



Item: V: a

January 20, 2009

SUBJECT: THE FLORIDA ATLANTIC UNIVERSITY WORK PLAN/ANNUAL REPORT

PROPOSED BOARD ACTION

Approval of FAU Work Plan/Annual Report for submission to the Florida Board of Governors.

BACKGROUND INFORMATION

The FAU 2009 Annual Report is a first step in the Board of Governor's new planning and performance monitoring system, instituted by Regulation 2.002 in September 2009. The Annual Report includes an executive summary that captures key performance data required by the BOG; summary information on budgets, enrollments, and other key resources; reports on academic and research data appropriate to the university's mission; data trends; and narrative to provide context on how FAU is supporting the BOG's strategic goals and FAU's own strategic plan. The BOG's timeline calls for all university annual reports to be approved by their respective Board of Trustees by January 26, 2010. The Consolidated SUS Annual Report will then be approved by the BOG on January 28, and submitted to the Governor and Legislature on February 1, 2010.

This year's Annual Report can be considered a "baseline" document, since no work plan was in place for 2009. In the future, work plans developed at the start of the year will outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations for outcomes on institutional goals. The annual report will then describe progress against articulated goals and summarize other key data. The BOG's timeline calls for work plans to be discussed during the spring semester, with BOT submission of FAU's work plan to the BOG by May 26, 2010.

IMPLEMENTATION PLAN/DATE

N/A.

FISCAL IMPLICATIONS

N/A.

Supporting Documentation:

FAU Work Plan and Annual Report

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Florida Atlantic University



Annual Report 2009

Regulation 2.002 University Work Plans and Annual Reports

“...institutes a planning and performance monitoring system that includes the submission of university work plans and annual reports.

“...requires the Board of Governors to submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives regarding the system’s performance on quality and effectiveness indicators in the areas of instruction, research and public service.”

(September 30, 2009)

Components of the Annual Report:

- Executive summary with “dashboard”
- Narrative on FAU's efforts to support BOG's four strategic goals
- Five year trend date
- Progress on FAU strategic plan goals

Dashboard data

- Baccalaureate degrees awarded in 2008-09:
 - 18% to Blacks
 - 19% to Hispanics
 - 38% to Pell Grant recipients
 - 24% in select areas of strategic emphasis (STEM, health and critical shortage in education)
- Academic research and development expenditures increased by 108% in last five years.
- General revenue per FTE student is at its lowest rate in last five years.

Support for Goal 1: Access to and Production of Degrees

- Full time FTIC cohort has increased by 26%
- First year retention is up 4 percentage points to 78%
- Traditionally underserved populations constitute significant percent of degrees awarded.
- Percent of undergraduate credit hours taught by faculty has increased to 65%

Support for Goal 2: Meeting Statewide Professional and Workforce Needs

- Degrees awarded in areas of strategic emphasis have increased by nearly 10%
- Number of students passing the NCLEX Nursing Exam has doubled with a success rate of nearly 92%
- Hundreds of students participate in internships, field practicum placements, cooperative education and other opportunities to gain practical work experience related to their majors.

Support for Goal 3: World-Class Academic Programs and Research Capacity

- FAU's School of Accounting consistently ranks in U.S. top 10 for CPA pass rate.
- Partnerships with Scripps, Max Planck, Torrey Pines enhance FAU's research mission.
- New faculty research programs support projects in FAU's identified research priority areas.

Support for Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

- With more than 2,700 employees and a regional economic impact in excess of \$1.15 billion annually, FAU is a strong engine of economic growth.
- FAU students support the community by providing over 60,000 volunteer and 87,000 academic service-learning hours.
- FAU's Lifelong Learning Society is a well-known and well-respected national model for community-based educational and cultural programming.

Five Year Trend Data

- All information provided by Board of Governors from university data files or other official reports.
- Includes how FAU intends to monitor the long-term success of the tuition differential.
- Includes information on Center of Excellence for Ocean Energy Technology.

Progress on FAU Strategic Plan Goals

- Success in retention of first-year students.
- Faster, more reliable and scalable technological services.
- Increase in total research expenditures.
- Expanded amenities on the Boca Raton campus that contribute to a traditional university experience.
- Increase in graduate enrollments, particularly in areas of strategic emphasis.

Next Steps

January 28, 2010: BOG approves 2009 SUS Annual Report

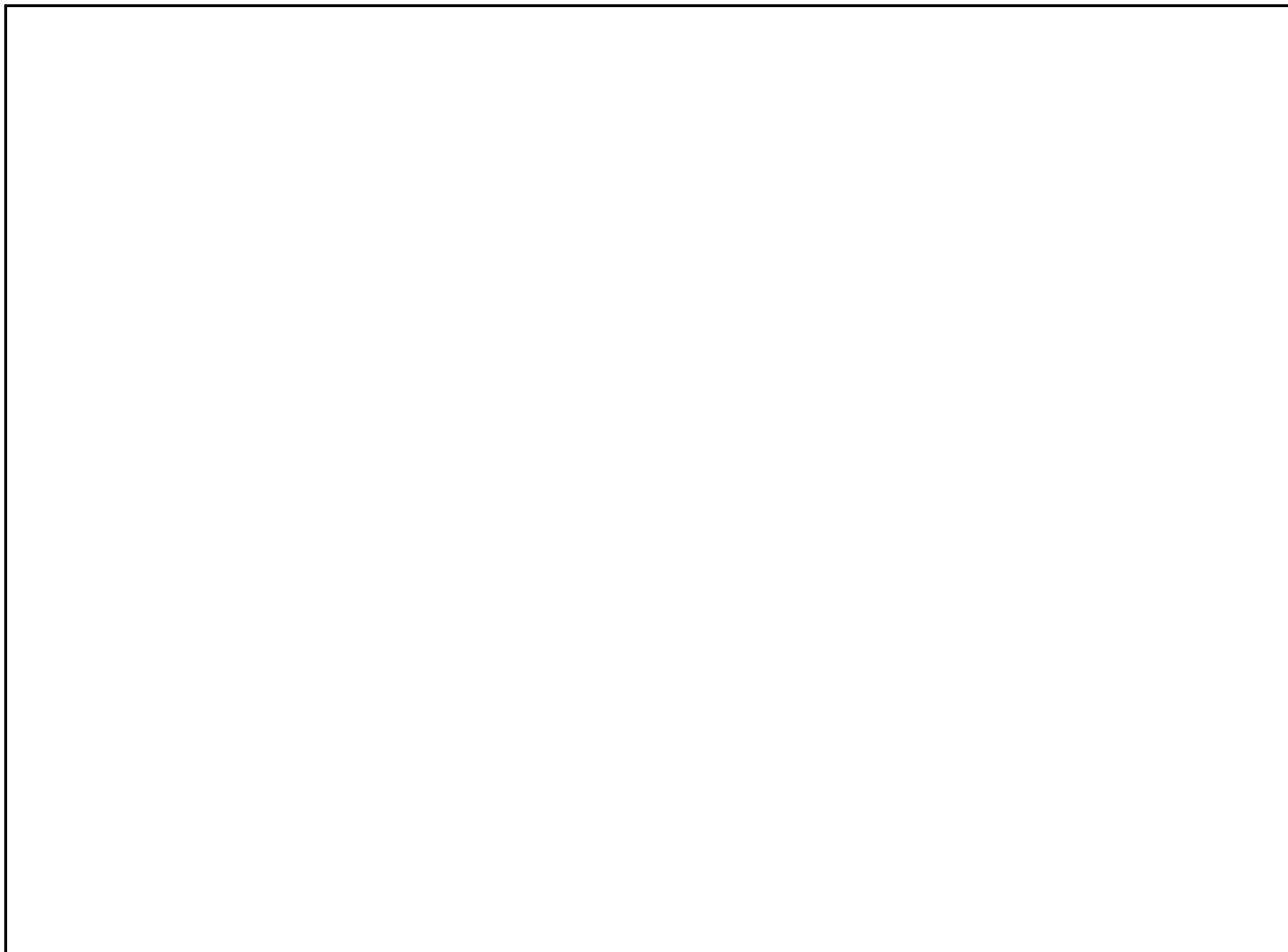
February 18, 2010: BOG approves process for setting Work Plan targets

March, 2010: BOG staff and University liaisons discuss target setting expectations

May 26, 2010: BOT approves University Work Plans and submits to BOG

June 17, 2010: BOG reviews each University's Work Plan

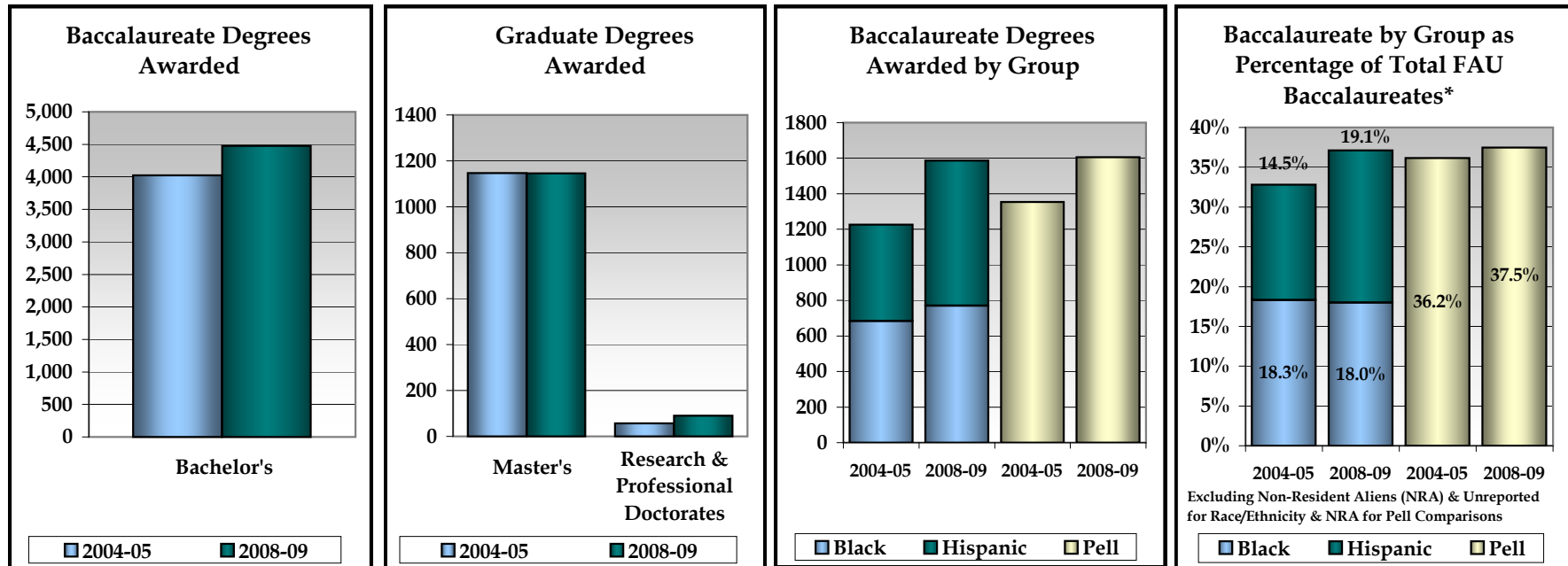
Florida Atlantic University



Florida Atlantic University 2009 Annual Report

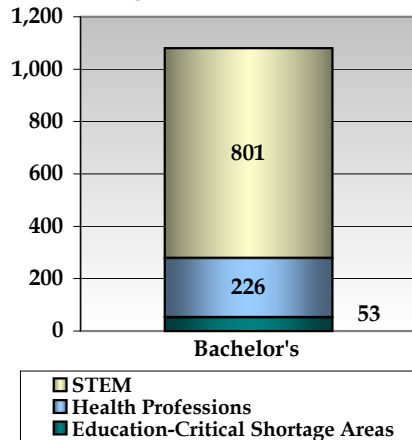
| Sites and Campuses | | | Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus | | |
|--------------------------|---------------|-------------|---|------------------|--|
| Enrollments | Headcount | % | Degree Programs Offered (2008-09) | | Carnegie Classification |
| TOTAL (Fall 2008) | 27,021 | 100% | TOTAL | 152 | Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence |
| Black | 4,614 | 17% | Baccalaureate | 64 | Graduate Instructional Program: Doctoral, professions dominant |
| Hispanic | 4,868 | 18% | Master's & Specialist's | 66 | |
| White | 15,071 | 56% | Research Doctorates | 21 | Enrollment Profile: High undergraduate |
| Other | 2,468 | 9% | Professional Doctorates | 1 | Undergraduate Profile: Higher part-time four-year |
| Full-Time | 14,234 | 53% | Faculty (Fall 2008) | Full-Time | Size and Setting: Large four-year, primarily nonresidential |
| Part-Time | 12,787 | 47% | | Part-Time | |
| Undergraduate | 21,025 | 78% | TOTAL | 854 | Basic: Research Universities (high research activity) |
| Graduate | 3,887 | 14% | Tenure/T. Track | 583 | |
| Unclassified | 2,109 | 8% | Non-Ten. Track | 271 | |
| | | | | 553 | Elective Classification: N/A |

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

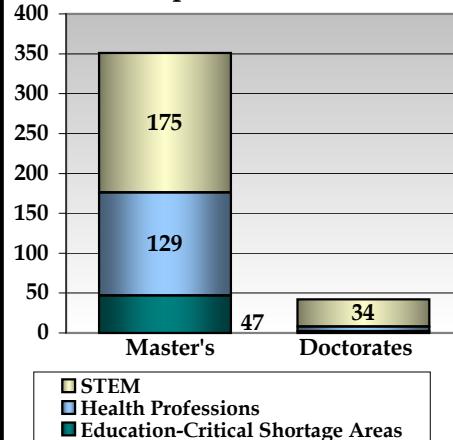


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



**Graduate Degrees Awarded
in Select Areas of Strategic
Emphasis, 2008-09**



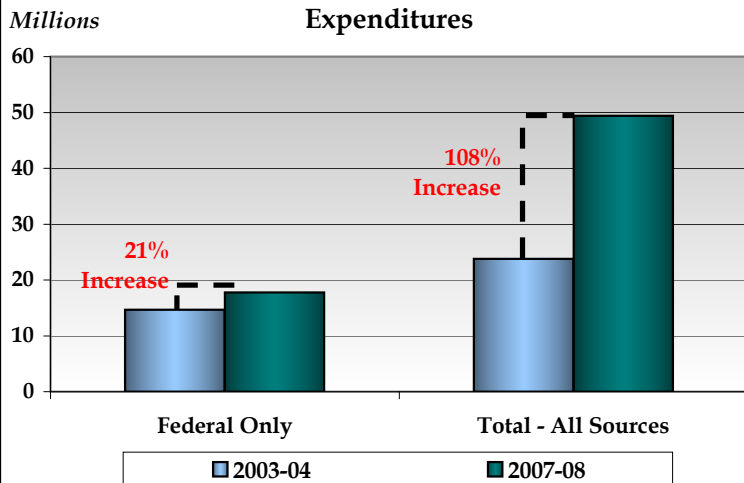
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

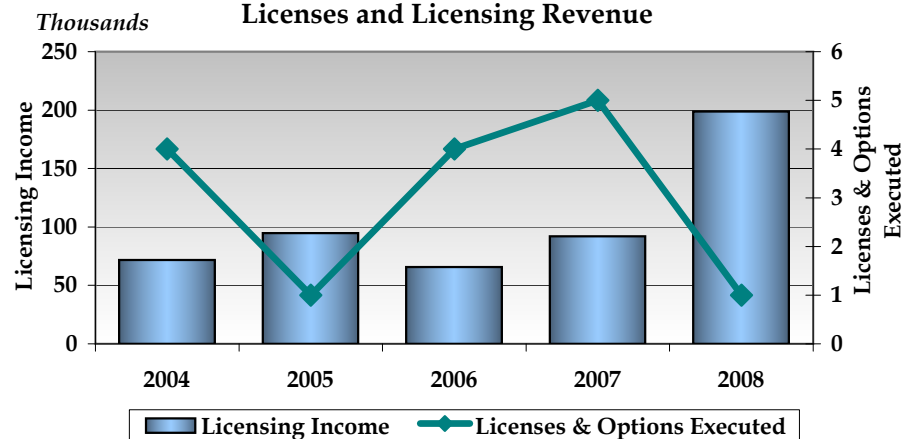
In 2008, FAU had 120 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 91.7%.

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

**Academic Research and Development
Expenditures**



**University Innovations Generating Revenue Through
Technology Transfer:
Licenses and Licensing Revenue**



Key University Achievements

► Student awards/achievements

- > Sarah Lindley, senior nursing student, was elected President of the Florida Student Nurses Association.
- > Junior Christopher Scott was awarded the prestigious Career Prep Fellowship with Management Leadership for Tomorrow (MLT), a national non-profit organization.
- > Dr. Enid Conley became the First Native American Indian Doctoral Graduate for College of Education.

► Faculty awards/achievements

- > The ASME 2009 International Mechanical Congress and Exposition honored FAU Professor Isaac Elishakoff by naming a Symposium for him.
- > Social Work Chair Michele Hawkins was accepted into the New York Academy of Medicine's Leadership Academy in Aging.
- > Four faculty were awarded Fulbright Scholarships during 2009.

► Program awards/achievements

- > FAU's School of Accounting, a unit of the College of Business, consistently ranks in the top 10 in the United States for its students' high pass rate on the national CPA exam.

► Research awards/achievements

- > FAU is working on collaborative research and education projects with three of the world's premier scientific research organizations — Scripps Florida, the Torrey Pines Institute for Molecular Studies, and the Max Planck Florida Institute.
- > Harbor Branch Oceanographic Institute, a premier marine science research organization, is now part of FAU and is in the forefront of ocean exploration, innovation, and education.

► Institutional awards/achievements

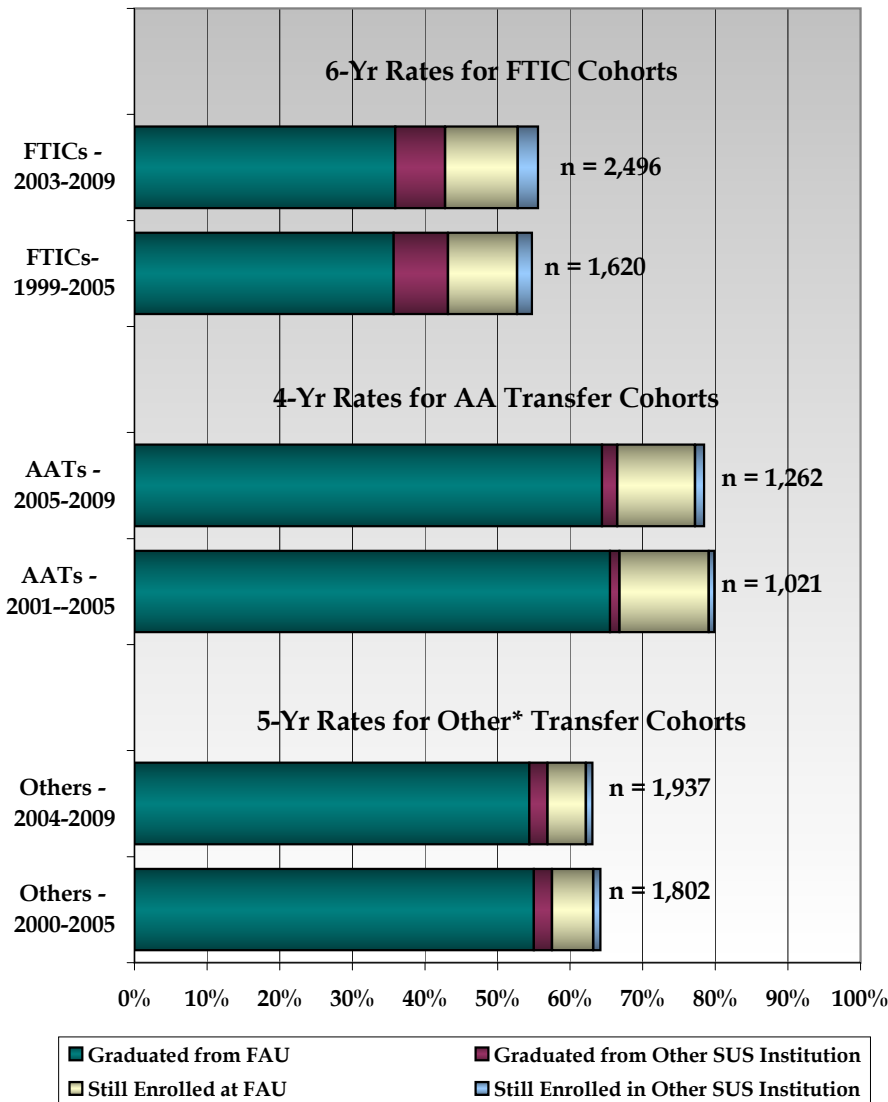
- > In 2008, FAU completed an agreement with Clearwire Communications for the lease of Educational Broadband Spectrum usage rights as permitted by the Federal Communications Act. The proceeds from this lease have enabled FAU to plan and implement a multifaceted Academic Enhancement Initiative in the critical areas of student success, technology, and research.

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

[More information is available regarding this Goal in the subsequent narrative section of this report.]

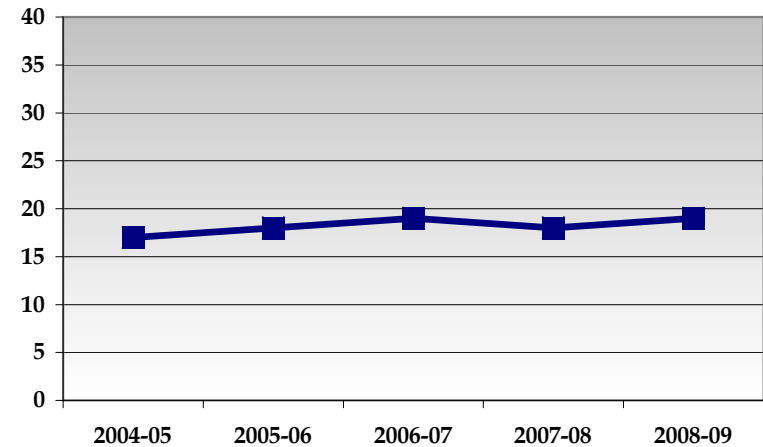
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

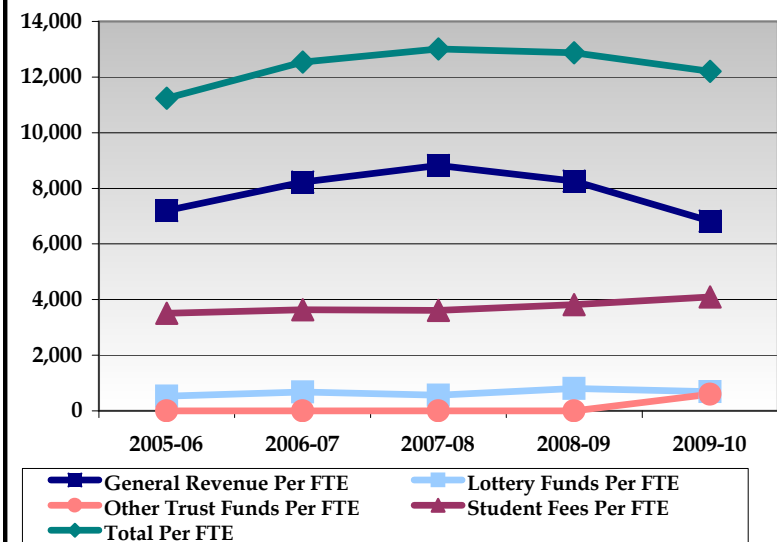


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

INTRODUCTION

Mission

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

Vision

Florida Atlantic University aspires to be recognized as a university of first choice for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses, emulated for its collaborations with regional partners and internationally acclaimed for its contributions to creativity and research.

Other Contextual Introductory Comments

FAU's external and internal environments have changed significantly since the adoption of its current 2006-2013 Strategic Plan. Exciting opportunities such as the partnerships with Scripps Florida and the Max Planck Florida Institute have materialized as have the challenges related to the deteriorating economic climate. FAU's multiple campuses and research sites, stretching more than 100 miles along Florida's Atlantic coastline, strain to provide top-quality higher education

opportunities to the people of its large service area as well as students from around the state, nation and world. The University has remained true to the priorities of its mission and strategic plan, particularly to the goal of access, when making decisions regarding both the allocation of new resources and the reduction of budget.

With the departure of President Frank Brogan to lead the State University System as its Chancellor, FAU is undertaking a national search for a new President who can continue the university's strong development as an excellent academic and evolving research institution.

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

The size of the full-time FTIC cohort at Florida Atlantic University increased from 2,041 in 2003 to 2,563 in 2007, a 25.6% increase (Table 5B). As a result of multiple budget reductions the FTIC cohort has not grown markedly in subsequent terms. Retention of these students through the first year of study has grown from 74.3% at the beginning of this period to 78.2% for the latter cohort.

Table 5C reports changes in successful completion of undergraduate degree programs at the university or continued progression for cohorts entering from 1999 to 2003. These rates have been remarkably stable with four-year rates for FTICs between 59 and 60%, and six year rates around 56%. FAU graduation rates at the four-year mark are about 14% while this rate rises to about 36% at the six year mark, which is

consistent with that of FAU peer institutions. Similar rates for transfers to FAU with an Associate of Arts degree from a Florida Community College remain steady around 86% after two years and around 79% after four years with nearly 65% having graduated from FAU after four years. These numbers speak to the success of the two-plus-two model in Florida. Another significant source of undergraduate students at FAU is the cohort of students who transfer with something other than an AA degree. After five years about 55% of this group have graduated and a further 8% persist in their studies.

The awarding of baccalaureate degrees by the university is recorded in Tables 5 D, E, and F. During the five years of this report beginning in 2004-05 and ending in 2008-09, the number of baccalaureate degrees awarded by FAU increased by more than 11%, to 4,476 in the latest year for which data are provided. Degrees awarded in Areas of Strategic Emphasis as identified by the Board of Governors increased nearly 10% during this period, with especially significant growth in areas of Science, Technology, Engineering, and Math, Security and Emergency Services, and Regional Workforce Needs. Florida Atlantic University is especially proud of its service to traditionally underrepresented populations and this is reflected in the fact that throughout this period 18% of the baccalaureate degrees awarded each year were awarded to Black Non-Hispanic students while the proportion awarded to Hispanic students grew from less than 15% to more than 19% during the same period. It is noteworthy that Pell Grant recipients average between 38 – 40% of all baccalaureate recipients, giving a significant number of students with financial challenges a chance at a more promising future. In addition, more than 60% of FAU students complete their degrees within 110% of the hours required for the degree (Table 5G).

From Fall 2004 to Fall 2008 the number of undergraduate course sections offered by the university fell 13% as a direct result of budget reductions. This trend has continued although the university has taken heroic efforts to protect the academic program. Another direct reflection of these actions is the decrease in smaller courses and subsequent increase in larger sections, although the number of sections with more than 100 students remains very small (4%; see Table 5H). Also related to the budget reductions is the increase in proportion of courses taught by faculty as compared to adjuncts and other instructors (Table 5I). Faculty salaries increased through Fall 2007 but have subsequently stagnated with multiple years with no raises. At the same time the student/faculty ratio has increased from 17 to 19. Both of these factors are also a reflection of budget reductions (Tables 5J and 5K).

Finally, the university has made tremendous strides in pass rates on the NCLEX Nursing Examination, more than doubling the number of students passing while increasing the success rate from 79% to nearly 92% (Table 5L).

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

Florida Atlantic University will commit academic and fiscal resources to meeting Florida's need for trained professionals in nursing, teaching and advanced technology. FAU will demonstrate its commitment to recruiting and preparing students in these vital professions and to identifying emerging trends in the labor force.

FAU makes a significant contribution to the State's professional and workforce needs through its production of

degrees in areas of strategic emphasis. In fact, fully 70% of baccalaureate degrees produced by FAU are in these areas (Table 5E).

Degrees awarded in the Areas of Strategic Emphasis identified by the Board of Governors increased nearly 10% during the five-year period beginning in 2004-05 and ending in 2008-09. Growth was particularly significant in areas of Science, Technology, Engineering, and Math, Security and Emergency Services, and Regional Workforce Needs.

The College of Education's A.D. Henderson University School, Karen Slattery Early Childhood Center and Palm Pointe Educational Research School are laboratory schools that serve as sites for FAU teachers-in-training to work with highly qualified master educators in a model school environment. FAU High School and the Pine Jog Environmental Center also provide teacher-training opportunities. In addition to classroom study, education majors can develop their skills through varied field experiences that allow them to learn through observation, clinical practicum placements, student teaching and innovative earn-and-learn programs such as those offered by the Florida Institute for the Advancement of Teaching (FIAT).

Hundreds of students take advantage of the opportunities to gain hands-on practical work experience related to their academic majors through a broad range of programs offered by the FAU Career Development Center or by their colleges – internships, field practicum placements, clinical placements. Students in the College of Engineering and Computer Science can pursue multiple planned, supervised placements in private, public and governmental organizations through the Cooperative Education program.

The Career Development Center (CDC) prepares FAU students for success as professionals in the workplace. The numbers of students accessing the Center's services in the past year show its status as a key resource in this period of economic crisis. A total of 10,938 students accessed the CDC in 2008-2009, reflecting a 44% increase from the prior year. In addition, 6,690 students visited the Career Resource Library/Lab for a 90% increase in usage from the previous academic year. Staff provided career counseling to 2,614 students, an increase of 12% from 2007-2008. All other walk-in traffic totaled 8,324, an increase of 69% from last year. Staff conducted a total of 135 workshops during the 2008-2009 year. A total of 1,761 students attended the workshops for an increase of 13%.

The Executive Leadership Program offered by the Adams Center for Entrepreneurship in the College of Business connects undergraduate junior and seniors and graduate students in all majors with experienced entrepreneurs and business leaders in the local south Florida community. The program's mission is to strengthen community connections while providing the opportunity for mentors to help FAU students succeed in the workplace.

FAU regularly monitors its graduating student and alumni satisfaction with their preparation for the workforce through follow-up surveys.

FAU maintains close ties with business and industry through membership in chambers of commerce, regional economic councils and business development boards across its six county service area.

Members of the advisory boards of the Colleges encourage the development of needed programs and provide important links to the community and to the needs of our region and future trends in the labor market.

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

A number of FAU's academic programs have achieved national recognition. One that consistently stands out is ocean engineering, a field of study that was pioneered at FAU in 1965 with the establishment of the first such department in the country. Faculty and student researchers at FAU's specialized SeaTech center, located in Dania Beach between the ocean and the Intracoastal Waterway, conduct millions of dollars of research annually for the U.S. Navy on autonomous underwater vehicles and other security related projects. In addition, FAU is home to the Center for Ocean Energy Technology (COET) located in Dania Beach. In 2007, this center was designated a Florida Center of Excellence, established through a competitive state grant. Since its inception three years ago, the COET has received approximately \$15 million dollars in state and federal funding. The COET was created to research, design, develop, implement, and test ocean energy technologies that are cost-competitive with existing power technologies.

FAU's School of Accounting, a unit of the College of Business, consistently ranks in the top 10 in the United States for its students' high pass rate on the national CPA exam. Business Week has listed FAU's online MBA among the best programs of its kind in the South and has ranked the University's

executive education program among the best in the country. Additionally, Success Magazine has included FAU's entrepreneurship program in the top 50 nationally. For two years in a row, The Princeton Review has included FAU's College of Business on its list of the "Best Business Schools" in America.

Florida is gaining a reputation as one of the top biotechnology centers in the country, and FAU is at the heart of this activity. For more than five years, FAU has been working closely with some of the world's biotechnology giants to advance research economic development opportunities in the state. These endeavors have resulted in creating an environment that is attracting a nucleus of world-class biomedical scientists to Florida's new research coast. FAU's research mission is greatly enhanced by partnerships with these preeminent organizations, including Scripps Florida and the Max Planck Florida Institute, which are both housed on FAU's Jupiter campus, and the Torrey Pines Institute for Molecular Studies. Scientists from the Max Planck Florida Institute are working in temporary facilities on the Jupiter campus until the Institute's permanent 100,000-square-foot building is completed. The Florida facility will focus its scientific activities on bio-imaging using the most advanced techniques for visualization of microscopic molecular processes to achieve a deeper understanding of the structure, dynamics and function of molecules and tissues in order to tackle challenging problems in biology, bioengineering and medicine.

The recent FAU/Max Planck partnership has paved the way for cooperative research projects of mutual interest, joint-use facilities, affiliate faculty appointments at FAU, improved student training opportunities and joint seminars and public forums. This February, FAU and the Max Planck Florida

Institute hosted a joint Nobel Laureate Lecture with Bert Sakmann, M.D., Ph.D., recipient of the 1991 Nobel Prize in Medicine and director of the Max Planck Florida Institute.

In the pursuit to continue research excellence, FAU has introduced several new faculty programs this year. Broad research priority areas or “themes” are being established to help distinguish FAU in research and aid the University in achieving national prominence. Recently, eleven pre-proposals were selected from 43 candidates to begin the process of consideration for fully funded projects in FAU Research Priority Areas.

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

Florida Atlantic University will be a full participant in the life of its seven-county service region. It will address economic development, encourage regional cooperation and sustainability, build partnerships in key areas of community need and enrich lives through lifelong learning. (FAU Strategic Plan, Goal 4)

FAU's partnerships with Scripps Florida, the Torrey Pines Institute for Molecular Studies, Harbor Branch Oceanographic Institute, the Max Planck Florida Institute, the Palm Point School at Tradition and the Center for Ocean Energy Technology are just a few of the many examples of FAU's continued significant engagement with the community. All of FAU's colleges have unique initiatives established to serve the needs of the community and research initiatives which have a strong impact on the community. FAU is a major player in its

region and, indeed, in the state of Florida in six major areas: cultural awareness and enrichment, economic impact, environment and sustainability, health and wellness, K-12 outreach, and technology. With more than 2,700 employees and a regional impact in excess of \$1.15 billion annually, FAU is a strong engine of economic growth.

Volunteer and academic service learning opportunities offered by the Weppner Center for Civic Engagement & Service in the Division of Student Affairs and the Office of the Dean of Undergraduate Studies have had tremendous growth in the past few years. FAU students supported their internal and external communities by providing over 60,000 volunteer hours and 87,000 Academic Service-Learning hours for a combined total of over 148,000 hours in 2008-2009. Practices for increasing courses designated as Academic Service-Learning (A S-L) have been established and multiple disciplines have now introduced A S-L into their coursework.

The Adams Center for Entrepreneurship at FAU focuses on local and national collaboration and community engagement efforts and offers a portfolio of innovative programs to provide "real world" experiences to students. These programs are organized into three areas: cross disciplinary academics, community outreach, and venture creation from emerging technologies.

The Mutual of America Foundation in New York has selected FAU's FIAT initiative (Florida Institute for the Advancement of Teaching) to receive a merit finalist award in their prestigious 2009 Community Partnership Awards program.

FAU, through its Lifelong Learning Society, is a well-known and well-respected national model for community-based

lifelong learning and educational and cultural programming. LLS students — primarily men and women of retirement age — attend non-credit classes and performances at the Boca Raton, Jupiter and Treasure Coast campuses. Classes are offered during the fall, winter and spring terms. With an enrollment of almost 20,000, the Lifelong Learning Society is believed to be one of the largest and most successful organizations of its kind in the United States.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Florida Atlantic University is proud to be setting the pace for environmental sustainability in South Florida, from the extensive recycling program that has been under way for some time to the energy efficient buildings meeting the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) standards. Major new LEED-certified facilities include the Christine E. Lynn College of Nursing Building, the Pine Jog Environmental Education Center, and a new College of Engineering building currently under construction on the Boca Raton campus. FAU is utilizing the power of partnerships to go green, becoming the first university in South Florida to use photovoltaic technology with the installation of a solar roof atop a University building in Fort Lauderdale. The project brings together University, private sources and public utilities; a portion of the building's utility bill savings will be used to provide a Sun Fund Scholarship for one graduate student each year. This is believed to be the only scholarship in existence that is funded totally by the sun.

FAU undertakes continuous efforts to monitor the effectiveness of its operations and services. Each academic

department within the university participates in an ongoing performance review process to ascertain that the department's programs of teaching, research, and service are performing at a satisfactory level. The process is based on the department's assessment goals and outcomes and quantitative data that are provided through a set of dashboard indicators. Trends in degrees and certificates awarded are examined for indications of inefficiencies or shifts in student interest.

Each academic department has an Academic Learning Compact in place with expected student learning outcomes for each undergraduate degree program. Furthermore, during the last year, FAU has reinvigorated its general education program (named Intellectual Foundations), specifying expected student learning outcomes for each Intellectual Foundations' course and requiring review, approval and/or recertification of each general education course.

Comparisons with peer institutions provide benchmarks for monitoring our well-being in a number of areas. Each year, FAU participates in the Faculty Salary Survey by Discipline, and the Graduate Student Stipend study, both conducted by Oklahoma State University. Data from the National Study of Costs and Productivity permit comparisons of faculty workload and efficiencies with customized peer groups. Participation in formal data exchanges, like the Consortium for Student Retention Data Exchange, allows FAU to compare detailed data on progression and graduation rates with peers. As a result, we learned that FAU's STEM major students are less likely to be retained and graduate in their STEM majors than was the case in peer institutions, leading to implementation of programs designed to increase student success in the sciences and engineering.

ADDITIONAL RESOURCES

- ▶ Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=133669&start_page=institution.php&clq=%7B%22first_letter%22%3A%22F%22%7D
- ▶ Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FAU>
- ▶ Common Data Set
<http://www.fau.edu/iea/cds/a09.php>
- ▶ College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+Atlantic+University&s=all&id=133669>
- ▶ University Institutional Research Unit
<http://www.fau.edu/iea/>
- ▶ Departmental Dashboard Indicators
<http://www.fau.edu/iea/deptreview.php>
- ▶ Peer data comparisons
<http://iea.fau.edu/inst/peers.pdf>
- ▶ Community engagement
<http://www.fau.edu/broward/community/>

**Florida Atlantic University
Annual Report**

2009