



Item: SP: A1

Tuesday, March 15, 2016

**SUBJECT: REQUEST FOR APPROVAL OF FAU'S 2014-15 STATE UNIVERSITY SYSTEM
ACCOUNTABILITY REPORT**

PROPOSED BOARD ACTION

Request for approval of FAU's 2014-15 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 2014-15 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 in coordination with the BOG 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.

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: FAU 2014-15 State University System Accountability Report

**Presented by: Dr. Gary Perry, Provost and Vice President for Academic Affairs
Phone: 561-297-3061**

2014-15
Annual Accountability Report

**FLORIDA
ATLANTIC
UNIVERSITY**

PENDING BOT APPROVAL 03/02/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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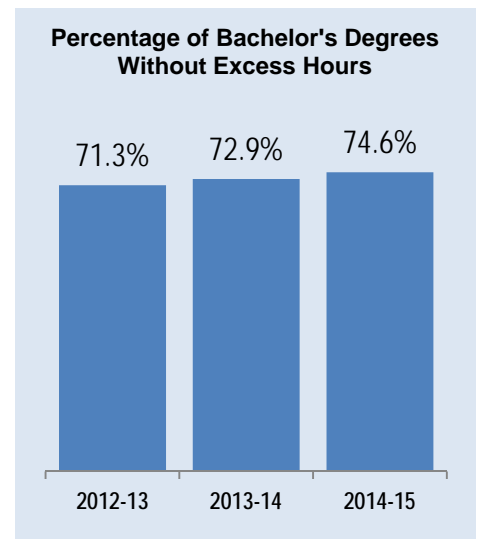
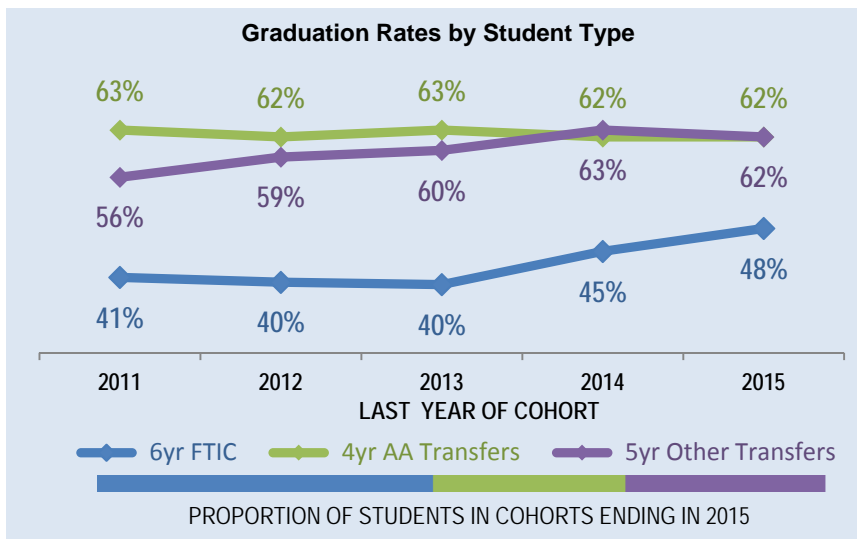
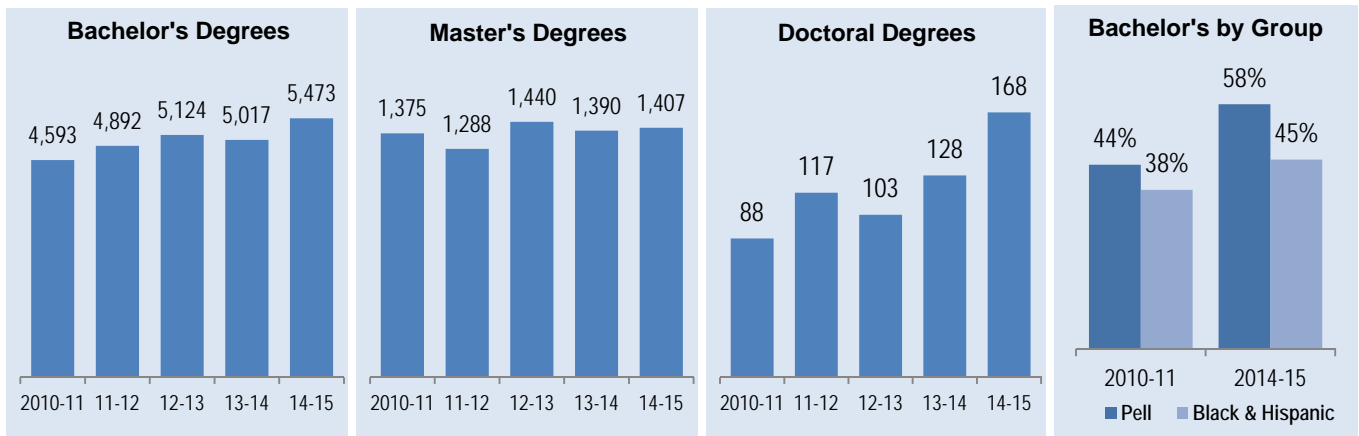
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Dashboard

| Headcount Enrollments | Fall 2014 | % Total | 2013-2014 % Change | Degree Programs Offered | | | 2015 Carnegie Classifications | |
|-----------------------|-----------|---------|--------------------|----------------------------------|------------|------------|--------------------------------------|---|
| | | | | Faculty (Fall 2014) | Full-Time | Part-Time | | |
| TOTAL | 30,381 | 100% | -1% | TOTAL (as of Spring 2015) | | | | |
| White | 14,091 | 46% | -5% | Baccalaureate | 147 | 61 | Basic: | Doctoral Universities: Higher Research Activity |
| Hispanic | 7,263 | 24% | 2% | Master's & Specialist's | | 64 | Undergraduate Instructional Program: | Professions plus arts & sciences, high graduate |
| Black | 5,682 | 19% | 2% | Research Doctorate | | 20 | Graduate Instructional Program: | Research Doctoral: Professional-dominant |
| Other | 3,345 | 11% | 1% | Professional Doctorate | | 2 | Size and Setting: | Four-year, large, primarily nonresidential |
| Full-Time | 17,610 | 58% | -1% | TOTAL | 819 | 505 | Community Engagement: | No |
| Part-Time | 12,771 | 42% | -2% | Tenure & Ten. Track | 565 | 4 | | |
| Undergraduate | 24,240 | 80% | -2% | Non-Tenured Faculty | 254 | 501 | | |
| Graduate | 4,594 | 15% | -2% | | | | | |
| Unclassified | 1,547 | 5% | 7% | | | | | |

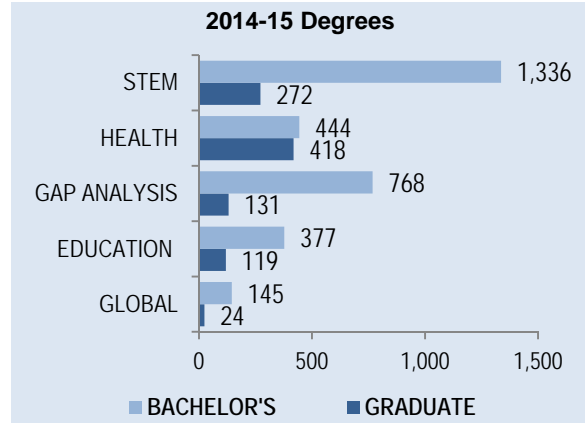
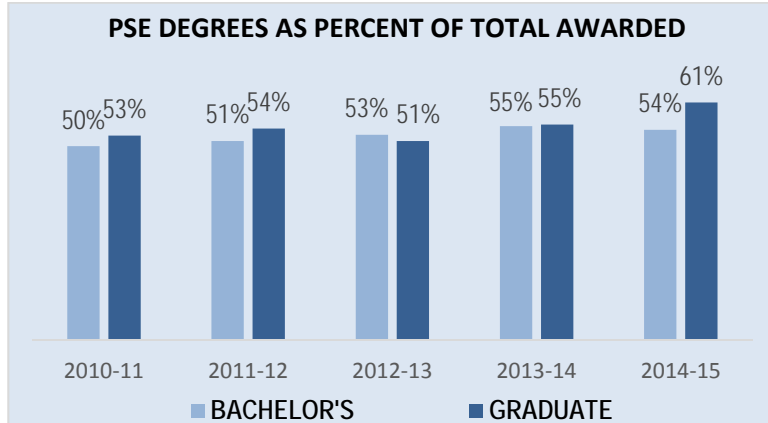
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



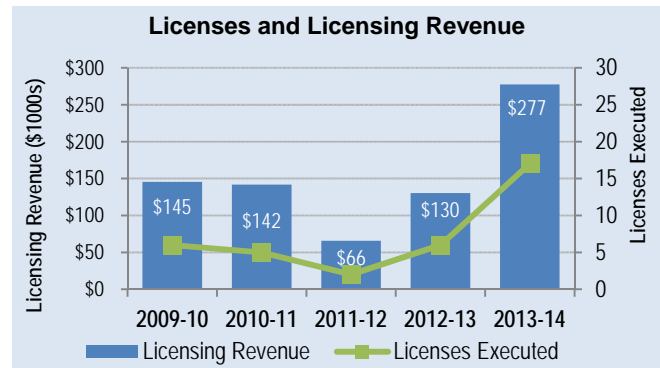
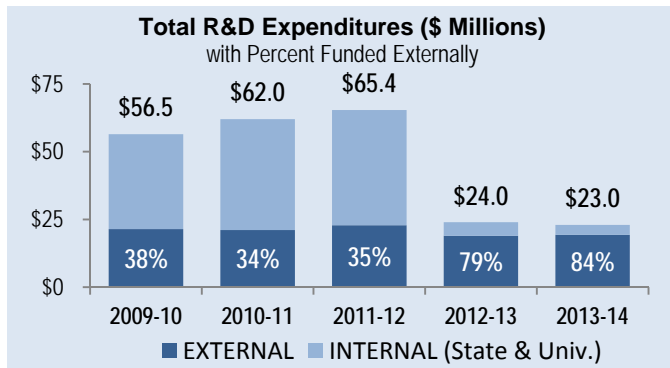


Dashboard

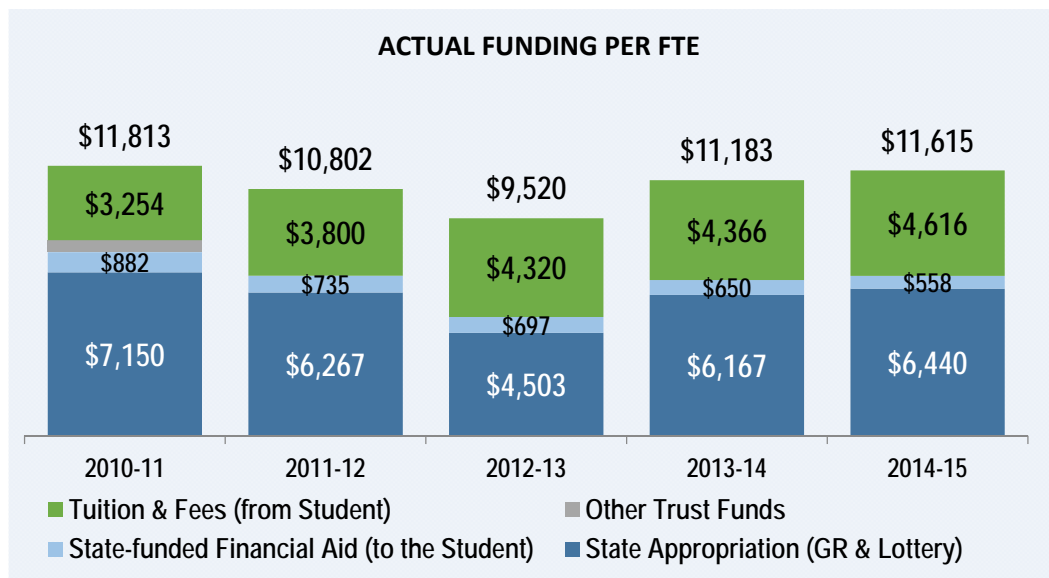
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



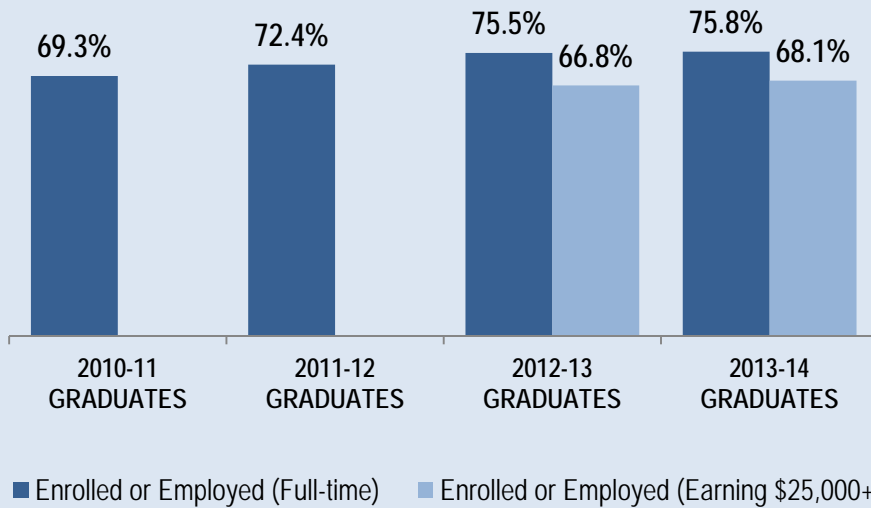
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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



Dashboard

POST-GRADUATION METRICS

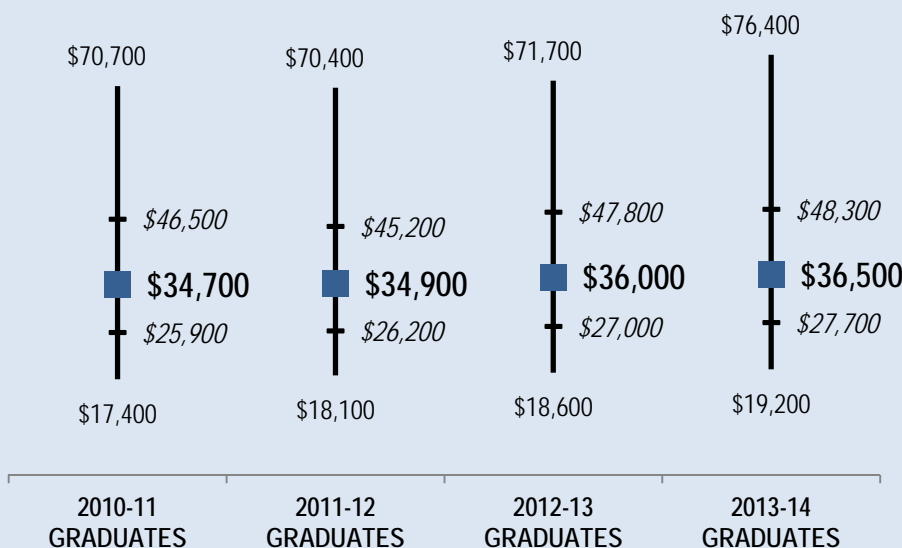
**Percent of Bachelor's Graduates
Employed or Continuing their Education
One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 91% of the total 2013-14 graduating class.

See Table 40 within this report for additional information about this metric.

**Wages of Full-time Employed in Florida
Baccalaureates One Year After Graduation**
5th, 25th, 50th, 75th and 95th Percentiles



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 56% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

| | | | | |
|----|---|-----------|-----------|----------|
| | | 2012-13 | 2013-14 | CHANGE |
| 1 | Percent Employed Full-time or Continuing their Education | 75.47% | 75.82% | 0.3%pts |
| | | 2012-13 | 2013-14 | CHANGE |
| 2 | Median Wages of Bachelor's Graduates Employed Full-time in Florida | \$36,000 | \$36,500 | 1.4% |
| | | 2010-14 | 2011-15 | CHANGE |
| 3 | Cost per Bachelor's Degree | \$27,690 | \$28,270 | 2.1% |
| | | 2008-14 | 2009-15 | CHANGE |
| 4 | Six-Year Graduation Rate for First-time-in-College (FTIC) Students | 45.02% | 48.43% | 3.4%pts |
| | | 2013-14 | 2014-15 | CHANGE |
| 5 | Academic Progress Rate | 65.87% | 71.93% | 6.1%pts |
| | | 2013-14 | 2014-15 | CHANGE |
| 6 | Bachelor's Degrees Awarded within Programs of Strategic Emphasis | 55.07% | 54.15% | -0.9%pts |
| | | FALL 2013 | FALL 2014 | CHANGE |
| 7 | University Access Rate | 41.20% | 40.93% | -0.3%pts |
| | | 2013-14 | 2014-15 | CHANGE |
| 8 | Graduate Degrees Awarded within Programs of Strategic Emphasis | 55.50% | 61.17% | 5.7%pts |
| | | 2013-14 | 2014-15 | CHANGE |
| 9 | <i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours | 72.86% | 74.56% | 1.7%pts |
| | | 2013-14 | 2014-15 | CHANGE |
| 10 | <i>Board of Trustees Choice Metric:</i> Bachelor's Degrees Awarded to Minorities | 43.79% | 45.21% | 1.4%pts |



Key Achievements (2014 -2015)

STUDENT AWARDS/ACHIEVEMENTS

- A team of 28 FAU students won the Distinguished Delegation Award at the 2015 National Model UN competition.
- Dual-enrolled FAU/ FAU High School student, John Sousa, 17, was published in The New England Journal of Medicine as a co-author of an article titled Increasing Incidence of the Neonatal Abstinence Syndrome in U.S. Neonatal ICUs.
- FAU's Society of Automotive Engineers (SAE) racing team placed 24th among 118 teams from around the world in the Formula SAE competition.
- FAU electrical engineering students Max Torres and Océane Boulais were chosen to present their innovative ideas at TEDx Boca Raton's "Breaking Barriers" Conference.

FACULTY AWARDS/ACHIEVEMENTS

- Dr. Daniel Raviv, of the College of Engineering, invented a device that disables drivers' cellphones from sending and receiving text messages while the car in motion. FAU and PortNexus have signed a licensing agreement to bring this patented product to market.
- Dr. Charles Hennekens, the first Sir Richard Doll Professor in FAU's Charles E. Schmidt College of Medicine, received the Alton Ochsner Award.
- Dr. Gregg Fields, of FAU's Center for Molecular Biology and Biotechnology, was named a Fellow of the National Academy of Inventors.

PROGRAM AWARDS/ACHIEVEMENTS

- FAU's College of Education was awarded \$4.3 million by the Florida Department of Education to establish a Center of Excellence for Elementary Teacher Preparation.
- FAU's Charles E. Schmidt College of Medicine became the first medical education program in Florida to receive the \$50,000 Ticho Prize to endow scholarships in psychiatry.
- All 53 graduates of FAU's inaugural class of M.D.s achieved residency matches.
- The Sport Management MBA was ranked No. 5 in North America and No. 6 in the World in 2015 by *SportBusiness International*.

RESEARCH AWARDS/ACHIEVEMENTS

- John W. Newcomer, M.D., of the Charles E. Schmidt College of Medicine, was awarded a \$2.1 million contract to study the effectiveness of an injectable long-acting antipsychotic medication in individuals with schizophrenia.
- FAU's Cooperative Institute for Ocean Exploration received a \$1.77 million grant from NOAA to continue developing advanced underwater technologies and explore coral reef ecosystems.
- Dr. Herbert Weissbach, of FAU's Center for Molecular Biology and Biotechnology, led a research team that found the anti-inflammatory drug sulinac can protect against age-related macular degeneration, the number one cause of blindness in the elderly. Their findings were published in *Proceedings of the National Academy of Sciences*.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

- FAU formed a partnership with Technion-Israel Institute of Technology that will help advance medical and scientific initiatives between Florida and Israel.
- FAU received the largest gift in its history from the Schmidt Family Foundation to build the Schmidt Family Complex for Athletic Excellence.
- FAU joined with Scripps Florida and the Max Planck Florida Institute of Neuroscience to create a unique program designed to make FAU's Jupiter campus a world-class center of scientific education and research.
- FAU signed a collaboration research and agreement with the Nansen Neuroscience Network in Norway, one of Europe's premier brain science organizations.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Florida Atlantic University is intent on becoming the country's fastest-improving public research university. The *FAU 2015-2025 Strategic Plan: Race to Excellence*, is the basis for building a uniquely competitive student body, attracting and retaining prominent teams of researchers, engaging with global communities, assessing and appointing best practices, and advancing the University's national reputation for excellence.

FAU was named a top 50 Ethnically Diverse School in America by *Best College Reviews*. Criteria included distribution of diverse ethnicities, representation of various races, percentage of total minorities graduated in 2012-13, and involvement opportunities for ethnic groups. Currently more than 60% of enrolled FAU students are of non-white descent. The University continues to build its legacy as a national leader in providing all students an inclusive learning environment that enhances appreciation for diversity.

The University improved its standing in the State University System Florida Board of Governors Performance-Based Funding Model, moving from the second-to-last ranked institution in the prior year to sixth place among Florida's 11 public universities. FAU increased its score by more than 50%, going from 24 points in 2014 to 37 points in 2015. The University successfully implemented a variety of initiatives to bolster the academic support structure for retention and timely student graduation.

The Charles E. Schmidt College of Medicine earned full accreditation from the Liaison Committee on Medical Education (LCME) in less than four years since admitting its inaugural class. Accreditation signifies that national standards for structure, function, and performance are met by a medical school's education program leading to the M.D. degree.

Under a recently concluded agreement, the College of Medicine and the Technion-Israel Institute of Technology's Ruth and Bruce Rappaport Faculty of Medicine are expanding scholarly ties, developing student programs and promoting international and inter-cultural understanding. A first for Florida, this partnership places FAU's College of Medicine among a handful of medical schools in the U.S. that have established partnerships with the Technion, Israel's leading science and technology university. This affiliation will advance medical and scientific collaborations between Florida and Israel while providing unique opportunities for students and faculty at both institutions. Visiting students will engage in research, academic and clinical experiences.

The graduate nursing program in the Christine E. Lynn College of Nursing is ranked No. 72 in the *U.S. News & World Report 2015 Best Graduate Schools Guidebook*. The college rose from No. 197 in 2011 to achieve the highest ranking in its 26-year history. The College of Nursing excelled in the number of master's degrees awarded and in research and teaching grants funded by the National Institutes of Health and other federal sources, placing it in the top 25 of the ranked schools in this category. 100% of the college's full-time faculty have doctoral degrees. FAU's Christine E. Lynn College of Nursing is internationally known for its commitment to nurturing the wholeness of persons and the environment through caring-based nursing practices



The Sport Management MBA program continues to be world-renowned and nationally recognized. *SportBusiness International* ranked the program No. 5 in North America and No. 6 in the world in 2015. The program was recognized for its commitment to produce top-notch managers and executives who are practice-oriented and educationally, professionally, and ethically sound. London-based *SportBusiness International* is the longest established and most prominent magazine in its field. Also, *Bloomberg Businessweek* ranked FAU's part-time MBA program among the top of its kind in South Florida: 27th best among all U.S. public universities and 55th best among all private and public universities. This ranking is based on a survey of recent graduates through school-reported data, including GMAT scores, class sizes, completion rates, and post-MBA outcomes.

The College of Business was named the top business school in South Florida for veterans by *Military Times* magazine. It also ranks among the top 50 business schools in the country for veteran education, according to the 2015 "Best for Vets" Survey. The schools were evaluated in five categories: university culture, student support, academic quality, academic policies, and financial aid.

Additionally, FAU has been named a Military Friendly® School for the past five years by *GI Jobs*, a website designed to help veterans transition from military to civilian life. The university has consistently met the criteria to receive this distinction and demonstrated more than 50 recognized best practices in supporting military students. The university also received a \$25,000 grant for Veterans Transition Education from *The Veterans Trust*, a nonprofit grant-making organization based in Fort Lauderdale. The grant assists returning military veterans at FAU with support and services they need to succeed. The Veterans Trust established this new grant program to create a model for veteran reintegration that can be replicated at other university campuses across the country. This grant allows the university to focus more intensively on easing the transition to university life for returning veterans. With the implementation of *The Veterans Trust* program titled "Access, Completion and Placement," FAU will work to establish and refine processes for assisting in student veterans' success.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

A new online advising system, Success Network, was launched at FAU in fall 2014. This system connects students to a support network that includes advisors, faculty and tutors, making it easier to access critical resources. Students are able to track their academic plans and progress-to-degree, and receive early warnings when additional support is needed. Instructors interact with students in the system to give students congratulatory "kudos" on their successes. The Success Network is a tool that actively engages students in setting and pursuing their academic goals to ensure timely graduation.

The Jump Start program began as a pilot program in summer 2014. It provides opportunities for new FAU students to get a head start on their university coursework. Students who enroll in Jump Start take two lower division courses (6 credits) in addition to a zero-credit Learning Community Experience course that meets six times over the summer. Students in this summer program have opportunities to develop relationships with academic advisors and faculty, build a community of peers, familiarize themselves with the University, and take advantage of the unique support system offered to them. In summer 2014, almost 50% of students in the program earned a 3.5 GPA or higher; the average GPA of participants was 3.28.

The Center for eLearning has mobilized efforts to increase online programs and course offerings. From 2010 to 2014, there was a 90% increase in the number of students enrolled in distance learning courses. In the same time period, distance learning enrollment in graduate programs increased by 18%. The Center for eLearning is bolstering opportunities for degree completion by offering students innovative and convenient modes of course delivery.



The Christine E. Lynn College of Nursing admitted 98 freshmen directly into the nursing program in fall 2014. In four years, this will triple enrollment in the BSN pre-licensure tracks from approximately 120 per year to 380 per year, while increasing annual degree productivity in the pre-licensure nursing track from 80 graduates per year to 140 graduates per year. In support of student success, the College of Nursing initiated the HeartMath program to improve self-regulation, focus and resilience. This program, developed by the nonprofit HeartMath Institute in California, helps people bring their physical, mental, and emotional systems into balanced alignment with their heart's intuitive guidance. FAU is the first university nationwide to institutionalize HeartMath training for its faculty, staff and students.

The new Bachelor of General Studies (BGS) degree has helped increase degree productivity at FAU. The BGS degree is of great value to persisting students, who appreciate its flexibility. Students who are seeking career advancement opportunities can attain a bachelor's degree in any area pivotal for them to achieve their goals. The BGS degree allows them to graduate with a concentration instead of a traditional major. It has helped students who have typically persisted for more than four years as undergraduates, rewarding their efforts with a path to a degree. Almost 100 students have graduated with the BGS degree since its inception in spring 2015.

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

The University has made significant progress in increasing the number of degrees awarded in STEM and other areas of strategic emphasis. Over the past five years, graduate degrees awarded in STEM and the health fields have increased by 45%, and bachelor's degrees have increased by 7%. These results are attributable to the institution's strong focus on providing increased opportunities for both undergraduate and graduate students to engage in research and experiential learning, including participating in programs offered jointly by FAU and its world-class research partners, Scripps Florida and the Max Planck Florida Institute for Neuroscience.

The Office of Undergraduate Research and Inquiry (OURI) provides a centralized support structure for students to engage in research and explore research opportunities in STEM and other areas of strategic emphasis. Students are assisted in obtaining research grants, internships and fellowships, and they work closely with faculty researchers while earning college credits. During OURI's two years of existence, internally funded research projects, student showcases and student publications have increased dramatically.

The National Science Foundation (NSF) awarded FAU a \$620,000 grant to work in collaboration with the University of Central Florida and Western Carolina University to increase the number of STEM undergraduates. This consortium is directly addressing the national need to promote STEM education and to develop a retention model for increasing the number of STEM undergraduates who will likely advance to graduate education and professional careers in the sciences. The five-year project is impacting 512 undergraduates at the three institutions, focusing on training through structured coursework and direct research experiences.

The Master of Social Work (MSW) degree was officially reclassified as a degree in Clinical/ Medical Social Work in spring 2015. The reclassification took over two years and included a curriculum review process that incorporated feedback from students, alumni, field instructors, and faculty. Faculty developed the new MSW curriculum by enhancing clinically based coursework as well as incorporating a competency-based, outcome-oriented curriculum. FAU now has the only Clinical/ Medical Social Work



program in the State University System and will supply the state of Florida with graduates in this emerging field.

Innovative initiatives such as the Master's En Passant program continue to provide opportunities for qualified doctoral students to earn master's degrees while completing their terminal degree. Qualified students can earn master's degrees in Computer Engineering, Computer Science, Electrical Engineering, Mechanical Engineering, Ocean Engineering, Mathematical Sciences, Experimental Psychology, and Physics. Sixty-five students earned Master's En Passant – "along the way" – degrees in the 2014-15.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

The pillars and platforms identified in the *FAU 2015-2025 Strategic Plan: Race to Excellence* guide the university with defined institutional programs and scholarly activities that provide a clear path to advance the university to a position of national prominence in the coming decade. These initiatives create a shared university vision and development plan for building research capacity and partnerships over the medium to long term.

The university has placed significant focus on sustainable research initiatives that build on areas of existing research strength and bring together a critical mass of expertise from across the University, with four key aims: to address large-scale, multi-disciplinary research challenges; to increase the University's capacity to influence national and international research, policy and funding agendas; to strengthen internal cross-disciplinary research collaborations; and to provide a platform for large-scale funding applications, recruitment and international research partnerships.

Initiatives with focuses on Big Data, Coastal/ Ocean Sciences and Engineering, Neuroscience, and Entrepreneurship as well as others are strengthening the university's quality and development of research, innovation, and creative discovery.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Big Data

Bringing together established areas of research excellence across a wide-range of disciplines to drive the underpinning research base of data science and address challenging economic and societal issues.

The Department of Computer and Electrical Engineering and Computer Science in the College of Engineering and Computer Science at Florida Atlantic University has received a National Science Foundation (NSF) grant to create a Big Data Training and Research Laboratory on FAU's Boca Raton campus. The lab will be designed to address the need for processing and managing extremely large quantities of information.

FAU will upgrade an existing Data Mining Lab by adding a high performance computing system and extra storage capacity. Challenges entailed in managing Big Data include capturing, organizing, storing, searching, sharing, transferring, analyzing and visualizing information. Faculty researchers, as well as graduate and undergraduate students, will use the lab to advance new and ongoing projects that include cluster computing platform improvement, complex bioinformatics analysis, machine condition monitoring, underwater acoustics and signal processing, video encoding, streaming data and climate modeling.



Coastal/Ocean Sciences and Engineering

Developing transformational approaches to understanding coastal and ocean environments through collaborative research, education, policy and practice, based on a unique partnership between the University and leading organizations in coastal and ocean exploration and science.

FAU's Southeast National Marine Renewable Energy Center is tackling grand technical and intellectual challenges in generating marine hydrokinetic energy by leveraging University expertise across departments and disciplines that include technology, the physical and life sciences, the humanities and social sciences, business and management.

Additionally, FAU's Harbor Branch Oceanographic Institute is building on its history of integrating science, engineering, technology, education and community engagement to develop profound understanding of Our Living Oceans, the opportunities they present and the issues they face. Harbor Branch is fostering innovation across the University and with local, national and international partners to develop new strategies, products and technologies supporting wise use and stewardship of the oceans.

Neuroscience

Exploring and mapping the brain's biochemical circuitry and studying its development, anatomy, functioning and pathology is one of the most rapidly expanding fields of 21st Century science.

With virtually unlimited avenues of inquiry and potential discovery, neuroscience is already a vast enterprise at FAU, comprising a large network of neuroscience laboratories on several campuses. By connecting multidisciplinary research and teaching teams across the University and with distinguished affiliated institutes such as Scripps Florida, the Max Planck Florida Institute for Neuroscience and the Torrey Pines Institute for Molecular Studies, FAU is bringing new strength and energy to its neuroscience initiative. The University's collaborative partnerships greatly increase opportunities for faculty and students to work with cutting-edge technology as they conduct research aimed at expanding the fundamental understanding of brain function and neurological disorders.

Entrepreneurship

Offering faculty and students a vibrant ecosystem that nurtures and encourages innovation and entrepreneurship.

FAU is developing very rapidly as one of the country's fastest growing centers of education for entrepreneurship and innovation in business and industry.

The Adams Center for Entrepreneurship in the College of Business brings together students, faculty and members of the business community to fuel the kind of innovative thinking that is required to create new opportunities in the ever-changing global marketplace. The Center's comprehensive program includes courses and degrees in entrepreneurship, events, an annual business plan competition, and activities that give students the opportunity to be mentored by local business leaders.

Supported by all 10 FAU colleges and the Research Park at FAU, the University launched Tech Runway in 2014. Tech Runway is a partnership between the University and members of the business community that is designed to foster technology start-ups in a collaborative workspace. Entrepreneurs find a complete ecosystem where they can house their new ventures and receive formal education, mentoring



and funding. Tech Runway assists with the integration of entrepreneurship principles into the curricula of all FAU colleges.

Tech Runway companies are given space in the project's recently opened 27,000-square-foot facility, and the individuals operating them participate in the 16-week Lean LaunchPad education program and receive active team mentoring based on MIT's Venture Mentoring Service model. They also receive \$25,000 in seed capital as well as access to Tech Runway's angel and institutional investor network.

Companies that successfully complete this accelerator program are invited to "graduate" into the Technology Business Incubator (TBI) in the Research Park. The TBI offers a supportive environment that gives young companies further assistance in accessing investors and developing sustainable business practices.

FAU's Office of Technology Development provides expert guidance in safeguarding intellectual property, encouraging research, facilitating technological transfer and promoting collaborative research and development agreements with industry sponsors. Over the past 25 years, FAU research has produced approximately 250 patents and licensed more than 35 technologies to industry. Currently, the university generates about 20 invention disclosures each year.

Sensor Technology

Strengthening the University in sensor-related research across engineering, mathematics, computer science, chemistry, materials and biotechnology, and bringing together the talent and infrastructure necessary to catalyze sensor innovations and applications.

The Sensing and Embedded Network Systems Engineering (I-SENSE@FAU), created in 2015, will be a hub for the collection of environmental data, including water and air quality, sea level and weather conditions. Data will be used in a wide variety of ways, including making climate predictions. The introduction of wireless devices capable of mapping many kinds of data will revolutionize the ways in which critically important environmental information is collected, presented and used in Florida.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Florida Atlantic University is committed to working with public and private partners throughout South Florida and beyond to meet the region's growing workforce and economic development needs. New initiatives include:

FAU/Scripps Florida/Max Planck Research and Education Collaboration

A new training ground for the next generation of scientists is being created through FAU's partnership with Scripps Florida and the Max Planck Florida Institute for Neuroscience. The partners are building a world-class, one-of-a-kind program for undergraduate and graduate students on FAU's Jupiter campus. They are developing a premier STEM curriculum, hiring highly accomplished faculty and setting up a selective admissions process. Students will work with cutting-edge technology and learn from some of the most distinguished scientists in the field of biomedicine, including Nobel Laureates. This initiative will have a profound effect on Florida's economy, allowing the state to attract and retain top talent as it becomes an internationally important center of biomedical discovery.

FAU/BCPS/SDPBC Partnership to Improve K-5 Education



A \$4.3 million state grant to establish a Center of Excellence for Elementary Teacher Preparation supports a symbiotic partnership linking FAU's College of Education with Broward County Public Schools (BCPS) and the School District of Palm Beach County (SDPBC), the sixth and the 11th largest school districts in the nation, respectively. They will work together to enhance field experiences for undergraduate elementary education majors and better prepare K-5 teaching candidates for classroom success. FAU's Center of Excellence for Elementary Teacher Preparation will combine content, teaching and assessment strategies in University coursework with clinical experiences and measurable outcomes. The project will advance pre-service teacher training in core subject areas such as mathematics, science, social studies and English language arts. The partnership will also develop a strengthened, replicable and sustainable elementary education teacher preparation program to equip novice teachers with individualized instructional competencies. Strengths and growth areas of the participants will be aligned with school district evaluations to prepare new teachers for local employment. New and revised coursework will increase students' core content knowledge. The program will focus on practice as the keystone of teacher preparation.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

The Division of Public Service was formed in summer 2014. The charge of the division is to serve as an interface between university departments and FAU's local and regional stakeholders to identify and facilitate the development of programs that serve the needs of the community as well as those of the institution. This division promotes a campus culture that upholds the value of civil service, community engagement, and seeks to grow pre-collegiate academic enrichment programming for area youth. Since inception the division has held meetings with over 400 corporate, non-profit, governmental, and community leaders and implemented 25 pre-collegiate programs.

The Dorothy F. Schmidt College of Arts and Letters offers a prolific schedule of concerts, theatre and dance performances, art exhibitions, film viewings, lectures and conferences each year. During the 2014-2015 academic year, a total of 175 public programs attracted 44,642 patrons to programs presented by world-class faculty, exceptional students, and visiting scholars and artists.

Dr. Gregg Fields, who chairs the Department of Chemistry and Biochemistry and who was recently named a National Academy of Inventors Fellow, is working in collaboration with Akron Biotech, a leading biotech firm in the state. Akron Biotech produces cell cultures and other raw materials for government and pharmaceutical research and was named among "50 Companies to Watch" by the economic development organization GrowFL. The company was awarded a small business research grant in 2014 from the National Institutes of Health (NIH) to develop a method to isolate stem cells and various tissues. This collaboration is creating a symbiotic relationship between leaders in bioscience and educators that is helping to attract students and provide employment opportunities for young scientists in the community.

In addition to the scientific discovery and educational programming, FAU, Scripps Florida, and the Max Planck Florida Institute for Neuroscience will produce the best and brightest graduates in Palm Beach County and this will transform Florida Atlantic University's John D. MacArthur Campus in Jupiter into a hub of scientific inquiry, innovation and economic development. A shared facilities environment will provide students access to state-of-the-art scientific equipment. Max Planck and Scripps Florida researchers will have access to FAU faculty, teaching space and research equipment and vice versa.



FAU hosted the 2015 Business Leader of the Year Award annual breakfast on February 20, 2015 and honored the accomplishments of Jeffrey A. Stoops, President and Chief Executive Officer of SBA Communications Corporation. The award celebrates accomplishments of business leaders and their ongoing legacy in improving Florida's business environment. Located in South Florida SBA Communications Corporation (SBA) is a leading independent owner and operator of wireless communications infrastructure across North, Central and South America. Founded in 1989 and headquartered in Boca Raton, Florida, SBA is listed on NASDAQ under the symbol: SBAC.

Florida Atlantic University's Community Health Center, operated by the Christine E. Lynn College of Nursing, recently joined forces with four organizations to form the Children's Behavioral Health Collaborative (CBHC) of Palm Beach County. The goal of CBHC is to provide children and adolescents with services to address mental health and behavioral and medical health concerns, school-related concerns, substance abuse and developmental needs, among others. The coalition includes Boys Town, the Center for Child Counseling, Families First and the Palm Beach County chapter of the National Alliance on Mental Illness.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The university received the largest gift in its history from the Schmidt Family Foundation. The gift totaling \$16 million dollars is initial funding to build the Schmidt Family Complex for Athletic Excellence which will be constructed adjacent to FAU stadium and will include a student-athlete academic and leadership center, and may include strength and conditioning, sports medicine, health and wellness centers, and an indoor training facility. This transformative gift supports the university's pursuit of excellence and will enhance FAU, the City of Boca Raton and the South Florida region.

The Business and Economics Polling Initiative (BEPI) was launched by the College of Business in fall 2014. BEPI conducts surveys on business, economics, politics, and social issues with the main focus on Hispanic attitudes and opinions at regional, state, and national levels. BEPI provides valuable opportunities for students to design and carry out public opinion research while helping to increase the country's knowledge about Hispanic Americans attitudes and beliefs. BEPI survey results have been referenced in numerous national and regional media outlets such as *The Washington Post*, *Fox News*, *Tampa Bay Times*, *Orlando Sentinel*, *Sun Sentinel*, and others.

The College of Business hosted the fall 2014 Executive Forum Speaker Series, sponsored by Bank of America. The Executive Forum is designed to help students focus their career development interests by enabling them to get a look inside a vast array of businesses and industries.

Twenty-eight medical residents from the Charles E. Schmidt College of Medicine are working with uninsured and underinsured patients at Genesis Community Health clinic located on the campus of Bethesda Hospital East. These young physicians are helping to ease physician shortages in the local community. Funded through the U.S. Department of Health and Human Services, Quantum Foundation, and the Palm Healthcare Foundation, the clinic provides family care, routine check-ups, HIV/AIDS testing, OB-GYN examinations, dental care, and much more. Genesis Community Health Clinic has become the medical home for more than 3,000 patients from the City of Boynton Beach and the surrounding community.

The Cooperative Institute for Ocean Exploration, Research and Technology (CIOERT) at FAU's Harbor Branch Oceanographic Institute (HBOI) was awarded a \$1.77 million grant by the National Oceanic and Atmospheric Administration (NOAA) for the 2014-15 fiscal year. The CIOERT is a cooperative between HBOI, University of North Carolina-Wilmington, SRI International, University of Miami, and its primary



partner, the NOAA OAR Office of Ocean Exploration and Research (OER). Together, CIOERT and OER address NOAA's priorities for technology innovation, eastern U.S. continental shelf frontier exploration, and improving understanding of vulnerable deep and shallow coral sponge ecosystems. The grant funding allows CIOERT to continue to discover, study, and protect deep coral reef ecosystems off the coast of Florida. The reefs are nurseries for commercially important fisheries, and they may serve as refuges for corals that are affected by warming ocean temperatures.

The Caring Hearts Auxiliary of FAU's Louis and Anne Green Memory and Wellness Center hosted its ninth annual "Keep Memories Alive — Exercise Your Mind" fundraiser. Proceeds of the walk support the Center's state-of-the art, evidence-based programs and services that are vital to patients and families living with memory disorders. The Center averages 10,000 visits per year and offers a wide range of services and programs to individuals with mild to moderate memory disorders, including Alzheimer's disease and related dementia.

The newly established Summer Opportunity for Adult Readiness (SOAR) programs targets adult pre-collegiate students with Autism (high functioning) to prepare them for college. This program was developed in collaboration with FAU affiliates Center for Autism and Related Disabilities (CARD), Stand Among Friends Disability Center at FAU, community-based Autism After 21, and the Florida Division of Vocational Rehabilitation.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

The Corporate Alliance Initiative brings south Florida's local businesses and the university to identify, recruit, and support talented high-achieving students to FAU. These collaborations build a career-centered relationship with students and businesses through experiential learning opportunities, professional mentoring and ultimately encourages students to remain in the area as work-ready and contributing members to the local economy. Qualified students benefit from honors programming, funded undergraduate research opportunities, leadership programs, faculty and professional mentoring, on-site industry-specific experiential learning opportunities, and offers of conditional employment.

Florida Atlantic University has unveiled the new Interventions to Reduce Acute Care Transfers (INTERACT) program, a quality improvement initiative to reduce hospital readmissions among assisted living residents. The program has recently expanded to include tools specifically designed for assisted living providers. INTERACT has been developed and tested over the last seven years by an interdisciplinary team led by Joseph G. Ouslander, M.D., senior associate dean of geriatric programs at FAU's Charles E. Schmidt College of Medicine.

FAU's John D. MacArthur Campus at Jupiter hosted a STEM Career and College Conference sponsored by the Tiger Woods Foundation. Workshops allowed students to experience STEM careers through hands-on, interactive sessions led by local business and community leaders, while parents learned ways of supporting their children through the college application process, including how to obtain financial aid and access other resources.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues (Not Adjusted for Inflation)

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Actual | 2014-15 Actual | 2015-16 Estimates |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| MAIN OPERATIONS | | | | | |
| Recurring State Funds | \$143,213,480 | \$128,704,960 | \$138,594,798 | \$144,162,717 | \$147,639,882 |
| Non-Recurring State Funds | \$1,450,559 | -\$23,290,484 | \$7,135,711 | \$4,656,009 | \$12,966,318 |
| Tuition | \$92,374,854 | \$96,515,651 | \$96,161,308 | \$97,797,680 | \$104,147,804 |
| Tuition Differential Fee | \$9,439,615 | \$18,889,777 | \$20,080,106 | \$20,045,043 | \$22,411,329 |
| Misc. Fees & Fines | \$2,875,316 | \$2,046,435 | \$2,281,896 | \$1,716,440 | \$2,059,118 |
| Federal Stimulus Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUBTOTAL | \$249,353,824 | \$222,866,339 | \$264,253,819 | \$268,377,889 | \$289,224,451 |
| HEALTH SCIENCE CENTER / MEDICAL SCHOOL | | | | | |
| Recurring State Funds | \$0 | \$12,778,503 | \$14,181,519 | \$14,344,890 | \$14,337,746 |
| Non-Recurring State Funds | \$0 | \$0 | \$516,150 | \$0 | \$0 |
| Tuition | \$1,915,750 | \$4,156,775 | \$6,280,109 | \$8,233,032 | \$8,978,563 |
| Tuition Differential Fee | \$0 | \$0 | \$0 | \$0 | \$0 |
| Misc. Fees & Fines | \$30,100 | \$32,140 | \$33,560 | \$44,240 | \$45,100 |
| Federal Stimulus Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUBTOTAL | \$1,945,850 | \$16,967,418 | \$21,011,338 | \$22,622,162 | \$23,361,409 |
| TOTAL | \$251,299,674 | \$239,833,757 | \$285,265,157 | \$291,000,051 | \$312,585,860 |

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Not Adjusted for Inflation)*

| | 2010-11 | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| MAIN OPERATIONS | | | | | |
| Instruction/Research | \$126,365,051 | \$133,013,651 | \$134,006,037 | \$143,315,534 | \$155,251,392 |
| Administration and Support | \$29,525,898 | \$24,854,221 | \$26,997,074 | \$27,305,090 | \$31,216,233 |
| PO&M | \$21,535,737 | \$18,626,754 | \$22,340,836 | \$22,369,607 | \$21,439,764 |
| Student Services | \$22,302,403 | \$22,240,630 | \$24,362,796 | \$24,743,473 | \$24,981,549 |
| Library/Audio Visual | \$11,074,016 | \$11,006,647 | \$10,352,013 | \$10,081,480 | \$10,317,874 |
| Other | \$11,612,167 | \$10,197,183 | \$10,610,340 | \$10,822,675 | \$13,770,819 |
| TOTAL | \$222,415,272 | \$219,939,086 | \$228,669,096 | \$238,637,859 | \$256,977,631 |
| HEALTH SCIENCE CENTER / MEDICAL SCHOOL | | | | | |
| Instruction/Research | \$10,304,208 | \$11,737,749 | \$15,683,697 | \$16,345,383 | \$19,372,633 |
| Administration and Support | . | \$464,461 | \$690,252 | \$763,110 | \$637,163 |
| PO&M | . | \$0 | \$0 | \$0 | \$0 |
| Library/Audio Visual | . | \$434 | \$425,000 | \$346,334 | \$413,696 |
| Teaching Hospital & Clinics | . | \$0 | \$0 | \$0 | \$0 |
| Student Services, and Other | . | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$10,304,208 | \$12,202,644 | \$16,798,949 | \$17,454,827 | \$20,423,492 |
| TOTAL | \$232,719,480 | \$232,141,730 | \$245,468,045 | \$256,092,686 | \$277,401,123 |

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

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



Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|-----------------|-----------------|----------------|-----------------|-----------------|
| State Appropriation <i>(GR & Lottery)</i> | \$7,150 | \$6,267 | \$4,503 | \$6,167 | \$6,440 |
| Tuition & Fees <i>(State-funded Aid)</i> | \$882 | \$735 | \$697 | \$650 | \$558 |
| Tuition & Fees <i>(from Student)</i> | \$3,254 | \$3,800 | \$4,320 | \$4,366 | \$4,616 |
| Other Trust Funds | \$527 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$11,813 | \$10,802 | \$9,520 | \$11,183 | \$11,615 |

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

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

| | 2007-11 | 2008-12 | 2009-13 | 2010-14 | 2011-15 |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| TOTAL | \$32,530 | \$30,380 | \$28,450 | \$27,690 | \$28,270 |

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. *This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Not Adjusted for Inflation)*

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|
| Auxiliary Enterprises | | | | | |
| Revenues | \$80,466,112 | \$78,628,181 | \$70,370,203 | \$68,145,842 | \$87,066,002 |
| Expenditures | \$67,814,574 | \$59,545,127 | \$71,872,969 | \$79,559,545 | \$85,864,857 |
| Contracts & Grants | | | | | |
| Revenues | \$47,911,301 | \$48,692,640 | \$48,641,888 | \$45,690,822 | \$45,684,074 |
| Expenditures | \$47,323,819 | \$48,718,106 | \$46,883,329 | \$47,524,645 | \$47,650,438 |
| Local Funds | | | | | |
| Revenues | \$194,337,005 | \$215,062,778 | \$220,993,378 | \$227,624,692 | \$217,373,671 |
| Expenditures | \$189,697,094 | \$208,769,851 | \$218,078,799 | \$225,596,989 | \$214,965,227 |
| Faculty Practice Plans | | | | | |
| 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. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education *(Not Adjusted for Inflation)*

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Endowment Value (\$1000s) | \$179,739 | \$172,318 | \$189,287 | \$208,521 | \$204,799 |
| Gifts Received (\$1000s) | \$7,830 | \$9,417 | \$11,851 | \$10,662 | \$15,897 |
| Percentage of Alumni Donors | 1.9% | 1.4% | 2.1% | 3.0% | 3.1% |

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



Section 2 – Personnel

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

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Full-time Employees | | | | | |
| Tenured Faculty | 416 | 431 | 439 | 436 | 436 |
| Tenure-track Faculty | 148 | 136 | 114 | 105 | 129 |
| Non-Tenure Track Faculty | 275 | 283 | 261 | 270 | 254 |
| Instructors Without Faculty Status | 0 | 0 | 0 | 0 | 0 |
| Graduate Assistants/Associates | 0 | 0 | 0 | 0 | 0 |
| Non-Instructional Employees | 1,667 | 1,696 | 1,657 | 1,699 | 1,836 |
| FULL-TIME SUBTOTAL | 2,506 | 2,546 | 2,471 | 2,510 | 2,655 |
| Part-time Employees | | | | | |
| Tenured Faculty | 3 | 3 | 3 | 5 | 4 |
| Tenure-track Faculty | 0 | 0 | 0 | 0 | 0 |
| Non-Tenure Track Faculty | 517 | 560 | 496 | 442 | 501 |
| Instructors Without Faculty Status | 0 | 0 | 0 | 5 | 3 |
| Graduate Assistants/Associates | 990 | 1,044 | 1,039 | 1,061 | 1,003 |
| Non-Instructional Employees | 39 | 40 | 163 | 151 | 203 |
| PART-TIME SUBTOTAL | 1,549 | 1,647 | 1,701 | 1,664 | 1,714 |
| TOTAL | 4,055 | 4,193 | 4,172 | 4,174 | 4,369 |

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014* |
|----------------------------|---------------|---------------|---------------|---------------|---------------|
| TOTAL | 28,390 | 29,304 | 30,282 | 30,808 | 30,381 |
| UNDERGRADUATE | | | | | |
| FTIC (Regular Admit) | 10,138 | 10,648 | 11,139 | 11,595 | 11,552 |
| FTIC (Profile Admit) | 16 | 356 | 263 | 198 | 147 |
| AA Transfers | 6,793 | 7,172 | 7,606 | 7,801 | 7,814 |
| Other Transfers | 5,419 | 5,354 | 5,065 | 4,957 | 3,822 |
| Subtotal | 22,366 | 23,530 | 24,073 | 24,551 | 23,335 |
| GRADUATE | | | | | |
| Master's | 3,363 | 3,457 | 3,672 | 3,624 | 3,478 |
| Research Doctoral | 741 | 746 | 744 | 791 | 795 |
| Professional Doctoral | 39 | 110 | 188 | 255 | 321 |
| <i>Dentistry</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Law</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Medicine</i> | 0 | 64 | 127 | 187 | 249 |
| <i>Nursing Practice</i> | 39 | 40 | 52 | 63 | 67 |
| <i>Pharmacy</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Physical Therapist</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Veterinary Medicine</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Other</i> | 0 | 6 | 9 | 5 | 5 |
| Subtotal | 4,143 | 4,313 | 4,604 | 4,670 | 4,594 |
| UNCLASSIFIED | | | | | |
| HS Dual Enrolled | 398 | 413 | 556 | 660 | 788 |
| Other | 1,483 | 1,048 | 1,049 | 927 | 1,664* |
| Subtotal | 1,881 | 1,461 | 1,605 | 1,587 | 2,452 |

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.

Note*: In Fall 2014, students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought. Board staff will review this definition with university staff during the Summer Data Workshop and may revise it for next year's report.



Section 3 – Enrollment *(continued)*

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

| | 2012-13 | | 2013-14 | | 2014-15 | |
|------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | State-Funded | Actual | State-Funded | Actual | State-Funded | Actual |
| FLORIDA RESIDENTS | | | | | | |
| Lower-Division | 4,461 | 6,251 | . | 6,432 | . | 6,156 |
| Upper-Division | 7,910 | 8,388 | . | 8,387 | . | 8,392 |
| Master's (GRAD I) | 1,764 | 1,658 | . | 1,625 | . | 1,436 |
| Doctoral (GRAD II) | 194 | 284 | . | 301 | . | 292 |
| Subtotal | 14,329 | 16,581 | . | 16,746 | . | 16,277 |
| NON-FLORIDA RESIDENTS | | | | | | |
| Lower-Division | . | 334 | . | 362 | . | 430 |
| Upper-Division | . | 362 | . | 346 | . | 337 |
| Master's (GRAD I) | . | 181 | . | 171 | . | 180 |
| Doctoral (GRAD II) | . | 101 | . | 98 | . | 105 |
| Subtotal | 910 | 978 | . | 977 | . | 1,053 |
| TOTAL FTE | | | | | | |
| Lower-Division | . | 6,584 | 4,728 | 6,794 | 4,728 | 6,587 |
| Upper-Division | . | 8,751 | 8,299 | 8,733 | 8,299 | 8,730 |
| Master's (GRAD I) | . | 1,838 | 1,931 | 1,796 | 1,931 | 1,617 |
| Doctoral (GRAD II) | . | 385 | 281 | 399 | 281 | 397 |
| Total | 15,239 | 17,559 | 15,239 | 17,722 | 15,239 | 17,330 |
| Total (US Definition) | 20,319 | 23,411 | 20,319 | 23,630 | 20,319 | 23,107 |

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



Section 3 – Enrollment *(continued)*

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------|---------------|---------------|---------------|---------------|---------------|
| TRADITIONAL | | | | | |
| Lower-Division | 5,549 | 6,126 | 5,699 | 5,519 | 5,304 |
| Upper-Division | 7,808 | 7,647 | 7,293 | 7,007 | 6,771 |
| Master's (GRAD 1) | 1,436 | 1,378 | 1,346 | 1,282 | 1,096 |
| Doctoral (GRAD 2) | 364 | 350 | 344 | 343 | 326 |
| TOTAL | 15,157 | 15,502 | 14,682 | 14,151 | 13,497 |
| HYBRID | | | | | |
| Lower-Division | 12 | 103 | 659 | 991 | 937 |
| Upper-Division | 58 | 150 | 299 | 412 | 555 |
| Master's (GRAD 1) | 32 | 43 | 35 | 41 | 45 |
| Doctoral (GRAD 2) | 6 | 6 | 4 | 6 | 17 |
| TOTAL | 109 | 302 | 997 | 1,450 | 1,553 |
| DISTANCE LEARNING | | | | | |
| Lower-Division | 149 | 144 | 226 | 284 | 346 |
| Upper-Division | 690 | 913 | 1,159 | 1,314 | 1,405 |
| Master's (GRAD 1) | 410 | 417 | 458 | 473 | 475 |
| Doctoral (GRAD 2) | 32 | 35 | 37 | 50 | 55 |
| TOTAL | 1,282 | 1,509 | 1,880 | 2,121 | 2,280 |
| TOTAL | | | | | |
| Lower-Division | 5,711 | 6,373 | 6,584 | 6,794 | 6,587 |
| Upper-Division | 8,556 | 8,710 | 8,751 | 8,733 | 8,730 |
| Master's (GRAD 1) | 1,879 | 1,838 | 1,838 | 1,796 | 1,617 |
| Doctoral (GRAD 2) | 402 | 391 | 385 | 399 | 397 |
| TOTAL | 16,547 | 17,313 | 17,559 | 17,722 | 17,330 |

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



Section 3 – Enrollment *(continued)*

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

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---------------------|---------------|---------------|---------------|---------------|---------------|
| MILITARY | | | | | |
| Unclassified | 9 | 9 | 11 | 6 | 6 |
| Undergraduate | 331 | 362 | 372 | 367 | 351 |
| Master's (GRAD 1) | 47 | 50 | 57 | 71 | 75 |
| Doctoral (GRAD 2) | 1 | 3 | 5 | 3 | 8 |
| Subtotal | 388 | 424 | 445 | 447 | 440 |
| DEPENDENTS | | | | | |
| Unclassified | | 1 | 1 | | 0 |
| Undergraduate | 66 | 104 | 117 | 151 | 154 |
| Master's (GRAD 1) | 6 | 5 | 5 | 8 | 9 |
| Doctoral (GRAD 2) | | | 1 | 1 | 0 |
| Subtotal | 72 | 110 | 124 | 160 | 163 |
| NON-MILITARY | | | | | |
| Unclassified | 1,819 | 1,372 | 1,433 | 1,445 | 1,541 |
| Undergraduate | 22,022 | 23,143 | 23,744 | 24,169 | 23,735 |
| Master's (GRAD 1) | 3,310 | 3,424 | 3,684 | 3,678 | 3,614 |
| Doctoral (GRAD 2) | 779 | 831 | 852 | 909 | 888 |
| Subtotal | 27,930 | 28,770 | 29,713 | 30,201 | 29,778 |
| TOTAL | 28,390 | 29,304 | 30,282 | 30,808 | 30,381 |

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

TABLE 3E. University Access Rate *(Undergraduate Enrollment with Pell Grant)*

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| Pell Grant Recipients | 8,133 | 9,787 | 9,919 | 10,017 | 9,762 |
| Percent with Pell Grant | 36.84% | 42.02% | 41.51% | 41.20% | 40.93% |

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



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

| Title of Program | Six-digit CIP Code | Degree Level | Date of UBOT Action | Starting or Ending Term | Comments |
|---|--------------------|--------------|---------------------|-------------------------|----------|
| New Programs | | | | | |
| General Studies | 30.0000 | Bachelors | 11/18/2014 | SPRING 2015 | |
| | | | | | |
| Terminated Programs | | | | | |
| | | | | | |
| | | | | | |
| Programs Suspended for New Enrollments | | | | | |
| Real Estate | 52.1501 | Bachelors | | FALL 2008 | |
| | | | | | |
| New Programs Considered By University But Not Approved | | | | | |
| | | | | | |

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|---------|
| <i>Cohort Size</i> | 2,608 | 3,202 | 3,037 | 3,320 | 2,928 |
| % Retained <i>with Any GPA</i> | 79% | 78% | 75% | 75% | 77% |
| % Retained <i>with GPA 2.0 or higher</i> | 70.36% | 71.36% | 67.73% | 65.87% | 71.93% |

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

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

| Term of Entry | 2005-11 | 2006-12 | 2007-13 | 2008-14 | 2009-15 |
|--------------------|---------|---------|---------|---------|---------|
| <i>Cohort Size</i> | 2,080 | 2,193 | 2,558 | 2,677 | 2,447 |
| % Graduated | 43% | 41% | 41% | 46% | 49% |
| % Still Enrolled | 10% | 10% | 10% | 9% | 7% |
| % Success Rate | 52% | 52% | 51% | 55% | 57% |

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



Section 4 – Undergraduate Education *(continued)*

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

(includes Full- and Part-time students)

| 4 – Year Rates | 2007-11 | 2008-12 | 2009-13 | 2010-14 | 2011-15 |
|-------------------------|---------|---------|---------|---------|---------|
| Cohort Size | 2,718 | 2,830 | 2,614 | 2,742 | 3,340 |
| Same University | 15% | 17% | 19% | 19% | 23% |
| Other University in SUS | 2% | 2% | 4% | 3% | 4% |
| Total from System | 16% | 19% | 23% | 22% | 27% |

| 6 – Year Rates | 2005-11 | 2006-12 | 2007-13 | 2008-14 | 2009-15 |
|-------------------------|---------|---------|---------|---------|---------|
| Cohort Size | 2,359 | 2,374 | 2,718 | 2,830 | 2,614 |
| Same University | 41.16% | 40.44% | 40.10% | 45.02% | 48.43% |
| Other University in SUS | 7% | 7% | 7% | 8% | 8% |
| Total from System | 48% | 48% | 47% | 53% | 56% |

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor’s degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.



Section 4 – Undergraduate Education *(continued)*

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

| Two – Year Rates | 2009-11 | 2010-12 | 2011-13 | 2012-14 | 2013-15 |
|--------------------|---------|---------|---------|---------|---------|
| <i>Cohort Size</i> | 1,111 | 1,512 | 1,491 | 1,682 | 1,538 |
| Same University | 22% | 24% | 23% | 20% | 19% |

| Four – Year Rates | 2007-11 | 2008-12 | 2009-13 | 2010-14 | 2011-15 |
|--------------------|---------|---------|---------|---------|---------|
| <i>Cohort Size</i> | 1,278 | 1,004 | 1,111 | 1,512 | 1,491 |
| Same University | 63% | 62% | 63% | 62% | 62% |

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

TABLE 4F. Graduation Rates for Other Transfer Students

| 5 – Year Rates | 2006-11 | 2007-12 | 2008-13 | 2009-14 | 2010-15 |
|--------------------|---------|---------|---------|---------|---------|
| <i>Cohort Size</i> | 1,722 | 1,589 | 1,883 | 1,989 | 1,560 |
| Same University | 56% | 59% | 60% | 63% | 62% |

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------|--------------|--------------|--------------|--------------|--------------|
| First Majors | 4,593 | 4,892 | 5,124 | 5,017 | 5,473 |
| Second Majors | 365 | 354 | 251 | 200 | 196 |
| TOTAL | 4,958 | 5,246 | 5,375 | 5,217 | 5,669 |

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

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|
| STEM | 897 | 971 | 1,100 | 1,289 | 1,336 |
| HEALTH | 311 | 366 | 378 | 340 | 444 |
| GLOBALIZATION | 147 | 149 | 160 | 131 | 145 |
| EDUCATION | 480 | 510 | 442 | 383 | 377 |
| GAP ANALYSIS | 641 | 693 | 762 | 730 | 768 |
| SUBTOTAL | 2,476 | 2,689 | 2,842 | 2,873 | 3,070 |
| PSE PERCENT OF TOTAL | 49.94% | 51.26% | 52.87% | 55.07% | 54.15% |

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|------------------------------|---------|---------|---------|---------|---------|
| Non-Hispanic Black | | | | | |
| Number of Degrees | 808 | 954 | 920 | 905 | 1,050 |
| Percentage of Degrees | 18% | 20% | 18% | 18.47% | 19.63 |
| Hispanic | | | | | |
| Number of Degrees | 907 | 1,069 | 1,208 | 1,241 | 1,368 |
| Percentage of Degrees | 20% | 22% | 24% | 25.32% | 25.58% |
| Pell-Grant Recipients | | | | | |
| Number of Degrees | 1,979 | 2,403 | 2,722 | 2,862 | 3,142 |
| Percentage of Degrees | 44% | 50% | 54% | 58% | 58% |

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

| | 2010-11* | 2011-12 | 2012-13* | 2013-14 | 2014-15 |
|-----------------|------------|------------|---------------|---------------|---------------|
| FTIC | 51% | 51% | 56% | 54% | 62% |
| AA Transfers | 79% | 64% | 80% | 84% | 82% |
| Other Transfers | 70% | 59% | 75% | 79% | 79% |
| TOTAL | 67% | 59% | 71.31% | 72.86% | 74.56% |

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

TABLE 4K. Undergraduate Course Offerings

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of Course Sections | 2,057 | 2,110 | 2,009 | 1,994 | 2,272 |
| Percentage of Undergraduate Course Sections by Class Size | | | | | |
| Fewer than 30 Students | 61% | 61% | 59% | 59% | 56% |
| 30 to 49 Students | 24% | 24% | 24% | 25% | 26% |
| 50 to 99 Students | 9% | 9% | 10% | 9% | 9% |
| 100 or More Students | 5% | 6% | 6% | 7% | 10% |

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



Section 4 – Undergraduate Education *(continued)*

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------|---------|---------|---------|---------|---------|
| Faculty | 65% | 67% | 69% | 70% | 69% |
| Adjunct Faculty | 22% | 21% | 19% | 18% | 19% |
| Graduate Students | 12% | 11% | 11% | 11% | 11% |
| Other Instructors | 1% | 1% | 1% | 1% | 1% |

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

TABLE 4M. Student/Faculty Ratio

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|-------|-----------|-----------|-----------|-----------|-----------|
| Ratio | 21 | 20 | 22 | 25 | 24 |

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------|------|------|------|------|------|
| Examinees | 98 | 62 | 76 | 75 | 82 |
| First-time Pass Rate | 85% | 94% | 92% | 93% | 89% |
| <i>National Benchmark</i> | 89% | 89% | 92% | 85% | 85% |

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|---------|
| Enrolled or Employed (Full-time) | 69.3% | 72.4% | 75.47% | 75.82% |
| Enrolled or Employed (Earned \$25,000+) | . | . | 66.78% | 68.09% |
| <i>Number of States included in Search</i> | 1 | 36 | 38 | 38 |
| <i>Percent Found</i> | 90% | 91% | 91% | 91% |

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

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.

For more information about FEDES see: <http://www.ubalt.edu/jfi/feDES/>.

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|----------------------|-----------------|-----------------|-----------------|-----------------|
| 5th PERCENTILE WAGE | \$17,400 | \$18,100 | \$18,600 | \$19,200 |
| 25th PERCENTILE WAGE | \$25,900 | \$26,200 | \$27,000 | \$27,700 |
| MEDIAN WAGE | \$34,700 | \$34,900 | \$36,000 | \$36,500 |
| 75th PERCENTILE WAGE | \$46,500 | \$45,200 | \$47,800 | \$48,300 |
| 95th PERCENTILE WAGE | \$70,700 | \$70,400 | \$71,700 | \$76,400 |
| <i>Percent Found</i> | 53% | 54% | 57% | 56% |

Notes: **Median Wage** data is based on Florida’s annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2014-15

| 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 | | | | | | |
| | | | | | | |
| | | | | | | |
| Terminated Programs | | | | | | |
| | | | | | | |
| | | | | | | |
| Programs Suspended for New Enrollments | | | | | | |
| Finance, General | 52.0801 | Masters | - | SPRING 2006 | | |
| International Business/Trade/Commerce | 52.1101 | Masters | - | SPRING 2005 | | |
| New Programs Considered By University But Not Approved | | | | | | |
| | | | | | | |

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| First Majors | 1,463 | 1,405 | 1,543 | 1,518 | 1,575 |
| Second majors | 1 | 1 | 2 | 1 | 1 |
| TOTAL | 1,464 | 1,406 | 1,545 | 1,519 | 1,576 |
| Masters and Specialist (first majors) | 1,375 | 1,288 | 1,440 | 1,390 | 1,407 |
| Research Doctoral (first majors) | 74 | 108 | 90 | 106 | 104 |
| Professional Doctoral (first majors) | 14 | 9 | 13 | 22 | 64 |
| <i>Dentistry</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |
| <i>Law</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |
| <i>Medicine</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>54</i> |
| <i>Nursing Practice</i> | <i>14</i> | <i>9</i> | <i>13</i> | <i>22</i> | <i>10</i> |
| <i>Pharmacy</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |
| <i>Physical Therapist</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |
| <i>Veterinary Medicine</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |
| <i>Other Professional Doctorate</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |

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

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|
| STEM | 216 | 245 | 250 | 272 | 272 |
| HEALTH | 205 | 179 | 207 | 228 | 418 |
| GLOBALIZATION | 12 | 16 | 17 | 18 | 24 |
| EDUCATION | 167 | 169 | 144 | 162 | 119 |
| GAP ANALYSIS | 171 | 157 | 174 | 163 | 131 |
| SUBTOTAL | 771 | 766 | 792 | 843 | 964 |
| PSE PERCENT OF TOTAL | 52.66% | 54.48% | 51.26% | 55.50% | 61.17% |

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

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

| | 2011 | 2012 | 2013 | 2014 | 2015 Preliminary |
|---------------------------|------|------|------|------|---------------------|
| Examinees | . | . | 62 | 61 | 63 |
| First-time Pass Rate | . | . | 97% | 95% | 97% |
| <i>National Benchmark</i> | 94% | 96% | 97% | 96% | 96% |

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------|---------|---------|---------|---------|---------|
| Examinees | . | . | . | . | 53 |
| First-time Pass Rate | . | . | . | . | 100% |
| <i>National Benchmark</i> | 97% | 98% | 98% | 97% | 95% |

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

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------|---------|---------|---------|---------|---------|
| Examinees | . | . | . | . | 53 |
| First-time Pass Rate | . | . | . | . | 100% |
| <i>National Benchmark</i> | 98% | 97% | 98% | 96% | 96% |

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|-------------|-------------|-------------|-------------|-------------|
| R&D Expenditures | | | | | |
| Total (S&E and non-S&E) (\$ 1,000s) | \$56,472 | \$62,024 | \$65,377 | \$23,967 | \$22,997 |
| Federally Funded (\$ 1,000s) | \$17,268 | \$15,579 | \$17,226 | \$13,555 | \$13,234 |
| Percent Funded From External Sources | 38% | 34% | 35% | 79% | 84% |
| Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$) | \$97,702 | \$109,972 | \$115,303 | \$43,340 | \$42,508 |
| Technology Transfer | | | | | |
| Invention Disclosures | 25 | 13 | 26 | 15 | 13 |
| Licenses & Options Executed | 6 | 5 | 2 | 6 | 17 |
| Licensing Income Received (\$) | \$145,476 | \$141,899 | \$65,769 | \$130,272 | \$277,493 |
| Number of Start-Up Companies | 0 | 0 | 0 | 1 | 0 |
| | 2010 | 2011 | 2012 | 2013 | 2014 |
| U.S. Patents Issued [REVISED] | 3 | 5 | 4 | 4 | 7 |

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



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 2015) | Fiscal Year 2014-15 |
|---|--|---|------------------------|
| Year Created: | 2006 | | |
| Research Effectiveness | | | |
| <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i> | | | |
| Number of Competitive Grants Applied For | | 40 | 14 |
| Value of Competitive Grants Applied For (\$) | | \$42,467,320 | \$11,398,462 |
| Number of Competitive Grants Received | | 10 | 1 |
| Value of Competitive Grants Received (\$) | | \$19,301,786 | \$45,718 |
| Total Research Expenditures (\$) | | \$19,381,311 | \$1,257,031 |
| Number of Publications in Refereed Journals From Center Research | | 34 | 1 |
| Number of Invention Disclosures | | 1 | 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 | | 60 | 3 |
| Collaborations with Private Industry | | 78 | 12 |
| Collaborations with K-12 Education Systems/Schools | | 135 | 1 |
| Undergraduate and Graduate Students Supported with Center Funds | | 102 | 14 |
| 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 | | 2 | 0 |
| Private-sector Resources Used to Support the Center's Operations | | \$176,500 | \$0 |
| Narrative Comments on next page. | | | |



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

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

| | |
|--|---|
| Name of Center | Southeast National Marine Renewable Energy Center |
| Narrative Comments [Most Recent Year]: | |
| <p>One of three U.S. Department of Energy’s nationally designated marine renewable energy centers, the Southeast National Marine Renewable Energy Center (SNMREC) at Florida Atlantic University holds the only lease from the U.S. Department of Interior to conduct marine renewable energy production and testing activities on the U.S. outer continental shelf. As a result, companies with prototype ocean current energy technologies are queuing to demonstrate their innovations and evolve them to commercial manufacturing. Associated with technology testing are a wide spectrum of associated areas, including socio-economic, policy, and scientific sectors. Active research areas include nearly every engineering discipline, marine science, business, government and policy, and education.</p> <p>During 2014-15, SNMREC staff organized acoustic seafloor surveys on its leased area. The lease reserves approximately 1,430 acres of sea floor to moor surface buoys used for turbine testing offshore Broward County, Florida. Turbine companies will prepare a vessel for testing systems that produce 100kW of power or less and moor to the previously installed buoys. This will expose turbines to the flow of the Gulf Stream for evaluation of how effectively the technology converts flowing water into electricity and to investigate the behavior of the turbine when suspended from the vessel. A non-proprietary small-scale ocean current turbine (20kW) has been previously constructed and tested offshore. This platform will allow turbine component manufacturers to evaluate their products and will establish a performance benchmark for comparison of the effectiveness of energy conversion approaches.</p> <p>SNMREC installed and recovered moored ocean current measurement systems during 2014-15, which adds to the unprecedented measurement archive that has been collected since 2008. This data not only assists with improving our understanding of potential power extraction, but also validates tools for predicting current characteristics and provides turbine designers with a better understanding of conditions their concepts will experience. New acoustic instruments to characterize the natural turbulence of the Gulf Stream were prepared to measure “gusts” that turbines would be exposed to in the current.</p> <p>A project was initiated (funded by the U.S. Department of Energy Wind and Water Power Program) to develop new commercial tools to observe, catalog, and identify marine life interaction with marine renewable energy generation equipment. This novel system uses serial scanning underwater lasers to artificially illuminate a volume around the equipment so that marine life does not detect it. Resulting data is 3-dimensional, high resolution, and photo-realistic so that state-of-the-art automated detection and classification algorithms can catalog species without requiring human decision and analysis. This project will result in licensed and commercialized products during 2017 - a sponsor expectation.</p> <p>As the ocean current energy private sectors moves towards commercialization, SNMREC is positioning to provide needed support and tools to accelerate utility-scale availability. The first ocean current turbine prototype offshore testing infrastructure in the world is scheduled to be available during the next year. Further integration of research portfolios with anticipated industry need, increased collaborations with universities around the world, and development of a holistic suite of support will assist the growing ocean current energy industry to overcome barriers to market acceleration as safely, economically, and responsibly as possible.</p> | |



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

TABLE 6B. Centers of Excellence

| Name of Center: | Center for Biomedical and Marine Biotechnology | Cumulative (since inception to June 2015) | Fiscal Year 2014-15 |
|--|---|---|------------------------|
| Year Created: | 2003 | | |
| Research Effectiveness <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i> | | | |
| Number of Competitive Grants Applied For | | 74 | 15 |
| Value of Competitive Grants Applied For (\$) | | \$134,287,910 | \$1,913,140 |
| Number of Competitive Grants Received | | 35 | 13 |
| Value of Competitive Grants Received (\$) | | \$28,580,211 | \$886,255 |
| Total Research Expenditures (\$) | | \$39,139,744 | \$729,020 |
| Number of Publications in Refereed Journals From Center Research | | 84 | 3 |
| Number of Invention Disclosures | | 10 | 1 |
| Number of Licenses/Options Executed | | 20 | 0 |
| Licensing Income Received (\$) | | \$30 | \$30 |
| Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i> | | | |
| Collaborations with Other Postsecondary Institutions | | 31 | 5 |
| Collaborations with Private Industry | | 12 | 0 |
| Collaborations with K-12 Education Systems/Schools | | 2955 students | 200 students |
| Undergraduate and Graduate Students Supported with Center Funds | | 44 | 8 |
| Economic Development Effectiveness | | | |
| Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i> | | 4 | 0 |
| Jobs Created By Start-Up Companies Associated with the Center | | 2 | 0 |
| Specialized Industry Training and Education | | 1 | 0 |
| Private-sector Resources Used to Support the Center's Operations | | \$430 | \$0 |
| Narrative Comments on next page. | | | |



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

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

| Name of Center | Center for Biomedical and Marine Biotechnology |
|---|--|
| Narrative Comments [Most Recent Year]: | |
| <p>The Center continues to pursue grant funded research and education in the area of marine natural products therapeutic discovery. In 2014-2015 the Center had thirteen grants from the NIH, NOAA, and private sources. Research in the Center focuses on the discovery of compounds active against Tuberculosis, Malaria, Cancer, Antibacterial agents and Alzheimer's disease. The PIs had ongoing collaborative projects with collaborators at the University of Florida, the University of Central Florida, Torrey Pines Institute for Molecular Sciences the Vaccine and Gene Therapy Institute of Florida, Sanford Burnham Medical Research Institute, the Natural Products Branch of the National Institutes of Health, and the University of North Carolina Wilmington.</p> <p>Highlights of research conducted at the Center include the identification of two novel modulators of gamma secretase in collaboration with the Golde Lab at UF. Gamma secretase is responsible for the production of amyloid beta protein 42 (Aβ-42) which is thought to be the pathogenic form of Aβ peptide that is implicated in progression of Alzheimer's disease. Work is ongoing to better define the utility of these compounds. A compound that inhibits intra-macrophage growth of <i>Mycobacterium tuberculosis</i> while having no effect on in vitro cultures has been identified in collaboration with the Rohde lab at UCF. This compound is likely to act via a novel mode of action and may provide entry into new therapies for Tuberculosis. A series of compounds that inhibit proliferation of a drug resistant strain of <i>Plasmodium falciparum</i> (causative agent for malaria) have been found in collaboration with the Chakrabarti lab at UCF. A patent application was filed to protect these discoveries. Manzamine A, a compound that potently inhibits autophagy in pancreatic cancer cells has been under investigation. In pancreatic cancer autophagy is aberrantly activated and inhibiting autolysosomal degradation leads to nutrient depletion and may be a novel modality for treatment of pancreatic cancer. Discussions with pharmaceutical collaborators regarding commercialization of manzamine A were undertaken over the year. In addition to continuing research on the discoveries described above, new collaborations are in progress for FY 2015-2016 with a discreet pharmaceutical company, Rutgers University and Brown University. These will hopefully lead to new licensing and funding opportunities.</p> <p>PIs in the Center participate in workforce development though undergraduate and graduate training in the fields of marine science, chemistry, immunology, cell biology, microbiology and molecular biology with a focus on providing intensive laboratory research training experiences. Students conduct independent projects with mentorship from the Center PIs. Our discovery of the gamma secretase modulators was conducted in part by students working in the Center. Center PIs and staff also regularly participate in High school training through lectures and laboratory exercises conducted for students from the St Lucie County Marine and Oceanographic Academy located adjacent to HBOI and Lincoln Park Academy in Fort Pierce, FL.</p> | |