FAU
BOARD OF TRUSTEES
Florida Atlantic University

Item: SP:A-1

SPECIAL FULL BOARD MEETING
Wednesday, December 15, 2010

SUBJECT: FAU'S 2010 STATE UNIVERSITY SYSTEM ANNUAL REPORT

PROPOSED COMMITTEE ACTION

Request: For Approval

BACKGROUND INFORMATION

Update: In 2009 the Board of Governors developed a planning and accountability framework under which Florida Atlantic University along with other SUS institutions submitted the first 2009 State University System Annual Report. This report provided historical trends on FAU's performance on key measures and a narrative on progress on indicators related to the Board of Governors Strategic Plan. In June 2010, President Saunders presented a work-plan to the BOG that represented a follow-up to the 2009 Annual Report. The BOG multi-year university work plans and annual reports will now require on-going updates.

An earlier draft of FAU's 2010 Annual Report (Volume I and II) was submitted for review at the October 20, 2010 Board of Trustees meeting. Attached here for your approval is the final and complete version of FAU's 2010 Annual Report. This report captures historical trends on key performance measures and a narrative on current campus highlights. This report includes data that was submitted by FAU on such things as enrollment, degree awards, expenditures, student retention and other metrics related to University progress. While the data is submitted by FAU it is formatted in a common statewide template by the BOG staff. FAU's Office of Institutional Effectiveness has reviewed this data and found it to be accurate.

Volume I of the report contains a contextual narrative to go along with our information trends. This narrative includes recent and noteworthy FAU accomplishments under BOG's Strategic

Planning Goals. It also includes information on FAU's progress towards implementing our work plan. The report concludes with a section on FAU's success in achieving higher efficiencies in various divisions on the University.

IMPLEMENTATION PLAN/DATE

N/A.

FISCAL IMPLICATIONS

N/A.

Supporting Documentation: BOG Annual Reports 2010 **Title of Attached Documents if any:**
Presented by: Gitanjali Kaul, VP **Phone: 561-297-1376**
Strategic Planning & Information Technology

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

2010 Annual Report

Volume I

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Florida Atlantic University

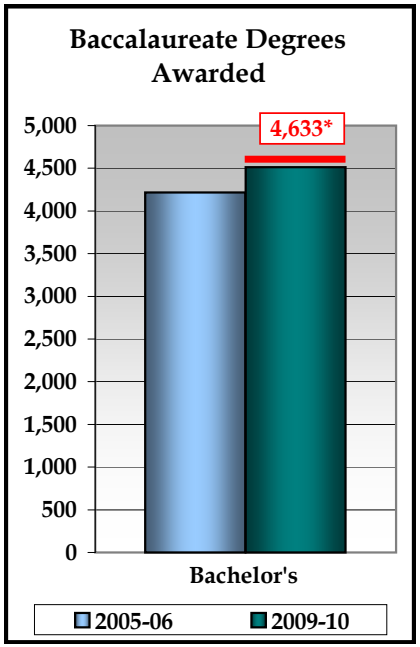
Data definitions are provided in the Appendices.

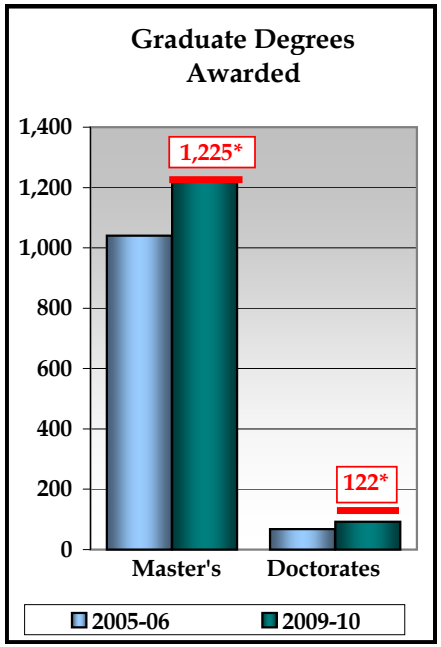
Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are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

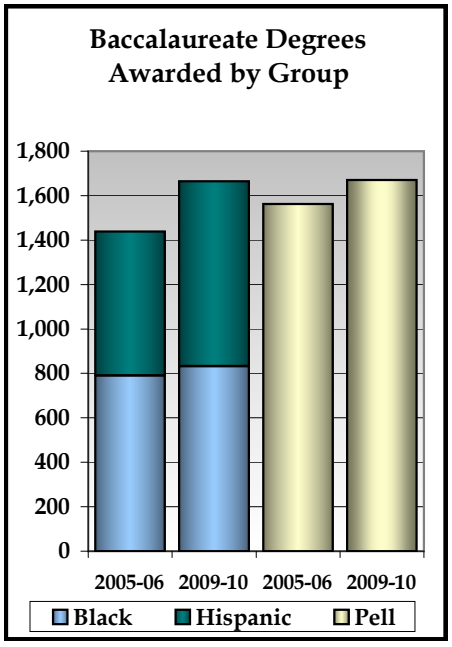
Florida Atlantic University 2010 Annual Report

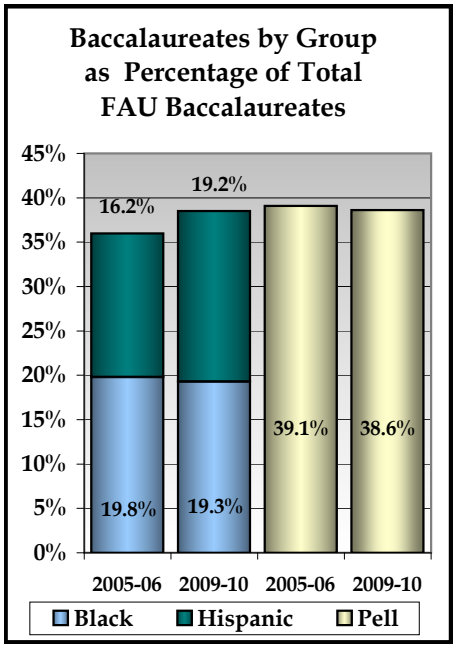
Sites and Campuses			Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus				
Enrollments	**Headcount**	**%**	**Degree Programs Offered (As of Spr. 10)**			**Carnegie Classification**	
TOTAL (Fall 2009)	**27,707**	100%	**TOTAL**		**152**	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	4,757	17%	**Baccalaureate**		64	Graduate Instructional Program:	Doctoral, professions dominant
Hispanic	5,148	19%	**Master's & Specialist's**		66		
White	15,243	55%	**Research Doctorate**		21	Enrollment Profile:	High undergraduate
Other	2,559	9%	**Professional Doctorate**		1	Undergraduate Profile:	Higher part-time four-year
Full-Time	14,911	54%	**Faculty (Fall 2009)**	**Full-Time**	**Part-Time**	Size and Setting:	Large four-year, primarily nonresidential
Part-Time	12,796	46%				Basic:	Research Universities (high research activity)
Undergraduate	21,527	78%	**TOTAL**	843	585		
Graduate	4,146	15%	**Tenure/T. Track**	578	5	**Elective Classification:**	N/A
Unclassified	2,034	7%	**Other Faculty/Instr.**	265	580		

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





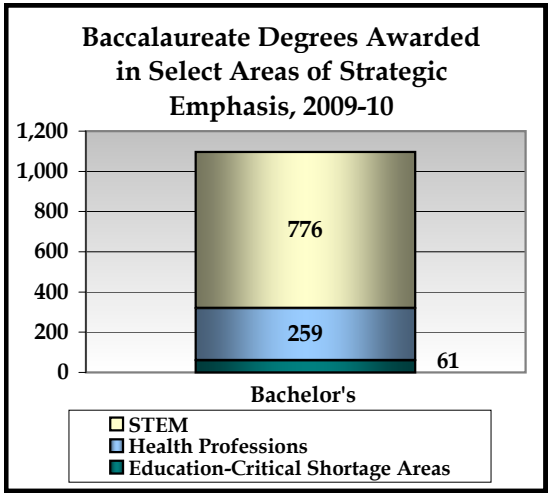




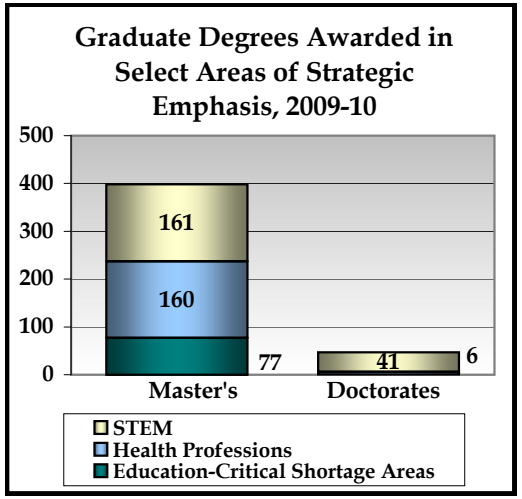
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

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

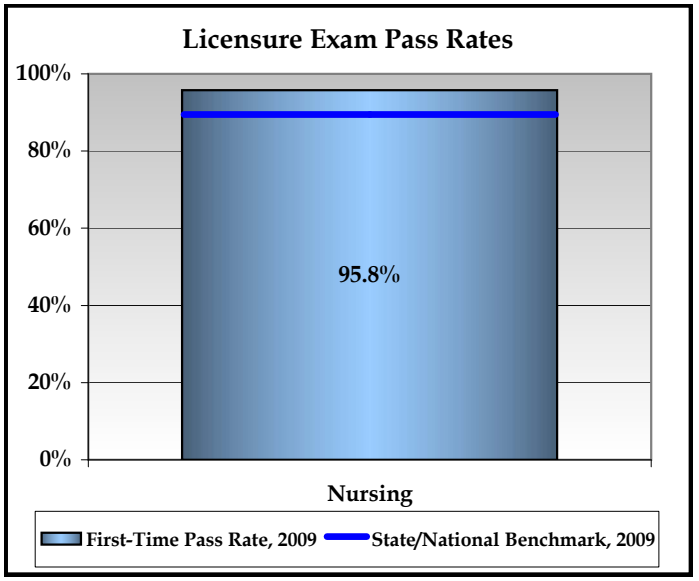
BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



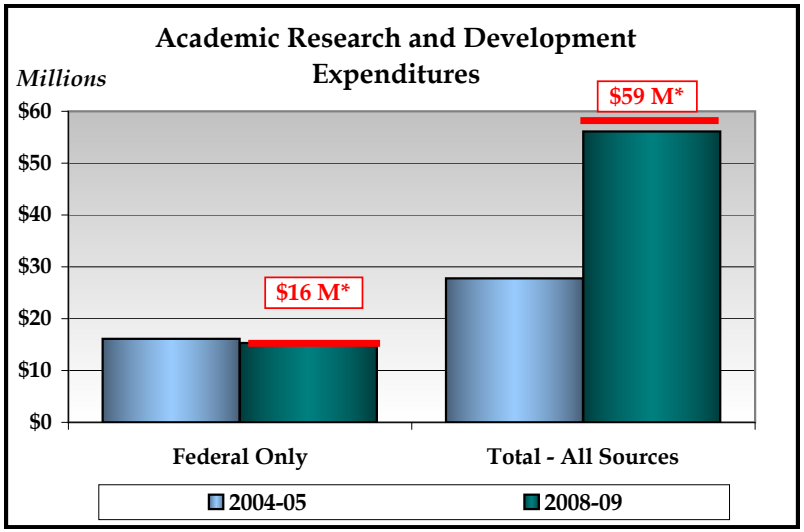
2012-13 Target: Increase
(2008-09 Baseline: 1,080 Total)



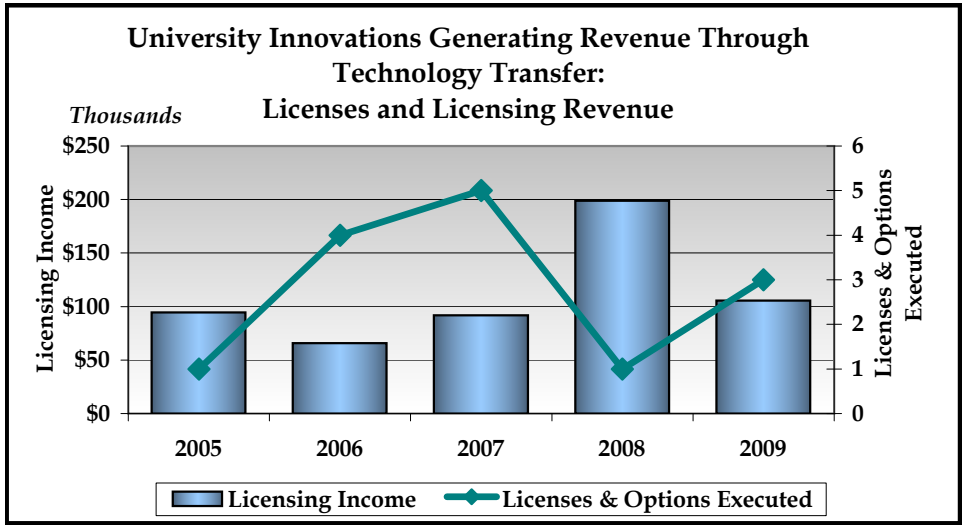
2012-13 Target: Increase
(2008-09 Baseline: 393 Total)



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



*2011-12 Targets for Research & Development Expenditures.



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

Key University Achievements

► **Student awards/achievements**

1. Michael Metzner, a junior in the Harriet L. Wilkes Honors College, completed a Research Experience for Undergraduates at the Sloan-Kettering Cancer Institute in Summer 2010.
2. Angelique Cloyd was named Outstanding First Year Teacher for the St. Lucie County School District.
3. 81% of pre-professional students coming through the committee interview process were accepted into medical, dental, or veterinary school.

► **Faculty awards/achievements**

1. Blane de St. Croix was one of 180 artists, scholars, and scientists selected from a field of more than 3,000 candidates for the coveted Guggenheim award.
2. Lucy Guglielmino received the Lifetime Career Achievement Award from the Commission of Professors of Adult Education.
3. Ruth McCaffrey was selected as a Fulbright Senior Specialist to work with Naresuan University faculty in Thailand.

► **Program awards/achievements**

1. The Counselor Education program ranked 6th in the nation on the Faculty Scholarly Production Index.
2. The national Council for Economic Education has selected the College of Business Center for Economics Education at FAU and its director, Bill Bosshardt, to receive its prestigious Albert Beekhuis Award.
3. The U.S. Department of Energy recently announced the selection of FAU's Center for Ocean Energy Technology as the third national center focused on developing ways to tap the power of oceans as a source of clean, affordable energy.

► **Research awards/achievements**

1. "Brain Function, Damage and Repair" and "An SUS Climate Change Task Force" were selected for funding through New Florida 2010.
2. FAU received a State University Research Commercialization Assistance Grant to support the culturing of queen conch pearls.
3. FAU was among the Florida universities to receive part of a $10 million block grant from British Petroleum to conduct research on the effects of the oil spill.

► **Institutional awards/achievements**

1. FAU was awarded a five-year, $1.632 million grant from the U.S. Department of Education to support at-risk students entering their second year.
2. FAU was recognized as a model of diversity by Minority Access Inc., at its 2010 National Role Models Conference.
3. FAU's new Engineering and Computer Science Building was designed to attain LEED Platinum certification from the U.S. Green Building Council.

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

- The Charles E. Schmidt College of Science collaboration with Max Plank Florida Institute, Scripps Florida, and Torrey Pines Institute for Molecular Studies has produced joint grant applications and publications, joint faculty appointments, and increased opportunities for both graduate and undergraduate students serving as research interns and fellows.

- The Dorothy F. Schmidt College of Arts and Letters collaboration with the Living Room Theaters, an enterprise specializing in screening state-of-the-art independent digital movies, resulted in the construction of four digital movie theaters on the Boca Raton Campus that will serve to support the teaching of film and video courses and attract community audiences each evening for first-run digital movies.

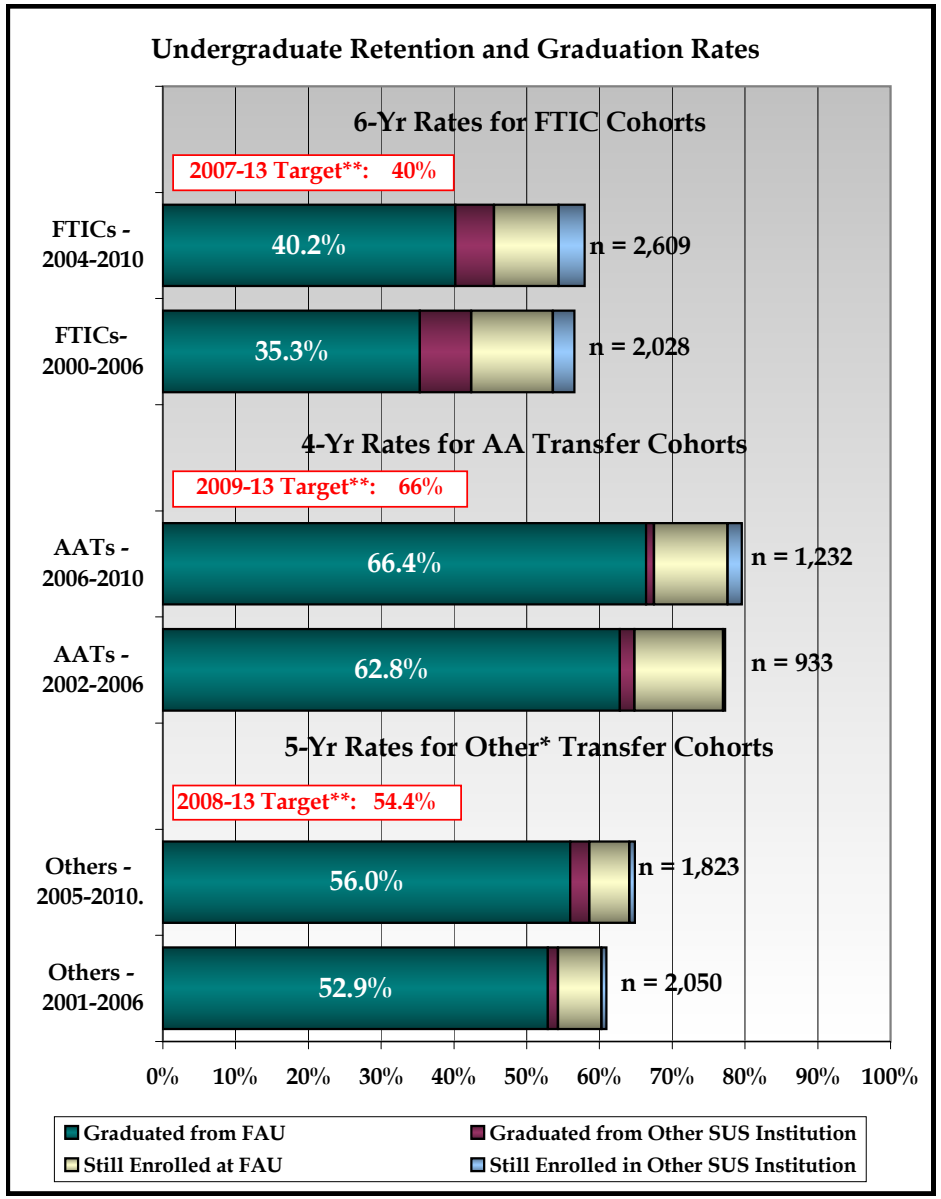
- In February 2010, FAU's Peace Studies Program welcomed His Holiness the 14th Dalai Lama of Tibet, who offered a public address for students, faculty, staff, and the general community.

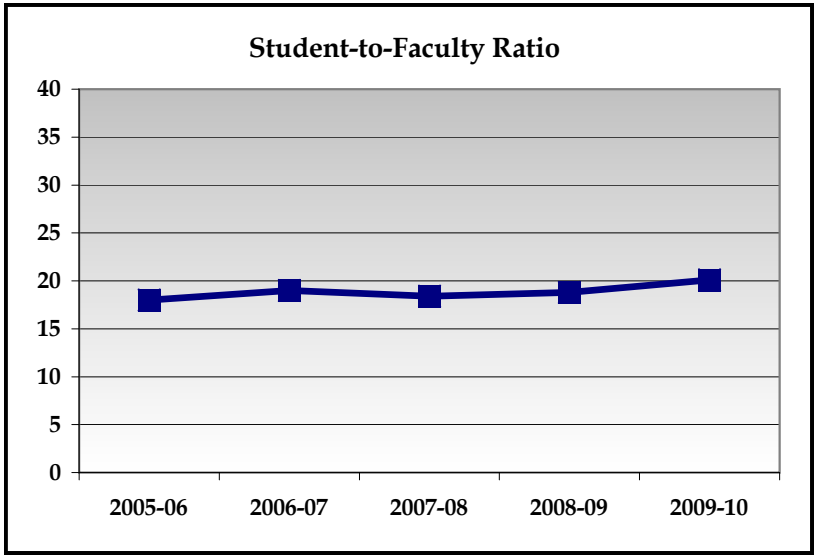
- The national Council for Economic Education (CEE) has selected the College of Business Center for Economic Education at FAU and its director, Dr. Bill Bosshardt, to receive its prestigious Albert Beekhuis Award. The Center will receive the award for outstanding outreach in providing the best and most effective economic education to public school educators in South Florida and the Treasure Coast.

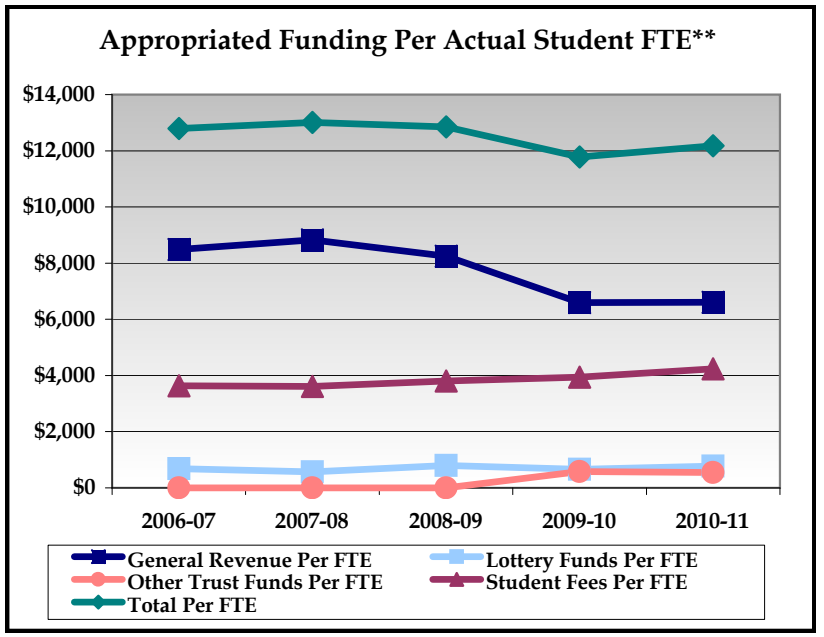
- A team of scientists from the Harbor Branch Oceanographic Institute responded to the Deepwater Horizon Oil Spill. Data obtained during their mission to the Gulf of Mexico will provide better understanding of the spill's actual and potential environmental impact.

- FAU, through its Lifelong Learning Society (LLS), 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 and Jupiter campuses. Celebrating its 30th anniversary and with an enrollment of approximately 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.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS







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

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

**Graduation Rate from SAME Institution.

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INTRODUCTION

Mission

Florida Atlantic University (FAU) 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

Over the course of the past year, a national search was conducted to find a new leader for FAU, following the departure of President Frank Brogan to lead the State University System as its Chancellor. A field of 43 candidates was narrowed down to three finalists who were interviewed on campus by an eleven-member search committee. On March 3, 2010, Dr. Mary Jane Saunders was named Florida Atlantic University's sixth President by unanimous vote of the FAU Board of Trustees. She began her term of service on June 7, 2010, and engaged the University community with her 2010 State of the University Address: Engaging Students, Preserving the Vision, Pursuing New Goals.

Evidence of this vision is already evident in several projects in varying stages of development. Construction is underway for Innovation Village, a housing, recreation, and retail complex approved by the FAU Board of Trustees – the housing portion of this project is due for occupancy in Fall 2011. The Florida Board of Governors unanimously approved the financial plan for a 30,000 seat open-air stadium in September 2010. The groundbreaking celebration took place in October, with completion scheduled for Fall 2011. One of the most important structures ever built on any university campus in Florida, FAU's new Engineering and Computer Science Building on the Boca Raton Campus is a living laboratory of the highest and best sustainability practices. It is the first academic building in Florida designed to meet the highest Platinum LEED standard, and it includes such features as a rainwater recycling system, solar panels, and a garden of native plants on the roof. At Harbor Branch Oceanographic Institute (HBOI), construction is underway on a laboratory research building that will support the development of the marine sciences. The remodeling of the Edwin A. Link building is nearly complete and will serve as the headquarters for HBOI administrative staff and operations.

In May 2010, Florida Governor Charlie Crist signed legislation authorizing the establishment of FAU's independent medical education program. This approval came after the doctor of medicine program was approved by the Florida Board of Governors in April and Florida Atlantic University Board of Trustees in February. FAU is currently in the process of

seeking accreditation from the Liaison Committee on Medical Education. In addition to offering the M.D. Degree, FAU proposes to offer a dual M.D./Ph.D. option in partnership with the Scripps Institute Kellogg School of Science and Technology, which would confer a doctorate degree.

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

FAU supports the Board of Governors goals for access to and production of degrees with an increasing enrollment of students from its traditional southeast Florida service area and beyond, as well as an increasing number of degrees conferred.

Completions

The number of baccalaureate degrees awarded increased to 4,511 in 2009-10, a seven percent increase from five years ago. Degrees awarded in Areas of Strategic Emphasis as identified by the Board of Governors increased nearly 10 percent during this period, with especially significant growth in areas of Education, the Health Professions, and Science, Technology, Engineering, and Math. Florida Atlantic University is especially proud of its service to traditionally underrepresented populations, and this is reflected in the fact that 19 percent of the baccalaureate degrees awarded last year were awarded to Black, Non-Hispanic students and another 19 percent to Hispanic students. In fact, with 46 percent of FAU's students classified as African-American, Hispanic, Native American, Asian, and international, FAU continues to rank as the most diverse university in the State University System and has been repeatedly recognized by national publications for conferring degrees upon minority students. One example is the recognition of FAU's commitment to diversity by Minority Access, Inc., at its 2010 National Role Models Conference. It is also noteworthy that Pell Grant recipients average 38 – 41 percent of all baccalaureate recipients over the past five years, giving a significant number of students with financial challenges a chance at a more promising future. Recognizing the challenges FAU's students face in furthering their education, President Saunders and members of the FAU Foundation Board of Directors have established a matching gift fund called the President's Scholarship Challenge. The fund was initiated with a personal gift of $50,000 from President Saunders.

FAU continues to enroll more transfer students than first-time-in-college students (FTICs). Transfer students who have earned Associate of Arts degrees from a Florida Community College experience considerable success, with 66 percent of the entering cohort having graduated after four years. 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 56 percent of this group has graduated. For both transfer groups, graduation rates have increased by three percentage points in the last five years.

FAU has historically experienced less success with FTIC students. The six-year graduation rate for this group is about 40 percent for the cohort entering in Fall 2004. However, graduation rates are steadily increasing; the rate for the Fall 2000 cohort was just 35 percent, and aggressive measures in recent years to retain FTICs will eventually pay dividends in the form of higher graduation rates for more recent entering cohorts. First-year retention for the cohort entering in Fall

2008 was 81 percent, up five percentage points over Fall 2004. As a primary institutional goal, the academic success and retention of FTIC students is further described later in this report. Another indicator of academic success, the NCLEX Nursing Examination pass rate reached 96 percent in 2009, seven percentage points above the national benchmark.

The number of graduate degrees conferred increased to 1,312 in 2009-10. This represents an increase of 17 percent in master's and specialist degrees from five years ago, and an increase of 35 percent in doctoral degrees. The number of graduate students enrolled grows steadily each year and reached 4,241 in Fall 2010, a 22 percent increase over Fall 2006.

Learning Resources

From Fall 2005 to Fall 2009, the number of undergraduate course sections offered by the University dropped 22 percent as a result of efficiencies gained by consolidating smaller classes in response to budget reductions. Another direct reflection of these actions is the decrease in smaller courses and subsequent increase in larger sections; the number of sections with more than 100 students has risen to 6 percent. The student/faculty ratio has increased from 18 to 20.

More and more FAU students are taking advantage of eLearning opportunities. Last year, 898 course sections were offered utilizing all types of eLearning venues. A total of 8,700 students were enrolled in these courses, representing over 15,000 course enrollments, a number that is expected to go up by quantum leaps in the near future. Upon her arrival at FAU, President Saunders commissioned an eLearning Task Force to examine ways to best increase the University's capacity to deliver quality eLearning programs, courses, and degrees. The Task Force developed a set of principles and recommendations to guide this process, including the establishment of a Center for eLearning to coordinate faculty, instructional designers, technologies, tools, and finances to meet FAU's goals and to enhance service to both new and existing students. The process of staffing the Center for eLearning is now underway. eLearning has tremendous potential, not only from the point of view of responding to students' need for ease of accessibility, but also as an evolving educational pedagogy in its own right.

The University is actively engaged in a thorough review of all elements related to potential enrollment growth including an analysis of recent applicants, demographic and economic projections, the adequacy and availability of financial aid, academic space, student housing, the availability and growth of opportunities at neighboring institutions, and marketing and recruitment efforts. For the 2011-12 academic year, the University is planning to add 500 first-time-in-college students with particular emphasis on recruitment of well-prepared students with an interest in honors programs and the STEM fields, as well as out-of-state students. Significant further growth is anticipated in future years as space and resources permit as FAU pursues the Board of Trustees' vision of becoming more and more an institution of first choice for entering freshmen.

Facilities

Florida Atlantic University opened three new academic facilities in the Fall of 2010 that enhance student access to high-quality programs conducted in state-of-the art facilities. The Davie Campus is the home to a facility shared with the University of Florida and marking the expansion of the Davie

Campus to the west side of College Avenue. This new facility will house Florida Atlantic University programs in the sciences with a special emphasis on Everglades research. The College of Arts Letters will also occupy the building, including faculty and academic advisors.

The Culture and Society Building, located on the Boca Raton Campus, will expand the classroom space devoted to instruction in required writing and language courses and, in a unique partnership with the Living Room Theaters company, offer film and video students access to high-end digital media screenings in four theaters that will be used as classrooms during the day and for commercial public screenings of digital video film releases in the evenings and on weekends. The new building will also become the home of the School of Communications and the Departments of English; Sociology; and Languages, Linguistics, and Comparative Literature. Both of these facilities meet high standards of sustainability in their designs, use of materials, and energy-consumption.

The new Engineering and Computer Science Building offers students and faculty access to laboratories, offices, work areas, and assembly spaces that are energy-efficient, sustainable, and exciting places to learn and work. This Engineering building serves as a demonstration lab for both FAU students and the public. Continuously monitored building systems and controls will be highly visible and will enable observers to see how they function under changing environmental conditions daily.

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

FAU makes a significant contribution to the State's professional and workforce needs through its production of degrees in areas of strategic emphasis. In fact, over 36 percent of both baccalaureate and graduate degrees produced by FAU are in these areas. Degrees awarded in Areas of Strategic Emphasis as identified by the Board of Governors increased nearly 10 percent during this period, with especially significant growth in areas of Education; the Health Professions; and Science, Technology, Engineering, and Math.

Making Workforce Connections

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).

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 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 FAU's region and future trends in the labor market.

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

The Career Development Center (CDC) prepares FAU students for success as professionals in the workplace. 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. In 2009-10, a total of 11,122 student visits to the CDC were recorded along with 6,290 student visits to the Career Resource Library/Lab, and 8,745 career counseling incidents. Walk-in traffic was up five percent from the previous year. There were significant increases in the number of career workshops offered and attendance at these and other presentations. CDC launched a new outreach presentation to 222 parents at Orientation. Career fairs reached over 2,000 students and alumni during the Fall and Spring semesters, with participation by 238 companies and 457 campus recruiters. Despite the downturn in the economy, most employers maintained a dedicated on-campus presence and continued to recruit at FAU.

FAU regularly monitors its graduating student and alumni satisfaction with their preparation for the workforce through follow-up surveys. In the most recent graduating senior survey, three-quarters of respondents were satisfied or very satisfied with their preparation for the workforce.

Recent Workforce-Related Grants

A recently awarded five-year, $1.632 million grant awarded by the U.S. Department of Education under the Title III Part A Strengthening Institutions Program will support career counseling and career assessment for a segment of the student population who has previously been underserved and at risk.

In 2010, FAU received a State University Research Commercialization Assistance Grant to develop innovations that will help create jobs and transform Florida into a knowledge-based economy for long-term economic growth. The award will support the culturing of queen conch pearls to yield an affordable alternative to natural pearls of the queen conch. This sustainable, Florida-based industry will supply export and retail segments and create skilled jobs.

FAU's Harbor Branch Oceanographic Institute received a $1.6 million grant for a joint program with the USDA's Agricultural Research Service to address critical concerns holding back the advance of the marine aquaculture (fish farming) industry in the United States.

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

Academic Programs

Several graduate programs were added or received accreditation during 2009-10. New Professional Science Master's (PSM) degrees in Medical Physics and Business Biotechnology were developed and approved, and began enrolling graduate students Fall semester 2010. FAU's Doctor of Nursing Practice (DNP) program received accreditation from the Commission on Collegiate Nursing Education (CCNE), the national accreditation agency that ensures the quality and integrity of baccalaureate, graduate and residency programs in nursing.

The development of Palm Beach County into a center of excellence for the neurosciences was furthered by the launch of a new joint Integrative Biology and Neuroscience graduate program offered by FAU with the Max Planck Florida Institute. The program has already begun recruiting students and expects to attract top-notch graduate students locally, nationally, and internationally for its first class in Fall 2011.

A number of FAU's academic programs have achieved national recognition. 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. 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.

Research Capacity

In FY 2010, FAU's total R&D expenditures reached $56.1 million, a 22 percent increase over the past two years. This accomplishment is a testimony to faculty researchers and their diligence in pursuing and receiving very competitive grants in these challenging economic times. During 2009-10, FAU had 25 invention disclosures, filed 13 patent applications, and was granted six patents in the areas of electrical, mechanical, and ocean engineering; computer engineering and computer science; biology; chemistry/biochemistry; biomedical sciences; and marine biotechnology.

The U.S. Department of Energy recently announced the selection of FAU's Center for Ocean Energy Technology as the third national center focused on developing ways to tap the power of oceans as a source of clean, affordable energy. Now designated as the Southeast National Marine Renewable Energy Center, this new enterprise received **$2 million** from the U.S. Department of Energy to continue cutting-edge research and development of ocean renewable energy.

FAU set important new goals in 2009-10 when, for the first time, a competitive internal grant submission process was held to identify three research priority areas. The three proposals that were selected for funding are all interdisciplinary initiatives that bring together faculty researchers from a broad cross section of colleges. Further details on this program are outlined in the "Progress on Primary Institutional Goals" section of this report.

FAU's department of computer and electrical engineering and computer science in the College of Engineering and Computer Science joined Florida International University (FIU) as one of

only nine National Science Foundation (NSF) supported centers in the U.S. and one of two in the state of Florida in the area of information technology, communication, and computing. FAU received a five-year grant from the NSF to create a site for the Center for Advanced Knowledge Enablement (CAKE) to provide a framework for interaction between University faculty and industry to pursue advanced research in these fields.

Recent Research Grants and Federal Appropriations

Research scientists at the Harbor Branch Oceanographic Institute captured the national media spotlight in July, 2010, when NBC and other national and international media outlets reported on their work in the Gulf of Mexico after the Deepwater Horizon oil spill. The story was reported worldwide. Additionally, FAU was among the Florida universities selected to receive part of a **$10 million** block grant from British Petroleum to conduct research on the effects of the oil spill.

Dr. Keith Brew, Chair and Professor of Biomedical Science in FAU's Charles E. Schmidt College of Medicine, received a five-year renewal grant for **$2.6 million** from the National Institutes of Health for a project aimed at developing and evaluating a novel approach for osteoarthritis treatment by employing engineered proteins and other molecules responsible for degrading cartilage.

FAU received **$2 million** from the U.S. Department of Defense, Office of Naval Research, to continue its cutting-edge research and development in the area of underwater laser sensing and robotics.

In a joint initiative with Nova Southeastern University and the Naval Surface Warfare Center, FAU received **$2 million** from the U.S. Department of Defense, Office of Naval Research, to develop novel technologies that reduce the magnetic signatures of U.S. ships and submarines, thereby protecting American military men and women from submerged threats.

Dr. Marc Kantorow, Professor of Biomedical Science in FAU's Charles E. Schmidt College of Medicine, received a RO1 grant renewal of **$1.6 million** from the National Institutes of Health (NIH) to investigate natural eye repair systems that could be used to treat age-related eye diseases including macular degeneration and cataracts.

Dr. Amy Wright, Professor and Director of the Center for Marine Biomedical and Biotechnology Research at FAU's HBOI, received a **$1 million** grant from the National Institutes of Health to expand a unique collection of marine organisms with the potential for biotechnological applications and drug discovery.

The South Florida Water Management District Governing Board awarded Dr. Dale Gawlik, Associate Professor in Biological Sciences in FAU's Charles E. Schmidt College of Science, and his colleagues **$1 million** for continuing support of a unique study that is helping scientists protect and restore wading bird colonies in the Everglades.

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

Florida Atlantic University remains committed to the development of partnerships that are aligned with the University's strategic initiatives and that support regional needs. All of FAU's colleges have established collaborative research and service endeavors with community partners focused on the region's most pressing economic, cultural, and environmental issues. Examples of significant partnerships include the following:

- The Charles E. Schmidt College of Science collaboration with Max Plank Florida Institute, Scripps Florida, and Torrey Pines Institute for Molecular Studies has produced joint grant applications and publications, joint faculty appointments, and increased opportunities for both graduate and undergraduate students serving as research interns and fellows. This fall, the University and Max Plank Institute co-hosted a two-day Neuroscience Symposium attracting more than 150 students, faculty, and fellow scientists who showcased some of the latest scientific advances in neuroscience research. The business and economic development organizations in the region are extremely supportive of these partnerships that will develop the region into a center for excellence in the neurosciences and facilitate the growth of targeted bioscience industries in South Florida.

- The Pine Jog Environmental Education Center, a long-time unit of the College of Education, celebrated its 50th anniversary this year. Susan Toth, Director of Education, was awarded the national Elizabeth Abernathy Hull Award for her effectiveness in helping children connect to the environment.

- The Dorothy F. Schmidt College of Arts and Letters collaboration with the Living Room Theaters, an enterprise specializing in screening state-of-the-art independent digital movies, resulted in the construction of four digital movie theaters on the Boca Raton Campus that will serve to support the teaching of film and video courses and attract community audiences each evening for first-run digital movies.

- In February 2010, FAU's Peace Studies Program welcomed His Holiness the 14th Dalai Lama of Tibet, who offered a public address for students, faculty, staff, and the general community.

- The national Council for Economic Education (CEE) has selected the College of Business Center for Economic Education at FAU and its director, Dr. Bill Bosshardt, to receive its prestigious Albert Beekhuis Award. The Center will receive the award for outstanding outreach in providing the best and most effective economic education to public school educators in South Florida and the Treasure Coast.

- The College for Design and Social Inquiry students and faculty serve the community through innovative collaborative projects that champion sustainability and service to our urban communities. A prototype for a new generation of bus shelters for Broward County, created by architect student Laura Daniels, was recently selected by Broward County for design, development, and

implementation. Architect students assisted disabled residents with design modifications to their homes that support mobility and self-sufficiency. Student-driven projects included design and construction of wheel chair ramps, as well as doorway and bath modifications.

Volunteer and academic service learning opportunities continue to increase through the expansion of programs offered by the Weppner Center for Civic Engagement and Service in the Division of Student Affairs and the Office of the Dean Undergraduate Studies. During 2009-10, students completed 96,000 academic service hours through courses available in nine colleges and 66,000 volunteer hours for a total of $1.2 million investment in our community. This represents a 9 percent increase from 2008-09. The Weppner Center was recently named to the Presidential Honor Roll for Community Service, the highest recognition a volunteer organization can attain.

FAU, through its Lifelong Learning Society (LLS), 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 and Jupiter campuses. Classes are offered during the Fall, Winter, and Spring terms. Celebrating its 30th anniversary and with an enrollment of approximately 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.

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

Improving Retention

FAU has made considerable progress on one of the primary objectives of its Strategic Plan, to promote the academic success and improve the retention rate of FTIC students. During the last five years, the first-year retention of FTICs has increased from 76 to 81 percent, exceeding projections and the median of FAU's peer institutions. During the next three years, FAU's goal is to increase first-year student retention to 84 percent or better. FAU plans to achieve this goal by continuing initiatives already begun, including a major program in Supplemental Instruction (a form of peer-assisted learning), faculty workshops and faculty learning communities focused on the pedagogy of teaching, and improving the quality of instruction and tutoring in lower-division math courses. In the past two years, FAU has seen the D/F/W rates in the most difficult math courses fall by at least half. FAU will seek comparable improvements in other "bottleneck" lower-division courses, especially in the sciences. A new Center for Teaching and Learning, to open by Fall 2011, will house all student academic support services in a "one stop shop," affording the student body far better access to tutoring and other forms of assistance necessary for students to succeed.

FAU has also launched several initiatives to improve the six-year graduation rate of FTICs. A five-year, $1.632 million grant awarded under the Title III Part A Strengthening Institutions Program of the U.S. Department of Education, to run from October 1, 2010, to September 30, 2015, will enable

the institution to provide critical support to at-risk students entering their second year through intrusive advising, career counseling, and tutoring in high-risk courses. FAU has also committed internal resources to ensure student success and timely graduation. A paramount priority will be to restructure its system of academic advising. By Fall 2011, the freshman advising office will be transformed into a larger unit handling all first- and second-year advising and first-semester transfer students. The University has also committed to hiring additional advisors in the individual colleges over the next three years, so that student-to-advisor ratios reach nationally accepted standards. Lastly, a recently organized Student Success Task Force has been examining impediments to degree completion and will make recommendations to change University policies and procedures.

Improving Technology

FAU has made great progress toward meeting its Strategic Plan goal to offer faster, more reliable, and scalable technological services for use in teaching, research, service, and administrative arenas. A total of 47 of the generally scheduled classrooms, more than 50 percent of such classrooms, were updated during this last year to the latest technology standards. In the last year, 10 computer labs with more than 300 computers were also updated. This latest refresh maintains FAU's goal that no centrally managed teaching or open computer lab exceeds five years in age. Equipment to upgrade the network in 27 locations was purchased this year. At the completion of these upgrades, the oldest infrastructure will be around 10 years in age. This upgrade will bring FAU closer to reducing the overall age and improving the performance of the University's network.

Strengthening Research

In 2010, the Division of Research sponsored a major targeted collaborative effort among units to identify research priorities. This is a strategic move designed to focus efforts in areas that have the potential to elevate FAU to a position of national prominence in the research arena, supporting projects that show immediate promise. After an exhaustive year-long review process, three proposals were selected from the 43 pre-proposals that were invited to submit. The selected areas are: (1) Climate Change – Research, Engineering, and Adaptation to a Changing Climate; (2) Brain Function, Damage, and Repair; and (3) Healthy Aging: Interdisciplinary Research to Improve Quality of Life and Quality of Care for Aging Americans. Guidelines to measure progress and success of each priority are being developed, with results reported annually. It is expected that at the end of three years, each of the research priority areas will increase funding that is two to three times greater than the current funding base of $1.5 million over three years. With the assistance of the Division of Research, other promising research proposals that were not selected as a priority are being connected with federal and state agencies, as well as private organizations, to help them fund their research initiatives.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCES, AND EFFECTIVENESS

Examples of Efficiencies in the Colleges

The colleges report efficiencies gained by increasing class sizes, reducing the number of sections, decreasing use of adjuncts, and ensuring that faculty have fully appropriate

teaching loads. The Christine E. Lynn College of Nursing reports implementation of a pilot project ("Clock Stop") focused on increasing efficiency and going green by having staff clock in/out using a controlled web-based system. In the Harriet L. Wilkes Honors College, orientation activities have been integrated with the general orientation schedule for the campus. Staff duties have been consolidated and student workers have assumed some tasks in the dean's office. The College of Engineering eliminated non-essential low-enrollment courses during the academic year. Duplicate course offerings have been replaced by single offerings that serve all students. The consolidation of all engineering student support services in one location and elimination of duplicate laboratory and shop facilities on the Boca Raton campus resulted in better utilization of space and a reduction in support staff. Restructuring of positions has also occurred in the College of Education. The College's increased use of videoconferencing reduces travel among campuses. All colleges are engaged in a University-wide enrollment management effort to maximize class enrollments and instructor and room utilization.

Examples of Efficiencies in Regional Campus Offerings

Academic services have been reviewed and consolidated on partner campuses to provide efficient services and meet student needs while expending fewer resources. Formerly, three vice presidents were responsible for oversight of branch campus operations. Beginning in summer 2009, a single Vice President of Regional Campuses was appointed to coordinate all academic and support services on branch campuses, resulting in the reduction of two senior staff level positions. Branch Campus staff are no longer assigned to one campus, but serve multiple sites. This has decreased personnel expenditures while maintaining sufficient levels of support services. There is an increased infusion of technology to support campus operations. For example, Treasure Coast Campus students now receive academic advising from staff on the Jupiter campus utilizing webcam. Campus meetings are transmitted via video-conference. When appropriate, both internal and external communication pieces are distributed via the web resulting in decreased printing and postage and expenditures. Finally, community leaders who serve on campus advisory boards have facilitated both staff and student development workshops eliminating costs associated with the hiring of consultants.

Examples of Efficiencies in Student Affairs

University-wide student health operations were consolidated into one clinic with several sites, making the fiscal, personnel, and management functions the responsibility of a single director. A similar consolidation of University-wide counseling and psychological services into one center has resulted in better utilization of staff and resources. Both moves will strengthen the University's upcoming application for accreditation in each of these areas. In addition, a vacant assistant dean position on the Treasure Coast campus was eliminated and those responsibilities assigned to the Jupiter Campus associate dean.

Examples of Efficiencies in Financial Affairs

The Division of Financial Affairs has revamped business processes, including vendor payments, with a subsequent savings in personnel costs while raising service levels. In addition, FAU contracted with Trane to perform an investment grade energy audit that would serve to develop an

energy performance contracting project. Energy performance contracting is a unique project delivery process that allows for facility upgrades that are funded directly from those energy savings. The thrust of this first phase was to continue with the retrofit of state-of-the-art lighting and controls, add efficiencies to the central chiller plant, and add metering to help baseline our energy use for future projects. The estimated savings from this project is just over $200,000 per year. The energy savings is equivalent to the removal of 3,715,274 pounds of atmospheric carbon dioxide produced by a power plant. Processes were put in place to reduce energy consumption and food waste.

ADDITIONAL RESOURCES

- University Strategic Plan
  http://www.fau.edu/strategicplan/
- 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

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

2010 Annual Report

Volume II

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2010 Annual Report

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Florida Atlantic University

Data definitions are provided in the Appendices.

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

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Recurring State Funds *(GR & Lottery)*	$168,037,287	$178,402,000	$170,386,615	$152,229,704	$154,481,979
Non-Recurring State Funds *(GR & Lottery)*	$11,549,909	$10,135,251	$10,399,223	$1,025,602	$1,162,534
Tuition *(Resident & Non-Resident)*	$ 58,525,455	$ 64,736,897	$ 69,290,496	$ 75,862,248	$ 75,862,248
Tuition Differential Fee	$ 0	$ 0	$ 0	$ 1,971,217	$ 4,549,141
Other Revenues *(Includes Misc. Fees & Fines)*	$ 6,194,162	$ 3,245,794	$ 1,573,328	$ 1,805,516	$ 5,160,095
Phosphate Research Trust Fund	$ 0	$ 0	$ 0	$ 0	$ 0
Federal Stimulus Funds	$ 0	$ 0	$ 0	$ 12,155,065	$ 11,630,612
TOTAL	**$244,306,813**	**$256,519,942**	**$251,649,662**	**$245,049,352**	**$256,486,981**

TABLE 1B. University Education and General Expenditures	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Instruction/Research	$140,948,912	$146,637,999	$141,229,770	$131,337,032	$165,056,394
Institutes and Research Centers	$ 654,254	$ 642,590	$ 624,497	$ 420,902	$ 391,568
PO&M	$ 20,500,917	$ 21,176,103	$ 21,194,215	$ 21,277,363	$ 22,775,708
Administration and Support Services	$ 28,204,229	$ 30,810,115	$ 34,591,710	$ 46,438,626	$ 35,853,624
Radio/TV	$ 0	$ 0	$ 0	$ 0	$ 0
Library/Audio Visual	$ 15,367,404	$ 14,931,267	$ 14,797,530	$ 13,190,770	$ 11,109,858
Museums and Galleries	$ 0	$ 0	$ 0	$ 0	$ 0
Agricultural Extension	$ 0	$ 0	$ 0	$ 0	$ 0
Student Services	$ 21,917,566	$ 21,084,461	$ 25,886,252	$ 20,171,238	$ 21,299,831
Intercollegiate Athletics	$ 247,246	$ 251,368	$ 247,246	$ 0	$ 0
TOTAL	**$227,840,528**	**$235,533,903**	**$238,571,220**	**$232,835,931**	**$256,486,983**

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 – Financial Resources (continued)

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	$ 8,481	$ 8,830	$ 8,247	$ 6,601	$ 6,612
Lottery Funds per FTE	$ 682	$ 569	$ 799	$ 664	$ 779
Tuition & Fees per FTE	$ 3,632	$ 3,615	$ 3,807	$ 3,942	$ 4,237
Other Trust Funds per FTE	$ 0	$ 0	$ 0	$ 576	$ 552
Total per FTE	$ 12,795	$ 13,014	$ 12,853	$ 11,782	$ 12,180
Actual Funding per FTE					
Tuition & Fees per FTE	$ 3,302	$ 3,389	$ 3,780	$ 4,146	$ 4,237
Total per FTE	$ 12,465	$ 12,788	$ 12,591	$ 11,615	$ 12,180

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.

TABLE 1D. University Other Budget Entities	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Auxiliary Enterprises					
Revenues	$ 63,166,331	$ 82,964,583	$ 91,302,968	$ 81,727,283	$ 86,397,669
Expenditures	$ 48,469,929	$ 55,440,496	$ 61,249,555	$ 63,914,126	$ 90,225,180
Contracts & Grants					
Revenues	$ 48,005,007	$ 38,398,145	$ 54,838,942	$ 48,833,361	$ 51,099,471
Expenditures	$ 43,731,440	$ 46,713,360	$ 42,449,421	$ 47,791,285	$ 56,881,523
Local Funds					
Revenues	$ 124,089,938	$ 120,535,363	$ 141,327,724	$ 165,926,932	$ 166,522,307
Expenditures	$ 119,650,239	$ 118,193,013	$ 138,910,554	$ 162,709,964	$ 167,751,862

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.

TABLE 1E. University Total Revenues and Expenditures	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Total Revenues	$ 479,568,089	$ 498,418,033	$ 539,119,296	$ 541,536,928	$ 560,506,428
Total Expenditures	$ 439,692,136	$ 455,880,772	$ 481,180,750	$ 507,251,306	$ 571,345,548

Section 1 – Financial Resources (continued)

TABLE 1F. Voluntary Support of Higher Education					
	2004-05	2005-06	2006-07	2007-08	2008-09
Endowment Market Value (Thousand $)	$ 145,326	$ 168,605	$ 190,212	$ 182,306	$ 142,274
Annual Gifts Received ($)	$ 11,506,857	$ 17,569,461	$ 10,643,931	$ 10,916,788	$ 6,928,030
Percentage of Graduates Who are Alumni Donors	1.9 %	2.1 %	2.2 %	1.6 %	1.9 %

TABLE 1G. University Federal Stimulus Dollars (ARRA)		
	2009-10 Actual	2010-11 Estimates
Jobs Saved/Created	$ 12,155,065	$ 11,630,612
Scholarships	$ 0	$ 0
Library Resources	$ 0	$ 0
Building Repairs/Alterations	$ 0	$ 0
Motor Vehicles	$ 0	$ 0
Printing	$ 0	$ 0
Furniture & Equipment	$ 0	$ 0
Information Technology Equipment	$ 0	$ 0
Financial Aid to Medical Students	$ 0	$ 0
Other	$ 0	$ 0

Section 2 – Personnel

TABLE 2A. Personnel Headcount										
	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/ Tenure-track Faculty	581	4	582	0	592	5	583	0	578	5
Total Non-Tenure Track Faculty	247	667	247	554	257	584	271	553	265	580
Instructors Without Faculty Status	0	0	0	0	0	0	0	0	0	0
Total Graduate Assistants/ Associates	0	794	0	862	0	846	0	893	0	924
Total Executive/ Administrative/ Managerial	264	0	262	1	273	0	279	2	259	1
Total Other Professional	687	24	699	21	745	21	762	24	720	24
Total Non-Professional	592	26	621	23	626	25	686	21	663	19

Section 3 – Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)						
	2008-09		2009-10		2010-11	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	4,372	4,662	4,372	5,044	4,461	5,442
Upper	7,827	7,595	7,827	7,910	7,910	8,260
Grad I	1,716	1,588	1,716	1,734	1,764	1,710
Grad II	195	235	195	254	194	289
Total	14,110	14,080	14,110	14,942	14,329	15,701
NON-FLORIDA RESIDENTS						
Lower		279		268		326
Upper		373		346		326
Grad I		150		159		178
Grad II		107		108		115
Total	1,129	909	1,129	881	910	945
TOTAL FTE						
Lower		4,941		5,312		5,767
Upper		7,968		8,256		8,586
Grad I		1,738		1,893		1,888
Grad II		342		362		403
Total FTE (FL Definition)	15,239	14,989	15,239	15,823	15,239	16,645
Total FTE (US Definition)	20,319	19,985	20,319	21,097	20,319	22,192

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

Section 3 – Enrollment (continued)

TABLE 3B. Enrollment by Location			
	2008-09 Actual	2009-10 Actual	2010-11 Estimated
BOCA RATON			
Lower	4,811	5,150	5,620
Upper	4,964	5,416	5,991
Grad I	1,238	1,407	1,495
Grad II	283	299	317
DAVIE			
Lower	7	5	5
Upper	1,827	1,758	1,693
Grad I	157	148	127
Grad II	26	22	37
FORT LAUDERDALE			
Lower	0	3	3
Upper	235	235	257
Grad I	121	113	96
Grad II	4	13	10
JUPITER			
Lower	106	114	108
Upper	533	512	514
Grad I	74	85	67
Grad II	13	13	18
PORT ST. LUCIE			
Lower	2	28	0
Upper	358	316	120
Grad I	107	137	75
Grad II	6	15	12

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2009-2010					
Title of Program	**Six-digit CIP Code**	**Degree Level**	**Date of UBOT Action**	**Starting or Ending Term**	**Comments**
New Programs					
Terminated Programs					
Suspended Programs					
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 program changes between May 5, 2009 and May 4, 2010. **New Programs** are proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Suspended Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.

TABLE 4B. First-Year Persistence Rates					
Term of Entry	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Cohort Size *Full-time FTIC*	2,287	2,086	2,195	2,563	2,688
From Same University					
% Still Enrolled	75.8%	75.7%	76.7%	78.2%	80.5%

TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students					
Term of Entry	**Fall 2000**	**Fall 2001**	**Fall 2002**	**Fall 2003**	**Fall 2004**
Cohort Size *Full-time FTIC*	1,838	1,967	2,027	2,041	2,287
6 – Year Rates					
From Same University					
% Graduated	36.5%	37.3%	38.8%	38.4%	42%
% Still Enrolled	11.2%	9.7%	9.8%	9.4%	8.4%
% Success Rate	47.7%	47%	48.5%	47.8%	50.4%

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

Section 4 – Undergraduate Education (continued)

TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	**Fall 2000**	**Fall 2001**	**Fall 2002**	**Fall 2003**	**Fall 2004**
Cohort Size *Full- & Part-time*	2,028	2,294	2,367	2,496	2,609
4 – Year Rates					
From Same University					
% Graduated	13.2%	13.4%	14.7%	14.5%	14.8%
% Still Enrolled	37.2%	35.3%	39%	37.1%	39.6%
From Other SUS University					
% Graduated	2.3%	2.6%	2.2%	1.8%	1.7%
% Still Enrolled	6.9%	6.1%	6.2%	6.5%	6.4%
From State University System					
% Graduated	15.5%	16%	17%	16.3%	16.5%
% Still Enrolled	44.1%	41.3%	45.2%	43.5%	46%
% Success Rate	59.6%	57.3%	62.2%	59.9%	62.5%
6 – Year Rates					
From Same University					
% Graduated	35.3%	35.3%	37.3%	35.9%	40.2%
% Still Enrolled	11.2%	9.9%	10.4%	10%	8.9%
From Other SUS University					
% Graduated	7.1%	6.9%	6.9%	6.9%	5.3%
% Still Enrolled	3%	2.2%	2.6%	2.8%	3.6%
From State University System					
% Graduated	42.4%	42.2%	44.2%	42.8%	45.5%
% Still Enrolled	14.3%	12.1%	13%	12.7%	12.5%
% Success Rate	56.7%	54.2%	57.2%	55.5%	58%

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

TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students					
Term of Entry	**Fall 2002**	**Fall 2003**	**Fall 2004**	**Fall 2005**	**Fall 2006**
Cohort Size *Full- & Part-time*	933	1,070	1,225	1,262	1,232
2 – Year Rates					
From Same University					
% Graduated	27.2%	26.4%	24.6%	25.6%	28.5%
% Still Enrolled	56.6%	57.5%	62.6%	58.3%	55.6%
From Other SUS University					
% Graduated	0.4%	0.5%	0.4%	0.5%	0.2%
% Still Enrolled	1.8%	1.7%	1.6%	1.8%	2.1%
From State University System					
% Graduated	27.7%	26.8%	25%	26.1%	28.7%
% Still Enrolled	58.4%	59.2%	64.2%	60.1%	57.7%
% Success Rate	86.1%	86%	89.1%	86.2%	86.4%
4 – Year Rates					
From Same University					
% Graduated	62.8%	62.3%	66.9%	64.4%	66.4%
% Still Enrolled	12.2%	11.9%	10.7%	10.7%	10.1%
From Other SUS University					
% Graduated	2%	1.7%	1.3%	2.1%	1.1%
% Still Enrolled	0.3%	1.1%	0.9%	1.3%	2%
From State University System					
% Graduated	64.8%	64%	68.2%	66.5%	67.5%
% Still Enrolled	12.5%	13%	11.6%	12%	12.1%
% Success Rate	77.4%	77%	79.8%	78.5%	79.5%

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

Section 4 – Undergraduate Education (continued)

TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students					
Term of Entry	**Fall 2001**	**Fall 2002**	**Fall 2003**	**Fall 2004**	**Fall 2005**
Cohort Size *Full- & Part-time*	2,050	2,009	2,127	1,937	1,823
5 – Year Rates					
From Same University					
% Graduated	52.9%	54.2%	55%	54.4%	56%
% Still Enrolled	6%	6.5%	6.6%	5.3%	5.5%
From Other SUS University					
% Graduated	1.4%	2%	2.1%	2.5%	2.6%
% Still Enrolled	0.7%	0.6%	0.9%	0.9%	0.8%
From State University System					
% Graduated	54.3%	56.2%	57.1%	56.9%	58.6%
% Still Enrolled	6.8%	7.1%	7.5%	6.2%	6.3%
% Success Rate	61.1%	63.3%	64.6%	63.1%	64.8%

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

TABLE 4G. Baccalaureate Degrees Awarded					
	2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Baccalaureate Degrees	4,217	4,345	4,481	4,467	4,511

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis					
	2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Education	29	48	53	53	61
Health Professions	250	233	225	226	259
Science, Technology, Engineering, and Math	746	792	805	800	776
Security and Emergency Services	248	262	300	274	281
Globalization	271	288	305	265	264

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups	2005-06	2006-07	2007-08	2008-09 BASELINE YEAR	2009-10
Non-Hispanic Black					
Number of Baccalaureate Degrees	791	753	802	770 Increase*	833
Percentage of All Baccalaureate Degrees	19.8%	18.2%	18.8%	18% Maintain*	19.3%
Hispanic					
Number of Baccalaureate Degrees	647	738	815	816 Increase*	831
Percentage of All Baccalaureate Degrees	16.2%	17.8%	19.1%	19.1% Increase*	19.2%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	1,563	1,683	1,711	1,642 Increase*	1,671
Percentage of All Baccalaureate Degrees	39.1%	40.6%	39.9%	38.3% Maintain*	38.6%

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

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours	2005-06	2006-07	2007-08	2008-09	2009-10
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	66%	60.2%	61.9%	58.1%	53.1%

TABLE 4K. Undergraduate Course Offerings	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number of Course Sections	2,610	2,485	2,250	2,214	2,041
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	69.8%	70.7%	68.6%	66.7%	62.4%
30 to 49 Students	20.3%	19%	20.1%	21.9%	24.2%
50 to 99 Students	6.4%	6.8%	7.2%	7.3%	7.6%
100 or More Students	3.5%	3.4%	4.1%	4.2%	5.9%

Section 4 – Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates	2005-06	2006-07	2007-08	2008-09	2009-10
Percentage of Credit Hours Taught by:					
Faculty	59.3%	60.2%	63.1%	64.7%	64.8%
Adjunct Faculty	27.9%	25.8%	23.3%	23.7%	22.4%
Graduate Students	10.6%	11.1%	11.7%	10.2%	11.7%
Other Instructors	2.2%	2.8%	1.8%	1.4%	1.1%

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Undergraduate Instructional Faculty Compensation	2005-06	2006-07	2007-08	2008-09	2009-10
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	$ 79,061	$ 82,676	$ 87,575	$ 87,200	$ 84,784

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio	2005-06	2006-07	2007-08	2008-09	2009-10
Student-to-Faculty Ratio	18	19	18.4	18.8	20.1

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).

TABLE 4O. Professional Licensure Exams - Undergraduate Programs	2005-06	2006-07	2007-08	2008-09	2009-10
Nursing: *National Council Licensure Examination for Registered Nurses*					
Examinees	93	110	97	120	71
Pass Rate	90.3%	94.5%	87.6%	91.7%	95.8%
National Benchmark	86.7%	88.3%	86.4%	87.5%	89.5%

Section 4 – Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2008-09	2009-10	2010-11 Projected
Total Revenues Generated By the Tuition Differential	$ 0	$ 2,995,868	$ 4,549,141
Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues	0	561	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	0	1,000	
Number of Students Eligible for FSAG	0	1,707	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	430	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	0	51,026	

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2009-2010						
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						
Information Technology	11.0103	Master's	05/26/2009	FALL 2009		
Management Information Systems, General	52.1201	Master's	05/26/2009	FALL 2009		
Medicine (MD)	51.1201	Professional Doctorate	02/10/2010	FALL 2011	04/07/2010	
Teaching English as a Second or Foreign Language/ESL Language Instructor	13.1401	Master's	05/26/2009	FALL 2009		
Terminated Programs						
Suspended Programs						
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 program changes between May 5, 2009 and May 4, 2010. **New Programs** are proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Suspended Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.

Section 5 – Graduate Education (continued)

TABLE 5B. Graduate Degrees Awarded					
	2005-06	2006-07	2007-08	2008-09	2009-10
Masters and Specialist	1,040	1,118	1,138	1,146	1,220
Research Doctoral	68	74	83	84	88
Professional Doctoral				6	4
a) Medicine	0	0	0	0	0
b) Law	0	0	0	0	0
c) Pharmacy	0	0	0	0	0
Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.					

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis					
	2005-06	2006-07	2007-08	2008-09	2009-10
Education	37	45	67	49	77
Health Professions	104	128	133	135	166
Science, Technology, Engineering, and Math	194	218	229	209	202
Security and Emergency Services	6	9	10	7	6
Globalization	46	29	22	32	23

Section 6 – Research and Economic Development

TABLE 6A. Research and Development					
	2004-05	2005-06	2006-07	2007-08	2008-09
R&D Awards					
Federally Funded Awards *(Thousand $)*					$ 17,427
Total Awards *(Thousand $)*					$23,922
R&D Expenditures					
Federally Funded Expenditures *(Thousand $)*	$ 16,084	$ 20,590	$ 18,157	$ 17,780	$ 15,335
Total Expenditures *(Thousand $)*	$ 27,797	$ 30,393	$ 46,055	$ 49,410	$ 56,127
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$ 47,274	$ 52,312	$ 79,132	$ 83,463	$ 96,273
Technology Transfer					
Invention Disclosures	0	26	35	29	19
Total U.S. Patents Issued	6	2	8	2	3
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	10	3	14	3	5
Total Number of Licenses/ Options Executed	1	4	5	1	3
Total Licensing Income Received ($)	$ 94,611	$ 65,847	$ 91,928	$ 198,880	$ 105,562
Total Number of Start-Up Companies	0	1	2	0	0
Note: Awards and Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.					

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 2010)	**Fiscal Year 2009-10**
Year Created:	2003		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		42	0
Value of Competitive Grants Applied For *($)*		$125,917,335	$0
Number of Competitive Grants Received		7	0
Value of Competitive Grants Received *($)*		$26,335,947	$0
Total Research Expenditures *($)*		$36,335,947	$0
Number of Publications in Refereed Journals From Center Research		66	0
Number of Invention Disclosures		7	0
Number of Licenses/Options Executed		20	0
Licensing Income Received *($)*		$55,000	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		17	0
Collaborations with Private Industry		10	0
Collaborations with K-12 Education Systems/Schools		2470 students	0
Undergraduate and Graduate Students Supported with Center Funds		13	0
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		4	0
Jobs Created By Start-Up Companies Associated with the Center		2	0
Specialized Industry Training and Education		1	0
Private-sector Resources Used to Support the Center's Operations		$0	$0
Narrative Comments [Most Recent Year]:			
Due to a restructuring at FAU, this Center has been placed on an inactive status. The Center when it is restructed will have a more focused concentration on the emerging relationships with Scripps, Max Planck and Torrey Pines.			

Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence			
Name of Center:	Southeast National Marine Renewable Energy Center (formerly known as the Center for Ocean Energy Technology)	**Cumulative** (since inception to June 2010)	**Fiscal Year 2009-10**
Year Created:	2006		
Research Effectiveness *Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.*			
Number of Competitive Grants Applied For		9	2
Value of Competitive Grants Applied For *($)*		$11,382,447	$9,124,874
Number of Competitive Grants Received		5	2
Value of Competitive Grants Received *($)*		$3,906,059	$2,250,000
Total Research Expenditures *($)*		12,286,471	0
Number of Publications in Refereed Journals From Center Research		20	15
Number of Invention Disclosures		0	0
Number of Licenses/Options Executed		0	0
Licensing Income Received *($)*		$0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		21	10
Collaborations with Private Industry		22	11
Collaborations with K-12 Education Systems/Schools		25	11
Undergraduate and Graduate Students Supported with Center Funds		57	37
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		0	0
Jobs Created By Start-Up Companies Associated with the Center		0	0
Specialized Industry Training and Education		30	29
Private-sector Resources Used to Support the Center's Operations		$0	$0
Narrative Comments [Most Recent Year]:			

TABLE 6B. Centers of Excellence	
Name of Center:	Southeast National Marine Renewable Energy Center (formerly known as the Center for Ocean Energy Technology)

Narrative Comments [Most Recent Year]:

The Southest National Marine Renewable Energy Center's (formerly known as the Center for Ocean Energy Technology) program is structured to be the catalyst that will enable the ocean energy industry in Florida in providing solutions to the state's energy challenge. This project focuses on determining the potential of harnessing specifically the ocean current resource and ocean thermal energy conversion. The regulatory process at State and Federal levels for ocean energy infrastructure and operation in the offshore continental shelf is not clearly defined nor the roles and interdependencies of the individual agencies clearly articulated. In addition, knowledge to make these decisions is more on a macro rather than micro level necessary to assess individual devices. SNMREC's mission is to bridge the gap between concept and commercial deployment of ocean energy technologies by providing at-sea testing facilities for both ocean current and thermal energy research and for technology development. Research cuts across environmental, ecological, resource and technology areas.

The Southeast National Marine Renewable Energy Center at Florida Atlantic University (FAU) was established by an award from the US Department of Energy in 2010 out of the FAU Center for Ocean Energy Technology, which was originally founded in 2007 as part of the 2006 Florida State University System Center of Excellence Program. Over the past several years, the regulatory environment associated with MRE development on the continental shelf has evolved considerably, and the Center's initial strategy has evolved as well. In particular, the Center has continued to move forward in strategic research, in pursuing key technology, and in defining standards criteria; it has also become more and more deeply engaged in regulatory process formation, which will influence the development of MRE in Florida, while continuing to educate and engage the public.

Research and development for an ocean energy industry is being addressed with a system-level, phased approach. Joint research is ongoing at FAU, with FESC partners, and other industrial, government, and academic partners. Initial research in areas such as ocean resource analysis and modeling, prognostics and health monitoring systems, materials and anti-fouling, mooring and anchor systems, and environmental/benthic baseline assessment have been funded.

SNMREC's technology and industry support efforts are underway in three distinct but inter-related tracks. First, the Center is actively engaged in sensor and instrument acquisition, deployment, and analysis to more fully characterize offshore energy resources, as well as the benthic and pelagic environment. Second, in support of ongoing research and to further an operational and technical understanding of offshore energy systems and challenges, the Center has designed, partially fabricated, and will begin testing a small-scale hydrokinetic turbine system. Testing will be completed for components, sub-systems, and major systems of the turbine, eventually evolving to full system testing in a phased, risk-reduction process. Finally, the Center is working to begin early development of system-level test operations and data collection infrastructure. This effort is intended to support and promote a phased approach for early-stage testing to minimize risk and further scaled development for the growing industry, as well as to help establish standards criteria and practice for the future sector.

Notable accomplishments during the past year include completed milestones in resource assessment, research, regulatory process activity, partner relationships, infrastructure development, and outreach. Stand-alone instruments deployed offshore in 2009 were recovered, and the data obtained reveals new and important features of the Florida Current that will influence design of offshore MRE systems. An application to lease deployment sites has been submitted to and is being reviewed by the US Bureau of Ocean Energy Management, Regulation, and Enforcement. An onshore 20 kW dynamometer system, for testing MRE system components, is installed and is currently undergoing operational testing. In March, SNMREC hosted an industry / government / academe workshop on issues associated with MRE development that produced a clear consensus about the importance of negotiating the maze of regulatory issues if the endeavor is to succeed. And the Center developed a curriculum for upper-division high-school students to introduce the topic within secondary education..

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants		
Project Name by Type of Grant	**Cumulative Awards**	**Expenditures**
Phase I Grants		
Phase II Grants		
Phase III Grants		
CHS Resources	$184,294	$184,294
Total for all SURCAG Grants	**$184,294**	**$184,294**

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

(1) the project's progress towards completing its key milestones/deliverables;

Clinical Work towards product development continues

- Western IRB clinical protocols originally filed 8/25/08
- Two (2) proof of concept studies on AK completed
- Proof of concept study for sulindac protection in humans against UV damage.
- FDA consultant engaged
- Animal studies conducted in Fall 2008 to investigate the ability of sulindac to protect mice against UVB damage.
- CHS has committed over $184,294 towards matching requirements thru end of FY10
- Fund raising by CHS continued through the year to begin Phase I clinical trials in mid FY11
- Due to previous delays and refinements in the formulation studies, as well a tough investment/fundraising environment, original project milestones in the license agreement have been amended to reflect later start dates.
- Company and FAU are negotiating a license for Company to acquire rights for a related technology for development as an OTC product
- Company is still development stage company with one uncompensated employee

(2) the project's return on investment for the university and state.

CHS is still a development stage company with one employee and fundraising continues. CHS is in negotiation with investors for a significant placement that will allow it to apply for Investigative New Drug status by Janaury 2011 to be followed by the commencement of human Phase I clinical trials in late 2011. As of October 2010, CHS is not generating any revenue, so there is no current ROI to FAU or State.

(3) status update on the project's ability to generate sufficient revenues to sustain a profitable operation.

As a development stage company with no current revenues, but active fundraising, it is too early to answer that question. Initial introduction of an OTC product that would generate revenues not anticipated before 2011.

State University System of Florida
2010 Annual Report Data Definitions

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Section 1 - Financial Resources	
Table 1A. E&G Revenues	
Recurring State Funds *REVISED	Definition: State recurring funds include general revenue and lottery education and 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: Final Amendment Package (Total E&G & Lottery minus Non-Recurring – see below)
Non-Recurring State Funds *REVISED	Definition: State non-recurring funds include general revenue and lottery education and 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 annual Allocation Summary document and all other Non-Recurring Budget Amendments allocated later in the fiscal year.
Tuition (Resident / Non-Resident)	Definition: Actual tuition revenues collected from resident and non-resident students. Source: Operating Budget, Report 625 – Schedule I-A
Tuition Differential Fee	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 – Schedule I-A
Other Fees	Definition: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. Source: Operating Budget, Report 625 – Schedule I-A
Phosphate Research Trust Fund	Definition: State appropriation for the Institute of Phosphate Research at the University of South Florida. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Fund and Operations & Maintenance Trust Fund are provided by the University of Florida and included as 'Other Operating Trust Funds' Source: Final Amendment Package
Federal Stimulus Funds	Definition: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. Source: Final Amendment Package
Table 1B. E&G Expenditures The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Also, the table does not include expenditures from funds carried forward from previous years.	
Instruction & Research	Definition: 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 effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Institutes & Centers	Definition: Includes state services related to research organizations designed for mission-oriented, fundamental, and applied research projects. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
PO&M	Definition: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Administration & Support Services	Definition: 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).
Radio/TV	Definition: Services related to the operation and maintenance of public broadcasting which is intended for the general public. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Library/Audio Visual	Definition: Expenditures include state services related to collecting, cataloging, storing, and distributing library materials. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Museums & Galleries	Definition: Expenditures related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects at the UF Florida State Museum & Harn Museum; FSU Ringling Museum; FAMU Black Archives Museum; USF Contemporary Art Museum; FIU Wolfsonian Museum; and UWF Historic Preservation Board. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Student Services	Definition: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Teaching Hospitals & Allied Clinics	Definition: Includes resources related to services that benefit patients directly through faculty physicians, or indirectly through consulting, laboratory, or other services usually performed by a hospital or clinic. Includes only the clinical portions of a teaching hospital or veterinary clinic, and does not include instruction, research, or administration. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Intercollegiate Athletics	Definition: Includes expenditures associated with Title IX activities and compliance. Source: Operating Budget, manual submission.

Table 1C. State Funding per Student	
Appropriated Funding per FTE	Definition: Education & General appropriations (includes the tuition and fees budget authority appropriated by the Legislature) are divided by total actual FTE students. Only state-fundable credit hours are used. To allow for national comparisons, FTE students for this metric uses the standard IPEDS definition of a FTE student, equal to 30 credit hours for undergraduate students and 24 for graduate students. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). Sources: Education & General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment)
Actual Funding per FTE *NEW	Definition: This data is the same as the above appropriated funding per FTE with the exception that this includes the tuition and fees actually collected (rather than budget authority). Sources: Education & General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment), and Operating Budget, Report 625 – Schedule I-A
Table 1D. Other Budget Entities	
Contracts & Grants	Definition: Resources received from federal, state or private sources for the purposes of conducting research and public service activities. Revenues do not include transfers. Expenditures do not include non-operating expenditures. Source: Operating Budget, Report 615.
Auxiliary Enterprises	Definition: Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Revenues do not include transfers. Expenditures do not include non-operating expenditures. Source: Operating Budget, Report 615.
Local Funds	Definition: Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, and technology fee. Revenues do not include transfers. Expenditures do not include non-operating expenditures. Source: Operating Budget, Report 615. (Self Insurance is a manual submission and has not been included).
Table 1E. Total Revenues and Expenditures	
Total Revenues and Expenditures	This is a sum of all revenues and expenditures for each university, health-science center and IFAS.
Table 1F. Voluntary Support for Higher Education	
Endowment Market Value	Definition: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009). Source: NACUBO Endowment Study (or using NACUBO definitions for institutions that do not participate in that survey)
Annual Gifts Received	Definition: 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. Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)
Percentage of Alumni Who Are Donors	Definition: 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. Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)
Section 2 - Personnel	
Tenure/ Tenure-Track Faculty	Definition: All tenured and all tenure-track faculty (including medical schools) for the combined instruction, research, and public service functional categories. Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Not on Tenure Track Faculty	Definition: All non-tenure-track faculty (including medical school) for the combined instruction, research, and public service functional. This includes adjunct faculty and faculty on multi-year contracts. Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Without Faculty Status *NEW	Definition: All personnel without faculty status (including medical school) for all functional categories: Primary instruction + Instruction/ research/public service + Primarily research + Primarily public service). Individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility should be reported as Primarily research in the Not on tenure track column. A postdoctoral research associate, because they do not have faculty status, would be reported as Primarily research in the Without faculty status. Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Graduate Assistants/ Associates	Definition: Total graduate assistants Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Executive/ Administrative/ Managerial	Definition: Total executive/administrative and managerial positions regardless of faculty status Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"

Other Professional	Definition: Total other professional positions (support/service) regardless of faculty status Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Non-Professional	Definition: Total non-professional positions Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Section 3 – Enrollment & Space	
Table 3A . University Full-time Enrollment (FTE)	
Table 3A . FTE Enrollment - Funded	Definition: This metric reports the funded enrollment as reported in the General Appropriations Act and set by the legislature. Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: General Appropriations Act (with Graduate detail provided in annual Allocation Summary document – Section: Instruction and Research. Link: http://www.flbog.org/about/budget/allocation_summary.php)
Table 3A . FTE Enrollment - Actual	Definition: This metric reports the actual enrollment as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: SUS Student Instruction File
Table 3A . FTE Enrollment - Estimated	Definition: This metric reports the estimated enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: SUS Enrollment Plans
Table 3B. Enrollment by Location	
Table 3B. FTE Enrollment - Actual	Definition: This metric reports the actual enrollments for each distinct location (main, branch, site, regional campus) with more than 150 FTE (state fundable credit hours) as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Source: SUS Student Instruction File
Table 3B. FTE Enrollment - Estimated	Definition: This metric reports the estimated enrollments for each distinct location (main, branch, site, regional campus) with more than 150 FTE (state fundable credit hour) as reported by Universities to the Board of Governors in their Enrollment Plans. Source: SUS Enrollment Plans
Table 3C. Space Utilization	
Table 3C. Instructional Space Utilization Rate *SCHEDULED FOR THE 2011 REPORT	UPDATE: Board of Governors and university staff are currently conducting an analysis of how space utilization is calculated. Until the analysis is complete, no space utilization data will be included in the Annual Report.
Section 4 - Undergraduate Education Data	
Table 4A. Baccalaureate Degree Program Changes in AY 2009-10	**New Programs –** Proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. Do not include new majors or concentrations added under an existing degree program CIP Code.
	Terminated Programs – Degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Do 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. **Suspended Programs –** Degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Do not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University, But Not Approved –** Include 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. Do not include new majors or concentrations added under an existing degree program CIP Code. Source: University Submission. This table reports the program changes between May 5, 2009 and May 4, 2010.
Table 4B. First-Year Persistence Rates	Definition: The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the second year. Source: SUS Retention File
Table 4C. Federal Undergraduate Progression and Graduation Rates for FTIC Students *NEW	Definition: Includes all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or students enrolled in the fall term who attended college for the first time in the prior summer term. The federal rate does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the Student Right to Know Act that requires institutions to report the completion status at 150% of normal time. Source: SUS Retention file
Table 4D. SUS Undergraduate Progression and Graduation Rates for FTIC Students	Definition: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the fourth year or later. Source: SUS Retention File
Table 4E. SUS Undergraduate Progression and Graduation Rates for AA Transfer Students	Definition: 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. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in

		the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the second year or later. Source: SUS Retention File
Table 4F. SUS Undergraduate Progression and Graduation Rates for Other Students		Definition: Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of this initial cohort that has graduated or is still enrolled in the fifth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled in the fifth year or later. Source: SUS Retention File
Table 4G. Baccalaureate Degrees		Definition: This is a count of baccalaureate degrees granted. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. ***Technical note:*** *Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term:* ▪ *Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one;* ▪ *One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one.* Source: SUS Degrees Awarded
Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis		Definition: This is a count of baccalaureate majors for specific areas of strategic emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. So, a student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be double-counted (i.e., double-majors are included). ***Technical notes:*** *This metric counts every record with a value greater than zero in the Fraction of Degree (field #01083) regardless of whether the Major Indicator (field #02015) is one, two, or three. If the Fraction of Degree is greater than one, then the record will count as two degrees within that particular six-digit CIP code.* Source: SUS Degrees Awarded
Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups		
Table 4I. Non-Hispanic Black Students & Hispanic Students	**Number of Baccalau-reate Degrees**	Definition: These metrics count the number of baccalaureate degrees granted to non-Hispanic black students and Hispanic students. These metrics 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. ***Technical note:*** *Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term:* ▪ *Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one;* ▪ *One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one.* Source: SUS Degrees Awarded
	Percentage of All Baccalau-reate Degrees	Definition: The number of baccalaureate degrees awarded to non-Hispanic black students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: SUS Degrees Awarded
Table 4I. Pell Recipients ***REVISED**	**Number of Baccalau-reate Degrees**	Definition: The number of baccalaureate degrees granted to Pell recipients, financial aid award code "001". A Pell recipient is defined as a student who received Pell from any SUS institution within six years of graduation. This metric does not include students classified as Non-Resident Alien (#01044). 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. ***Technical note:*** *Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term:* ▪ *Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one;* ▪ *One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one.* Source: SUS Degrees Awarded File and Student Financial Aid File
	Percentage of All Baccalau-reate Degrees	Definition: The number of baccalaureate degrees awarded to Pell recipients as listed above is divided by the total degrees awarded excluding those awarded to non-resident aliens, who are not eligible for Pell grants. Source: SUS Student Instruction File and Student Financial Aid File
Table 4J. % of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree		Definition: This table reports the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida. This metric is aligned with the calculation used in past legislative accountability reports and performance funding calculations. Source: SUS Hours to Degree File
Table 4K. Number of Undergraduate Course Sections		Definition: The Common Data Set (CDS) definition will be used. 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. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings." Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students. Source: Common Data Set

Table 4L. Faculty Teaching Undergraduates	Definition: The total number of undergraduate 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. Source: Instruction and Research Data File
Table 4M. Undergraduate Instructional Faculty Compensation	Definition: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. Source: Instruction and Research Data File
Table 4N. Student-Faculty Ratio	Definition: This definition will be consistent with Common Data Set (CDS) reporting. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set
Table 4O. Professional Licensure Exams - Undergraduate Programs	
Nursing: NCLEX	Definition: 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. Sources: Florida Department of Health: http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html; National Council of State Boards of Nursing:https://www.ncsbn.org/1237.htm
Teaching: FTCE - Professional Education Exam ***SCHEDULED FOR THE 2011 REPORT**	Definition: Average pass rate for first-time examinees on the Florida Teacher Certification Examination (FTCE) – Professional Education Examination are based on the performance of cohorts of students in state–approved initial educator preparation programs. Results are based on scores earned in the senior year or up to one year after graduating. State benchmark data is based on Jan-Dec FTCE-Professional Education exam results for all first-time examinees. Source: Florida Department of Education
Teaching: FTCE - Subject Area Exams (Aggregated) ***SCHEDULED FOR THE 2011 REPORT**	Definition: Average pass rate for first-time examinees on the Florida Teacher Certification Examination (FTCE) – Subject Area Examinations are based on the performance of cohorts of students in state–approved initial educator preparation programs. Results are based on scores earned in the senior year or up to one year after graduating. State benchmark data is based on Jan-Dec FTCE-Professional Education exam results for all first-time examinees. Source: Florida Department of Education

Table 4P. Tuition Differential Fee	
Total Revenues Generated By the Tuition Differential	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 – Schedule I-A
Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues ***NEW**	Definition: This reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. Source: Tuition Differential Proposals as submitted to the Board of Governors.
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award) ***NEW**	Definition: This reports the arithmetic mean for the amount each student (as defined above) received in awards funded by tuition differential revenues. Source: Tuition Differential Proposals as submitted to the Board of Governors.
Number of Prepaid Tuition Scholarship Recipients ***NEW**	Definition: Total annual unduplicated count of undergraduates at the institution who purchased a Prepaid Tuition Scholarship. Source: Prepaid College Board (We plan to include a flag in the data provided to Universities.)
Number of Students Eligible for FSAG	Definition: Total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. Source: University submits this data based on their Student Financial Aid files.
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	Definition: Annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. Source: University submits this data based on their Student Financial Aid files.
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	Definition: Value of all tuition differential fee waivers received by FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver. Source: University submits this data based on their Student Financial Aid files.
Section 5 - Graduate Education Data	
Table 5A. Graduate Degree Program Changes in AY 2009-10	**New Programs –** Proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. Do not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs –** Degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Do 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. **Suspended Programs –** Degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Do not include majors or concentrations suspended

	under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University, But Not Approved** – Include 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. Do not include new majors or concentrations added under an existing degree program CIP Code. Source: University Submission. This table reports the program changes between May 5, 2009 and May 4, 2010.
Table 5B. Graduate Degrees Awarded	Definition: These are degrees granted as reported for data element 01081. Due to changes in IPEDS, the doctoral and first professional degree categories no longer exist. Now they are classified as doctoral research and doctoral professional with the doctoral professional including additional categories that had not previous been included in the first professional category. The universities reviewed their programs and made the classifications of their programs. The professional doctoral category will include all degrees in this category. Medicine, Law, and Pharmacy degrees will be reported as a sub-category of professional doctoral degrees. Source: SUS Student Instruction File, element #01081 ("Degree-Level Granted")
Table 5C. Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis	Definition: Graduate degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns degrees in more than one strategic area (i.e, double-majors are included). Source: SUS Student Instruction File, and Board of Governors list of Areas of strategic Emphasis, available at the link here.
Table 5D. Professional Licensure Exams - Graduate Programs	
Law: Florida Bar Exam *NEW	Definition: Average pass rate for first-time examinees on the Florida Bar Exam. Cohorts are examinees who sit for both Parts A and B of the examination. Data is organized by Calendar Year, which includes first-time examinees for the February and July test administrations. State Benchmark data is based on the subtraction of first-time examinees from non-Florida law schools from the Total first-time examinees. Source: Florida Board of Bar Examiners http://www.floridabarexam.org/
Medicine: USMLE Exams *NEW	Definition: Average pass rate for first-time examinees on the US Medical Licensing Examinations (USMLE). Cohorts for the Part I exam are second-year MD students. Cohorts for the Part II exams are fourth-year MD students. National benchmark data is based on Jan-Dec (for Step 1 exam) and July-June (for both Step 2 exams) results for first-time examinees from students in US and Canadian medical schools as published in the National Board of Medical Examiners Annual Report.
	Source: University Data Submission; Benchmark: NBME's USMLE Performance Data: http://www.usmle.org/Scores_Transcripts/performance/2008.html
Dentistry: NDBE Exams *NEW	Definition: Average pass rate for first-time examinees on the National Dental Board Examination (NBDE). Cohorts for the Part I exam are second-year Dental students. Cohorts for the Part II exam are fourth-year Dental students. Note: The Dental Board Exam is a national standardized examination not a licensure examination. Students also take the Florida Licensure Examination if they wish to practice in Florida. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test. Source: University of Florida.
Veterinary Medicine: NAVLE Exam *NEW	Definition: Average pass rate for first-time examinees on the North American Veterinary Licensing Examination (NAVLE) for graduates or senior veterinary students taking. National benchmark data is based on Fall & Spring results for first-time examinees (criterion group) for senior students in accredited veterinary schools as published by the National Board of Veterinary Medical Examiners' annual NAVLE Candidate Performance Data report. Source: University of Florida; NBVME: http://www.nbvme.org/?id=82
Pharmacy: NAPLEX Exam *NEW	Definition: Average pass for rate first-time examinees on the North American Pharmacist Licensure Examination (NAPLEX). Cohorts are graduates from Accreditation Council for Pharmacy Education-accredited schools and colleges of pharmacy. National benchmark data is based on Jan-Dec results for first-time examinees that are graduates from ACPE-accredited United States schools and colleges of pharmacy as published by the National Association of Boards of Pharmacy. Source: National Association of Boards of Pharmacy (NABP) http://www.nabp.net/programs/examination/naplex/school-pass-rate/
Ed. Leadership: FELE Exam *SCHEDULED FOR THE 2011 REPORT	Definition: Average pass rate for first-time examinees on the Florida Education Leadership Examination (FELE). Source: Florida Department of Education
Section 6 – Research and Economic Development	
Table 6A. Research and Development	
Federally Funded Awards (Thousands of Dollars) *NEW	Definition: Federally funded awards for research; excludes awards for instruction, outreach, public service, or other sponsored activities; excludes sub-awards institution received as a sub-recipient. Dollars in thousands. Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 4, Line 2010 and 2020. New format: Question 20 (A+B).
Total Awards (Thousands of Dollars) *NEW	Definition: Total awards for research; excludes awards for instruction, outreach, public service, or other sponsored activities; excludes sub-awards institution received as a sub-recipient. Dollars in thousands. Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 4, Line 2000. New format: Question 20D.
Federally Financed Expenditures (Thousands of Dollars)	Definition: Federally funded expenditures for all research activities (including non-science and engineering activities). Dollars are in thousands. Source: NSF Survey of R&D Expenditures at Universities and Colleges, Old format: Item 2A, Line 2000. New Format: Question 1A.

Total Expenditures (Thousands of Dollars)	Definition: Total expenditures for all research activities (including non-science and engineering activities). Dollars are in thousands. Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 2A (Line 2000). New format: Question 1G.
Total Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	Definition: Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS. (For FGCU, the ratio will be based on both tenured/tenure-track and non-tenure/track faculty.) The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. Sources: NSF, Webcaspar database (R&D expenditures) and IPEDS (faculty)
Invention Disclosures Received	Definition: Disclosures, no matter how comprehensive, that are made in the fiscal year. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Total U.S. Patents Issued	Definition: U.S. patents issued or reissued in the fiscal year. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Patents Issued Per 1,000 Full-Time, Tenure and Tenure Earning Faculty	Definition: Total U.S. patents issued in the fiscal year divided by the Full-time, Tenure and Tenure Earning Faculty from the Fall term. Sources: AUTM Licensing Survey or comparably defined data from institutions (patents) and IPEDS (full-time faculty)
Total Number of Licenses/Options Executed	Definition: Licenses/options executed in the fiscal year for all technologies. Each agreement is counted separately. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Total Licensing Income Received	Definition: 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. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Number of Start-Up Companies ***NEW**	Definition: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Table 6B. Centers of Excellence	
Centers of Excellence ***REVISED**	Definition: These data only includes activities directly associated with the Center. The non-Center activities for faculty who are associated with the Center are not included. Collaboration effectiveness metrics only report on relationships that include financial, or in-kind, support. Source: Universities submit this data for the annual report.
Table 6C. State University Research Commercialization Assistance Grants	
State University Research Commercialization Assistance Grants ***REVISED**	This table summarizes the activities associated with the one-time grants provided by the State University Research Commercialization Assistance Grant Program as established by The 21st Century Technology, Research, and Scholarship Enhancement Act (1004.226, *F.S.*). Note: the 2010 Annual Report will only include grants awarded in 2007-08. The 2011 Annual Report will include grants awarded in 2010-11. Source: Universities submit this data for the annual report.
Table 6D. 21st Century World Class Scholars Program	
21st Century World Class Scholars Program ***NEW**	This table summarizes the activities associated with the one-time grants provided by the 21st Century World Class Scholars Program as established by The 21st Century Technology, Research, and Scholarship Enhancement Act (1004.226, *F.S.*). Note: the 2010 Annual Report will only include grants awarded in 2006-07. Source: Universities submit this data for the annual report.