer Science and the Charles E. Schmidt College of Science have been involved in marine and oceanographic work as it relates to the spill. FAU engineers have developed sensors and other technologies that can be used to monitor water quality and contaminant dynamics. Scientists from the Harbor Branch Oceanographic Institute worked to characterize the immediate effects of the spill contamination on marine species, as well as anticipated effects as contamination passes down the food chain.

In Boca Raton, FAU is an active participant in the MedUTech initiative, whose goal is to highlight and grow the city's medical and health care, education and technology clusters. Just recently, FAU served as ambassador for a National Institutes of Health seminar in Weston.

FAU is a charter member of the Life Tech Corridor, a regional consortium that is working to establish a life sciences industry cluster in South Florida. The university is seeking \$6 million in state funding to create an Institute for Science and Technology on its Jupiter campus.

FAU Honors College students worked with the Florida Department of Transportation, conducting surveys on endangered plants threatened by a sidewalk construction project along U.S. 1. Other honors students conducted surveys for the Florida Fish and Wildlife Conservation Commission, examining shorebird nesting patterns in Indian River County.

FAU also has an association with the Gumbo Limbo Environmental Complex in Boca Raton, which is valuable for research and education. FAU's Center for Environmental Studies, in partnership with the South Florida Water Management District, manages a comprehensive education and research center at the Riverwoods Field Lab on a remnant run of the Kissimmee River.

Since spring 2009, FAU students have provided almost 400,000 volunteer and service learning hours through 208 courses at the university. While such efforts proved invaluable in many instances, the work was worth in excess of \$2.8 million based on the prevailing Florida minimum wage. Faculty, staff and students participated in scores of other projects, contributing countless volunteer hours to improve the quality of life in the region. Much of the student volunteerism is coordinated through the Weppner Center for Civic Engagement & Services and Students Advocating Volunteer Involvement.

The Research Park at Florida Atlantic University is an immensely powerful economic development engine located at the northern end of the Boca Raton campus and on a site in Deerfield Beach. The park generates ideas, new technologies, jobs and critical economic activity through networking opportunities. The research park's 22 technology and research and development companies support 782 direct, on-site jobs, each paying an overall average salary of \$86,176 – nearly twice the average salaries in Palm Beach and Broward counties. The companies in the park collectively earn revenues of \$1.58 billion annually, and some have been acquired by major corporations. Among the tenants are Curtis Wright/PSI, which designs and manufactures control components and subsystems for ground defense, ordnance guidance and aerospace applications; Xenco Laboratories, which provides environmental analysis services in 42 states and Latin America; and Vycor Medical Inc., which makes solutions and devices for surgical procedures.

The Charles E. Schmidt College of Science is proud of the collaborations that the new LEED certified building on the Davie campus has engendered between university departments, extramural agencies and other universities. One in particular is the relocation of United States Geological Survey (USGS) scientists operating in southern Florida into the Davie West facility. Several conferences have been sponsored by USGS, held in spring and summer of 2011, primarily on efforts toward conservation in the Florida Everglades and assessment of the ramifications of the BP oil spill in the Gulf of Mexico. Since joining FAU's research cluster, USGS scientists have participated in graduate student presentations and assisted in student education. The USGS has provided significant funding for cooperative studies between USGS scientists and Department of Biology faculty primarily to assess the Everglades restoration efforts. FAU has also joined with USGS in a number of research and outreach initiatives to better understand the impact of these changes to the Everglades ecosystem and the urban areas of southern Florida. This joint research and outreach, critical to the future of the region, has already had a significant impact on the Southeast Florida Regional Climate Change Compact and its work in the community.

The National Oceanographic and Atmospheric Administration (NOAA) is housing one of their senior administrators, Nancy Thompson Pd.D., in

the new Davie West facility. She served as the Research and Science Director of two of our nation's Fisheries Science Centers. Dr. Thompson will be working with a group of university and NOAA scientists to increase public awareness of ocean conservation under the auspices of the Florida Institute of Oceanography. Several of FAU's biologists are currently supported by NOAA agencies, and Dr. Thompson's close association with the department should continue to improve funding opportunities. In addition, our ongoing collaboration with University of Florida environmental scientists has led to discussions of future joint projects.

The international Subtropical Cities conference committee, based at the Centre for Subtropical Design at the Queensland University of Technology (QUT) in Brisbane, Australia selected FAU's Broward Community Design Collaborative at the College for Design and Social Inquiry as host for its third international conference, Subtropical Cities 2011: Beyond Climate Change. The four-day conference, held in March 2011 at FAU's Fort Lauderdale Campus, attracted over 150 faculty, students, and design professionals from four continents. The conference featured keynote addresses from the world's leading environmental designers, architects, engineers, and industry experts in the field of subtropical architecture and design. The final day of the conference was dedicated to a Legacy Project that engaged local planning and design professionals with international colleagues to focus on the future form of the metropolitan areas of South Florida. FAU and QUT continue to discuss future international and cross-disciplinary collaborations to address issues commonly faced by subtropical urban regions around the world.

Joseph Ouslander, a Professor in the Charles E. Schmidt College of Medicine, authored the lead article in the September 2011 issue of the New England Journal of Medicine (*Reducing Unnecessary Hospitalization of Nursing Home Residents*). Dr. Ouslander, Dr. Ruth Tappen, a Professor in the Christine E. Lynn College of Nursing, and an interdisciplinary team have designed an intervention program that has shown promise in reducing unnecessary hospitalizations, improving care, and reducing Medicare costs.

Additionally, the Charles E. Schmidt College of Medicine, the Christine E. Lynn College of Nursing, and the School of Social Work formed the FAU Health Professional Collaborative to promote inter-professional education among health professionals at FAU. The Senior Aging and Geriatric Educator (SAGE) mentor program, in partnership with two local continuing care retirement communities, offers students the opportunity to learn about aging in an interdisciplinary team framework.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

Improving Retention

FAU has made considerable progress on one of the primary objectives of its Strategic Plan, to promote the academic success and improve the retention rate of FTIC students. During the last five years, the first-year retention of FTICs has increased from 76 to 82 percent, exceeding projections and the median of our peer institutions. During the next three years, FAU's goal is to increase first-year student retention to 88 percent or better.

Strengthening Research

In 2011, the Division of Research continued to sponsor major targeted collaborative research in specific priority areas, including, (1) Brain Function, Damage and Repair; (2) Climate Change; and (3) Healthy Aging. The group that is working on healthy aging has developed a database of approximately one hundred subjects that includes biomarkers and psycho-social data. This information will be used by FAU researchers to provide a rich source of data to apply for future funding. The team that is working on Climate Change has identified that Florida is extremely vulnerable to the effects of the changing climate due to the urban environments that comprise most of south Florida combined with the effects of sea-level rise and ocean acidification. The team is looking at adaptation and mitigation strategies to address these effects. In addition to the research priority areas, the Division of Research will be launching a seed grant program to assist faculty in identifying new areas of research to transform their ongoing research programs and also to assist teams of researchers to start new and innovative research programs.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Examples of College Efficiencies

All of the colleges have focused on efficiencies by increasing class sizes, reducing the number of course sections, assessing class size limits, and ensuring that faculty have appropriate teaching loads.

Additionally, colleges are implementing administrative efficiencies where possible. The Harriet L. Wilkes Honors College is utilizing the services of the university's Office of Undergraduate Admissions eliminating two staff positions. The Charles E. Schmidt College of Medicine is developing a consortium of hospitals for residency training. Use of community based faculty will also reduce cost to the system.

The College of Business has a new Lecture Capture/Video Streaming (LCVS) initiative that makes lectures available to students on demand via the internet. Currently the COB has three courses fully implemented in this format, and are developing approximately three additional classes per term for the LCVS format. The program will produce more student credits at reduced instructional costs and provide more access to students by overcoming obstacles of geography or time. At full implementation this will likely reduce adjunct-staffed sections by 45-50 per semester.

The Charles E. Schmidt College of Science has implemented Advisor-trac. This system allows students to make their own advising appointments on-line, creating less demand for support staff. GTAs are being utilized to supervise students in College Algebra lab sections in order to increase faculty productivity. The Math Lab was funded by a Tech Fee grant that enabled this gain in efficiency.

The College of Education is using videoconferencing to reduce the cost of travel among campuses. The Office for Academic and

Student Services (OASS) has implemented an electronic clinical experience database for students enrolled in courses requiring field work. This paperless system allows students to apply online for placements. OASS has also implemented a completely online assessment system for students in the internship courses. Through the use of LiveText, students now submit work electronically and university supervisors monitor and assess through this system. The Department of Exception Student Education has developed a centralized site for syllabi, forms, policies, etc., thereby reducing the need for paper processing, copying and mailing. The increased use of MYFAU and BlackBoard to post course materials has reduced costs associated with copying these materials.

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. Increased use of technology helps to support campus operations. For example, students at FAU's Fort Lauderdale campus can connect through Computer Concierge via webcam with admissions, registrar and cashier's office personnel located at the Davie campus.

The Offices of Multicultural Affairs and Students with Disabilities were consolidated and are now managed by an associate director of diversity services, eliminating a position and redistributing workload to optimize program management and delivery. Staff has been cross-trained to cover many areas such as mailroom, cashier, and information desk. Video conference facilities have expanded (six classrooms in Davie and one at Fort Lauderdale) so that students at multiple locations may be taught by one faculty member. Campus infrastructure such as parking, library, childcare center, chiller plant, and HEC building are shared with Broward College to avoid duplication.

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. The Division has integrated two units into one (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. These are among scores of initiatives that streamline processes, reduce redundancies, save on personnel costs and improve service delivery.

ADDITIONAL RESOURCES

- University Strategic Plan
<http://www.fau.edu/strategicplan/>
- University Work Plan
http://www.fau.edu/planning/files/FAU_Work_Plan_May_2010.pdf
http://www.fau.edu/planning/files/2011_Update_to_FAU_Workplan_BOG_revised.pdf
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FAU>
- Common Data Set
<http://www.fau.edu/iea/cds/cds10.php>
- College Navigator information
<http://nces.ed.gov/collegenavigator/?q=FAU&cs=all&id=133669>
- Institutional Peers
<http://www.fau.edu/iea/peerlist.php>
- University Institutional Research Unit
<http://www.fau.edu/iea/>

Section 1 - Financial Resources

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds <i>(GR & Lottery)</i>	\$178,402,000	\$170,386,615	\$152,229,704	\$155,808,342	\$143,425,458
Non-Recurring State Funds <i>(GR & Lottery)</i>	\$10,135,251	\$10,399,223	\$1,025,602	\$1,952,534	\$1,450,559
Tuition <i>(Resident & Non-Resident)</i>	\$64,736,897	\$69,290,496	\$75,862,248	\$82,994,835	\$86,015,792
Tuition Differential Fee	\$0	\$0	\$1,971,217	\$5,325,394	\$9,428,682
Other Revenues <i>(Includes Misc. Fees & Fines)</i>	\$3,245,794	\$1,573,328	\$1,805,516	\$2,929,161	\$1,423,770
Federal Stimulus Funds	\$0	\$0	\$12,155,065	\$11,630,612	\$0
TOTAL	\$256,519,942	\$251,649,662	\$245,049,352	\$260,640,878	\$241,744,261

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$146,637,999	\$141,229,770	\$131,337,032	\$159,238,776	\$157,832,416
Institutes and Research Centers	\$642,590	\$624,497	\$420,902	\$867,435	\$450,098
PO&M	\$21,176,103	\$21,194,215	\$21,277,363	\$22,458,145	\$22,195,071
Administration and Support Services	\$30,810,115	\$34,591,710	\$46,438,626	\$32,055,732	\$31,027,708
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$14,931,267	\$14,797,530	\$13,190,770	\$11,163,095	\$11,147,063
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Student Services	\$21,084,461	\$25,886,252	\$19,940,992	\$22,470,697	\$18,861,659
Intercollegiate Athletics	\$251,368	\$247,246	\$230,246	\$230,246	\$230,246
TOTAL	\$235,533,903	\$238,571,220	\$232,835,946	\$248,484,126	\$241,744,261

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.

Section 1 - Financial Resources (continued)

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$8,830	\$8,247	\$6,601	\$6,407	\$5,558
Lottery Funds per FTE	\$569	\$799	\$664	\$744	\$799
Tuition & Fees per FTE	\$3,615	\$3,807	\$3,942	\$4,044	\$4,250
Other Trust Funds per FTE	\$0	\$0	\$576	\$527	\$0
Total per FTE	\$13,014	\$12,853	\$11,782	\$11,721	\$10,607
Actual Funding per FTE					
Tuition & Fees per FTE	\$3,389	\$3,546	\$3,775	\$4,136	\$4,250
Total per FTE	\$12,788	\$12,591	\$11,615	\$11,813	\$10,607
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.					

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	\$82,964,583	\$91,302,968	\$81,727,283	\$80,466,112	\$88,752,369
Expenditures	\$55,440,496	\$61,249,555	\$63,914,126	\$67,814,574	\$89,291,123
Contracts & Grants					
Revenues	\$38,398,145	\$54,838,942	\$48,833,361	\$47,911,301	\$48,900,000
Expenditures	\$46,713,360	\$42,449,421	\$47,791,285	\$47,323,819	\$55,868,134
Local Funds					
Revenues	\$120,535,363	\$141,327,724	\$165,926,932	\$194,337,005	\$195,977,364
Expenditures	\$118,193,013	\$138,910,554	\$162,709,964	\$189,697,094	\$194,321,393
Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.					

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Total Revenues	\$498,418,033	\$539,119,296	\$541,536,928	\$583,355,296	\$575,373,994
Total Expenditures	\$455,880,772	\$481,180,750	\$507,251,321	\$553,319,613	\$581,224,911

Section 1 - Financial Resources (continued)

	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (Thousand \$)	\$168,605	\$190,212	\$182,306	\$142,274	\$156,417
Annual Gifts Received (\$)	\$17,569,461	\$10,643,931	\$10,916,788	\$6,928,030	\$8,149,922
Percentage of Graduates Who are Alumni Donors	2.1%	2.2%	1.6%	1.9%	1.9%

	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	\$12,155,065	\$11,630,612
Scholarships	\$0	\$0
Library Resources	\$0	\$0
Building Repairs/Alterations	\$0	\$0
Motor Vehicles	\$0	\$0
Printing	\$0	\$0
Furniture & Equipment	\$0	\$0
Information Technology Equipment	\$0	\$0
Financial Aid to Medical Students	\$0	\$0
Other	\$0	\$0
TOTAL	\$12,155,065	\$11,630,612

Section 2 - Personnel

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/Tenure-track Faculty	582	0	592	5	583	0	578	5	564	3
Total Non-Tenure Track Faculty	247	554	257	584	271	553	265	580	275	517
Instructors Without Faculty Status	0	0	0	0	0	0	0	0	0	0
Total Graduate Assistants/Associates	0	862	0	846	0	893	0	924	0	990
Total Executive/Administrative/Managerial	262	1	273	0	279	2	259	1	277	1
Total Other Professional	699	21	745	21	762	24	720	24	737	19
Total Non-Professional	621	23	626	25	686	21	663	19	653	19
TOTAL	3,872		3,974		4,074		4,038		4,055	

Section 3 - Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)

	2009-10		2010-11		2011-12	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	4,372	5,044	4,461	5,394	4,461	5,605
Upper	7,827	7,910	7,910	8,217	7,910	8,533
Grad I	1,716	1,734	1,764	1,703	1,764	1,629
Grad II	195	254	194	286	194	295
Total	14,110	14,942	14,329	15,600	14,329	16,062
NON-FLORIDA RESIDENTS						
Lower		268		317		391
Upper		346		339		352
Grad I		159		176		169
Grad II		108		116		120
Total	1,129	881	910	948	923	1,032
TOTAL FTE						
Lower		5,312		5,711		5,996
Upper		8,256		8,556		8,885
Grad I		1,893		1,879		1,798
Grad II		362		402		414
Total FTE (FL Definition)	15,239	15,823	15,239	16,548	15,252	17,093
Total FTE (US Definition)	20,319	21,097	20,319	22,064	20,336	22,791
Headcount for Medical Doctorates						
Florida Residents	0	0	0	0	51	51
Non-Residents	0	0	0	0	0	13
Total	0	0	0	0	51	64

Notes: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 - Enrollment (continued)

TABLE 3B. Enrollment by Location

	2009-10	2010-11	2011-12
	Actual	Actual	Estimated
BOCA RATON			
Lower	5,150	5,570	5,786
Upper	5,416	5,938	6,168
Grad I	1,407	1,473	1,410
Grad II	299	322	329
TOTAL	12,272	13,304	13,693
DAVIE			
Lower	5	6	16
Upper	1,758	1,678	1,741
Grad I	148	127	119
Grad II	22	36	38
TOTAL	1,933	1,847	1,914
JUPITER			
Lower	114	106	166
Upper	512	484	503
Grad I	85	67	65
Grad II	13	16	17
TOTAL	724	674	751
FT. LAUDERDALE			
Lower	3	1	1
Upper	235	254	263
Grad I	113	100	96
Grad II	13	10	10
TOTAL	364	365	370
PORT ST. LUCIE			
Lower	28	1	1
Upper	316	148	148
Grad I	137	80	80
Grad II	15	9	9
TOTAL	496	238	238
VIRTUAL/DISTANCE LEARNING			
<i>For the sum of current or planned State-fundable FTE enrollments not served at a physical location.</i>			
Lower	129	146	164
Upper	496	619	683
Grad I	252	362	406
Grad II	18	29	33
TOTAL	895	1,156	1,286

Section 4 - Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2010-11

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Terminated Programs					
Social Psychology	42.2707	Bachelor's	May 27, 2010	Fall 2010	
Health Services, Allied Health, Health Sciences, General	51.0000	Bachelor's	Jun. 16, 2010	Summer 2010	
German Language and Literature	16.0501	Bachelor's	Apr. 20, 2011	Spring 2011	
Inactive Programs					
New Programs Considered By University But Not Approved					
Not Applicable for FAU: Any new degree programs reported in the 2011 Work Plan Update that have not yet been approved are considered as active in our approval process.					
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, 2010 and May 4, 2011. 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. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. 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.					

Section 4 - Undergraduate Education (continued)

TABLE 4B. First-Year Persistence Rates

Term of Entry	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009 Preliminary
Cohort Size <i>Full-time FTIC</i>	2,083	2,194	2,563	2,689	2,450
From Same University					
% Still Enrolled	75.7%	76.8%	78.3%	80.5%	81.6%

TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students

Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full-time FTIC</i>	1,944	1,998	2,038	2,278	2,083
6 - Year Rates					
From Same University					
% Graduated	38.0%	39.6%	38.6%	42.2%	42.5%
% Still Enrolled	9.8%	9.9%	9.4%	8.4%	9.8%
% Success Rate	47.8%	49.5%	48.0%	50.6%	52.3%
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 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full- & Part-time</i>	2,268	2,335	2,493	2,598	2,362
4 - Year Rates					
<i>From Same University</i>					
% Graduated	13.7%	15.0%	14.6%	14.9%	16.7%
% Still Enrolled	35.5%	39.4%	37.0%	39.7%	39.5%
<i>From Other SUS University</i>					
% Graduated	2.6%	2.2%	1.8%	1.7%	1.9%
% Still Enrolled	6.1%	6.2%	6.5%	6.5%	6.5%
<i>From State University System</i>					
% Graduated	16.2%	17.3%	16.4%	16.6%	18.6%
% Still Enrolled	41.6%	45.7%	43.4%	46.2%	46.1%
% Success Rate	57.8%	62.9%	59.8%	62.7%	64.7%
6 - Year Rates					
<i>From Same University</i>					
% Graduated	35.8%	38.2%	36.1%	40.5%	41.1%
% Still Enrolled	10.0%	10.5%	10.0%	8.9%	10.1%
<i>From Other SUS University</i>					
% Graduated	6.9%	6.9%	6.9%	6.9%	7.1%
% Still Enrolled	2.2%	2.7%	2.7%	2.0%	2.3%
<i>From State University System</i>					
% Graduated	42.8%	45.1%	43.0%	47.4%	48.2%
% Still Enrolled	12.2%	13.1%	12.7%	11.0%	12.4%
% Success Rate	55.0%	58.2%	55.6%	58.4%	60.6%

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 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students					
Term of Entry	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007 Preliminary
Cohort Size <i>Full- & Part-time</i>	1,070	1,225	1,262	1,232	1,278
2 - Year Rates					
<i>From Same University</i>					
% Graduated	26.4%	24.6%	25.6%	28.5%	22.9%
% Still Enrolled	57.5%	62.6%	58.3%	55.6%	62.6%
<i>From Other SUS University</i>					
% Graduated	0.5%	0.4%	0.5%	0.2%	0.2%
% Still Enrolled	1.7%	1.6%	1.8%	2.1%	1.3%
<i>From State University System</i>					
% Graduated	26.8%	25.0%	26.1%	28.7%	23.2%
% Still Enrolled	59.2%	64.2%	60.1%	57.7%	63.8%
% Success Rate	86.0%	89.1%	86.2%	86.4%	87.0%
4 - Year Rates					
<i>From Same University</i>					
% Graduated	62.3%	66.9%	64.4%	66.4%	61.1%
% Still Enrolled	11.9%	10.7%	10.7%	10.1%	13.2%
<i>From Other SUS University</i>					
% Graduated	1.7%	1.3%	2.1%	1.1%	1.3%
% Still Enrolled	1.1%	0.9%	1.3%	2.0%	1.0%
<i>From State University System</i>					
% Graduated	67.0%	65.4%	70.8%	67.1%	62.4%
% Still Enrolled	13.0%	11.6%	12.0%	12.1%	14.2%
% Success Rate	77.0%	79.8%	78.5%	79.5%	76.6%

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 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students					
Term of Entry	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006 Preliminary
Cohort Size <i>Full- & Part-time</i>	2,009	2,127	1,937	1,823	1,722
5 - Year Rates					
From Same University					
% Graduated	54.2%	55.0%	54.4%	56.0%	56.2%
% Still Enrolled	6.5%	6.6%	5.3%	5.5%	8.0%
From Other SUS University					
% Graduated	2.0%	2.1%	2.5%	2.6%	1.9%
% Still Enrolled	0.6%	0.9%	0.9%	0.8%	0.9%
From State University System					
% Graduated	56.2%	57.1%	56.9%	58.6%	58.1%
% Still Enrolled	7.1%	7.5%	6.2%	6.3%	8.9%
% Success Rate	63.3%	64.6%	63.1%	64.8%	67.0%

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.

TABLE 4G. Baccalaureate Degrees Awarded					
	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	4,345	4,481	4,467	4,511	4,593

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis					
	2006-07	2007-08	2008-09	2009-10	2010-11
Education	48	53	53	61	47
Health Professions	233	225	226	259	216
Science, Technology, Engineering, and Math	792	805	800	776	897
Security and Emergency Services	262	300	274	281	313
Globalization	288	305	265	264	294
SUBTOTAL	1,623	1,688	1,618	1,641	1,767

Section 4 - Undergraduate Education (continued)

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups					
	2006-07	2007-08	2008-09 <small>BASELINE YEAR</small>	2009-10	2010-11
Non-Hispanic Black					
Number of Baccalaureate Degrees	753	802	770 <i>Increase*</i>	833	808
Percentage of All Baccalaureate Degrees	18.2%	18.8%	18.0% <i>Maintain*</i>	19.3%	18.1%
Hispanic					
Number of Baccalaureate Degrees	738	815	816 <i>Increase*</i>	831	907
Percentage of All Baccalaureate Degrees	17.8%	19.1%	19.1% <i>Increase*</i>	19.2%	20.4%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	1,683	1,711	1,642 <i>Increase*</i>	1,671	1,763
Percentage of All Baccalaureate Degrees	40.6%	39.9%	38.3% <i>Maintain*</i>	38.6%	38.4%

Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.
Note: Directional goals for the 2012-13 year were established in the 2010 University Work Plan.*

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours					
	2006-07	2007-08	2008-09	2009-10	2010-11
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	60%	62%	58%	53%	61%

TABLE 4K. Undergraduate Course Offerings					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of Course Sections	2,485	2,250	2,214	2,041	2,057
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	71%	69%	67%	62%	61%
30 to 49 Students	19%	20%	22%	24%	24%
50 to 99 Students	7%	7%	7%	8%	9%
100 or More Students	3%	4%	4%	6%	5%

Section 4 - Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates					
	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage of Credit Hours Taught by:					
Faculty	60%	63%	65%	65%	65%
Adjunct Faculty	26%	23%	24%	22%	22%
Graduate Students	11%	12%	10%	12%	12%
Other Instructors	3%	2%	1%	1%	1%
Note: 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					
	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$82,676	\$87,575	\$87,200	\$84,784	\$89,442
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.					

TABLE 4N. Student/Faculty Ratio					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	19.0	18.4	18.8	20.1	21.0
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).					

TABLE 4O. Professional Licensure/Certification Exams for Undergraduate Programs					
	2006-07	2007-08	2008-09	2009-10	2010-11
Nursing: National Council Licensure Examination for Registered Nurses					
Examinees	110	97	120	71	98
Pass Rate	95%	88%	92%	96%	85%
National Benchmark	88%	86%	88%	90%	89%

Section 4 - Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2009-10	2010-11	2011-12 Projected
Total Revenues Generated By the Tuition Differential	\$1,971,217	\$5,325,394	\$9,428,682
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	561	3,378	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	\$1,000	\$473	
Number of Students Eligible for a Florida Student Assistance Grant (FSAG)	1,707	4,700	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	430	724	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$51,026	\$225,351	

Section 5 - Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2010-11						
Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Digital Communication and Media/Multimedia	09.0702	Masters	Jan. 26, 2011	Fall 2011	-	
Biotechnology	26.1201	Masters	May, 26, 2010	Fall 2010	-	
Health/Medical Physics	51.2205	Masters	May, 26, 2010	Fall 2010	-	
Terminated Programs						
Education/Teaching of Individuals with Specific Learning Disabilities	13.1011	Research Doctorate	Nov. 4, 2010	Fall 2010	-	
Art Teacher Education	13.1302	Masters	May 27, 2010	Fall 2010	-	
Inactive Programs						
New Programs Considered By University But Not Approved						
Not Applicable for FAU: Any new degree programs reported in the 2011 Work Plan Update that have not yet been approved are considered as active in our approval process.						
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, 2010 and May 4, 2011. 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. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. 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.						

Section 5 - Graduate Education (continued)

TABLE 5B. Graduate Degrees Awarded					
	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	1,192	1,221	1,236	1,312	1,463
Masters and Specialist	1,118	1,138	1,146	1,220	1,375
Research Doctoral	74	83	84	88	74
Professional Doctoral	0	0	6	4	14
<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					
	2006-07	2007-08	2008-09	2009-10	2010-11
Education	45	67	49	77	68
Health Professions	128	133	135	166	177
Science, Technology, Engineering, and Math	218	229	209	202	216
Security and Emergency Services	9	10	7	6	15
Globalization	29	22	32	23	35
SUBTOTAL	429	461	432	474	511

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures (Thousand \$)	\$20,590	\$18,157	\$17,780	\$15,335	\$17,268
Total Expenditures (Thousand \$)	\$30,393	\$46,055	\$49,410	\$56,127	\$56,472
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$52,312	\$79,132	\$83,463	\$96,273	\$97,702
Technology Transfer					
Invention Disclosures	26	35	29	19	25
Total U.S. Patents Issued	2	8	2	3	3
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	3	14	3	5	5
Total Number of Licenses/Options Executed	4	5	1	3	6
Total Licensing Income Received (\$)	\$65,847	\$91,928	\$198,880	\$105,562	\$145,476
Total Number of Start-Up Companies	1	2	0	0	0
Note: Awards and 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). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.					

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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 2011)	Fiscal Year 2010-11
Year Created:	2006		
Research Effectiveness <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	11	2	
Value of Competitive Grants Applied For (\$)	\$20,507,321	\$1,399,235	
Number of Competitive Grants Received	7	1	
Value of Competitive Grants Received (\$)	\$6,156,059	\$250,000	
Total Research Expenditures (\$)	\$12,286,371	\$3,974,768.36	
Number of Publications in Refereed Journals From Center Research	35	9	
Number of Invention Disclosures	0	0	
Number of Licenses/Options Executed	0	0	
Licensing Income Received (\$)	\$0	\$0	
Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions	31	11	
Collaborations with Private Industry	33	12	
Collaborations with K-12 Education Systems/Schools	36	20	
Undergraduate and Graduate Students Supported with Center Funds	94	13	
Economic Development Effectiveness			
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	59	6	
Private-sector Resources Used to Support the Center's Operations	\$0	\$25,000	
Narrative Comments on next page.			

Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence	
Name of Center	Southeast National Marine Renewable Energy Center
Narrative Comments [Most Recent Year]:	
<p>The Southeast National Marine Renewable Energy Center is developing an open-ocean energy laboratory and test capability to advance research on marine and hydrokinetic (MHK) ocean current energy and thermal potential energy. The SNMREC is moving forward with strategically selected research, developing and testing key technology, infrastructure and systems as well as standards criteria to meet this need. The SNMREC's technology and industry support efforts are underway in three distinct but inter-related tracks. First, the Center is actively engaged in sensor and instrument acquisition, deployment, and analysis to more fully characterize offshore energy resources, and the benthic and pelagic environment. Second, in support of ongoing research and to further an operational and technical understanding of offshore energy systems and challenges, a small-scale hydrokinetic turbine system has been designed and partially fabricated. Testing is ongoing for components, sub-systems, and major systems of the turbine. Full system testing will be a phased, risk-reduced approach. Discussions are ongoing in individual meetings with over 30 companies to determine testing/validation requirements for open-ocean testing of their proposed experimental devices at the SNMREC's test facility. The SNMREC will provide a centralized, standardized testing capability for current energy conversion prototypes; initially, scaled versions and eventually full-scale devices will be tested. In addition, critical environmental measurements will be obtained from the observational platform.</p> <p>Program Status: An MHK lease application on the outer continental shelf (OCS) was submitted to the US Department of Interior, Bureau of Ocean Energy Management (BOEM). This is the first national application submitted which will influence the model for future lease applications. BOEM is funding an Environmental Assessment, a precursor to approving the lease. Two sea trials were successfully conducted of a mooring and telemetry buoy to ready it for at-sea deployment. In-lab technology testing is underway with a scaled generator dynamometer which provides a platform to test offshore electrical systems before use and simulate offshore grids. Aerial surveys are being conducted to determine offshore turtle and marine mammal distribution and activity prior to install/test of MHK devices. Sub-sea surveys of installation sites are helping to identify deep water coral distribution and determine appropriate anchor areas. The SNMREC hosted an industry / government / academe conference on "Renewable Ocean Energy & the Marine Environment: Responsible Stewardship for a Sustainable Future". The Center developed a curriculum for upper-division high-school students to introduce the topic within secondary education. Five workshops have been held reaching more than 80 science teachers in 11th and 12th grades. In addition, over three-dozen upper-division graduates have been trained with specializations in MRE areas.</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 2011)	Fiscal Year 2010-11
Year Created:	2003		
Research Effectiveness			
<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		0
Value of Competitive Grants Applied For (\$)	\$125,917,335		\$0
Number of Competitive Grants Received	7		0
Value of Competitive Grants Received (\$)	\$26,335,947		\$0
Total Research Expenditures (\$)	\$36,335,947		\$0
Number of Publications in Refereed Journals From Center Research	66		0
Number of Invention Disclosures	7		0
Number of Licenses/Options Executed	20		0
Licensing Income Received (\$)	\$55,000		\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions	17		0
Collaborations with Private Industry	10		0
Collaborations with K-12 Education Systems/Schools	2470 students		0
Undergraduate and Graduate Students Supported with Center Funds	\$55,000		0
Economic Development Effectiveness			
Number of Start-Up companies with a physical presence, or employees, in Florida	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
Narrative Comments on next page.			

Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence	
Name of Center	Center for Biomedical and Marine Biotechnology
Narrative Comments [Most Recent Year]:	
Due to restricting at FAU, this Center has been placed in an inactive status.	

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants			
Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase I Grants			
Phase II Grants			
Phase III Grants			
CHS Pharma (formerly CHS Resources)	2008	\$184,294	\$184,294
Rose Pearl, LLC	2010	\$65,000	\$0
Total for all SURCAG Grants		\$249,294	\$184,294
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)			
FY 2010-2011 progress in meeting/ completing key milestones/ deliverables			
Significant events:			
1. Town of Jupiter Loan Guarantee (\$275,000) 473,688 common stock shares were sold to meet the requirement for matching funding.			
2. CHS relocated its corporate headquarters to Jupiter, FL			
3. CHS Resources LLC converted to a C- Corporation renamed as CHS Pharma Inc.			
4. HHS Grant \$244,000 awarded (\$25,000 to FAURC to support research by CMBB)			
5. Licensing Agreement with FAURC and HSS (previously an option) \$10,000 to FAURC			
6. GMP Hydrogen Peroxide and Sulindac Gels developed by CHS outside Contract Manufacturing Organization.			
7. Successful synthesis of Sulindac D-Methionine Sulfoxide (composition of matter patent under license) (\$8000 to FAURC for the services)			
8. Completion of Erectile Dysfunction proof of concept study, Evaluation of DCA with Sulindac			
9. 821,058 shares issued for various in-kind services			
10. 1,973,684 shares were acquired in 2011 by existing CHS shareholders			
11. CHS Pharma hired 3 employees.			
12. CHS Pharma entered into an agreement with an Investment banker to raise new funding and seek strategic partnerships.			
All expenditures were completed during FY 2010. The CHS SURCAG BOG reporting requirements have been completed.			

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants	
Narrative Comments (continued):	
Rose Pearl, LLC: The World's First Queen Conch Cultured Pearl Production and Marketing Business	
For the SURCAG project dates of October 15, 2010 to June 30, 2011- Florida Atlantic University and Rose Pearl, LLC have used this time to plan and set the stage for the start up business. This includes review of patent filing, design of systems for conch pearl production and work on logistics for conch acquisition. These steps were not part of the SURCAG budget during this period, however, starting in FY 2012 through to FY 2013 the SURCAG funds will be utilized for salaries related to the SURCAG deliverables and also patent expenses.	
Rose Pearl, LLC is the industry match partner on the SURCAG grant. In February 2011, the PI (M. Davis), co-inventor (H. Acosta-Salmon) along with the Rose Pearl President attended the Accredited Gemologists Association meeting and trade show with Rose Pearl, LLC matching funds. The conference was called Of Pearls and Gemstones, New Treasures and Challenges and our invited presentation covered the <i>Cultivation of the Conch Pearl, How It Compares to Natural and What the Future Holds</i> . We also participated in the hands on sessions and provided the attendees with a firsthand look at our conch cultured pearls. We met three well-known international gemologists who requested that they would like to include our new gem in their upcoming editions of their pearl guide books. This meeting provided valuable insights into the pearl market trade.	