2015-16

Annual Accountability Report

FLORIDA ATLANTIC UNIVERSITY

BOT APPROVED 3/14/17

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

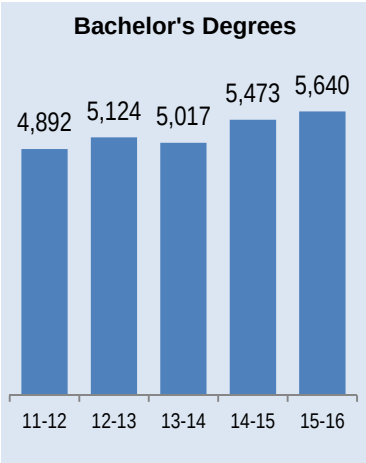
Headcount Enrollments	Fall 2015	% Total	2014-2015 % Change
TOTAL	30,447	100%	0%
White	13,630	45%	-3%
Hispanic	7,393	24%	2%
Black	5,749	19%	1%
Other	3,675	12%	10%
Full-Time	18,134	60%	3%
Part-Time	12,313	40%	-4%
Undergraduate	24,227	80%	0%
Graduate	4,652	15%	1%
Unclassified	1,568	5%	1%

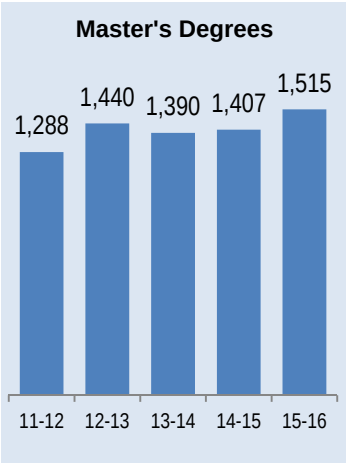
Degree Programs Offered	
TOTAL *(as of Spring 2016)*	147
Baccalaureate	63
Master's	61
Research Doctorate	20
Professional Doctorate	3

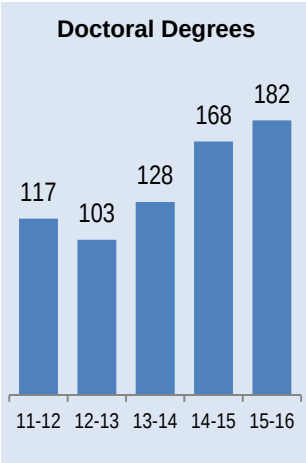
Faculty (Fall 2015)	Full-Time	Part-Time
TOTAL	849	433
Tenure & Ten. Track	568	5
Non-Tenured Faculty	281	428

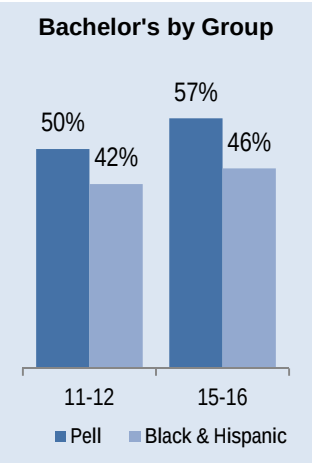
2015 Carnegie Classifications	
Basic:	Doctoral Universities: Higher Research Activity
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Graduate Instructional Program:	Research Doctoral: Professional-dominant
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	No

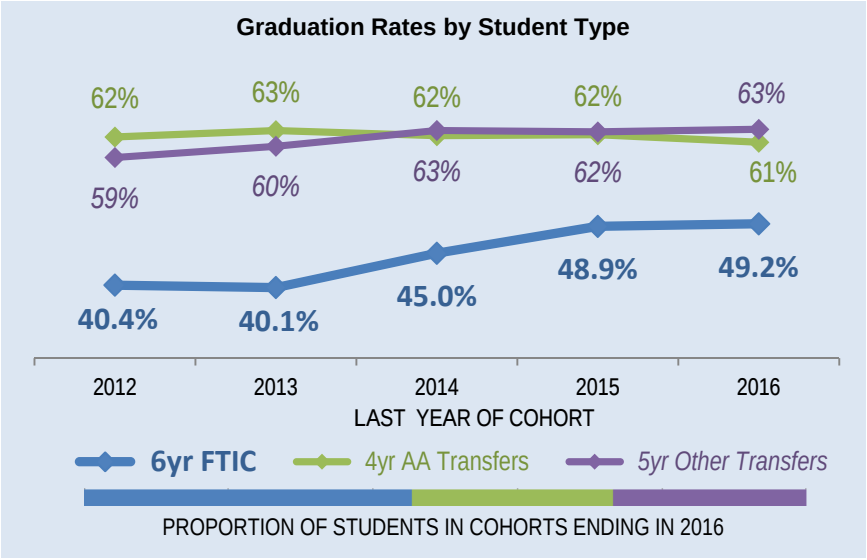
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

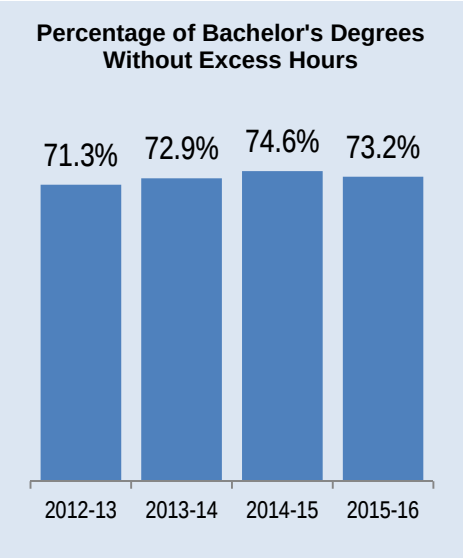






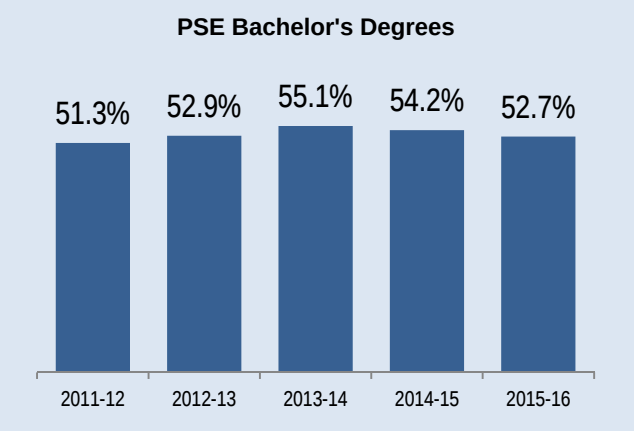


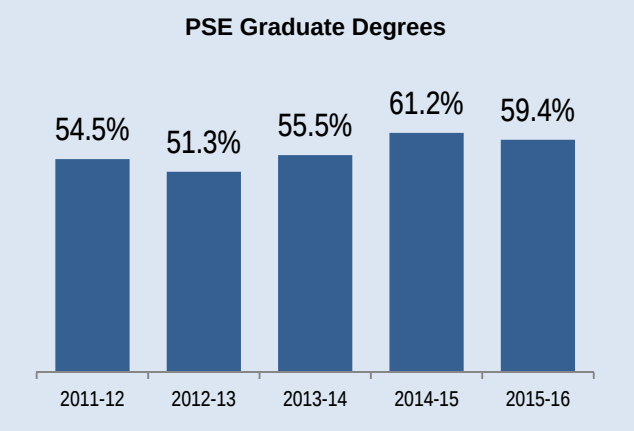




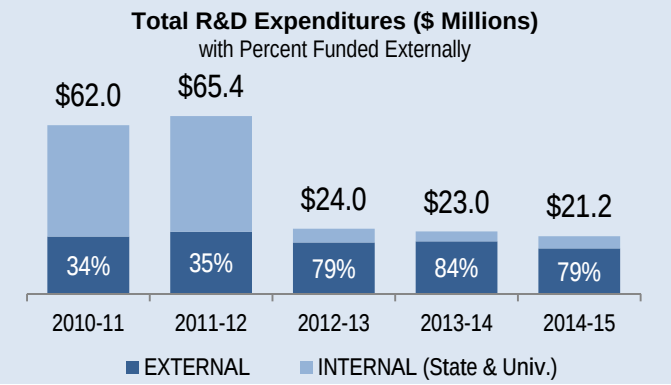
Dashboard

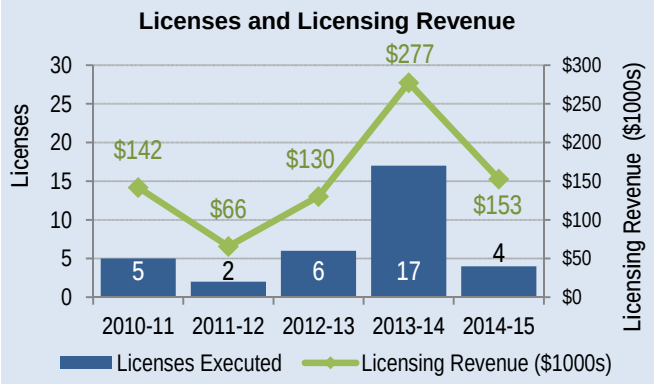
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



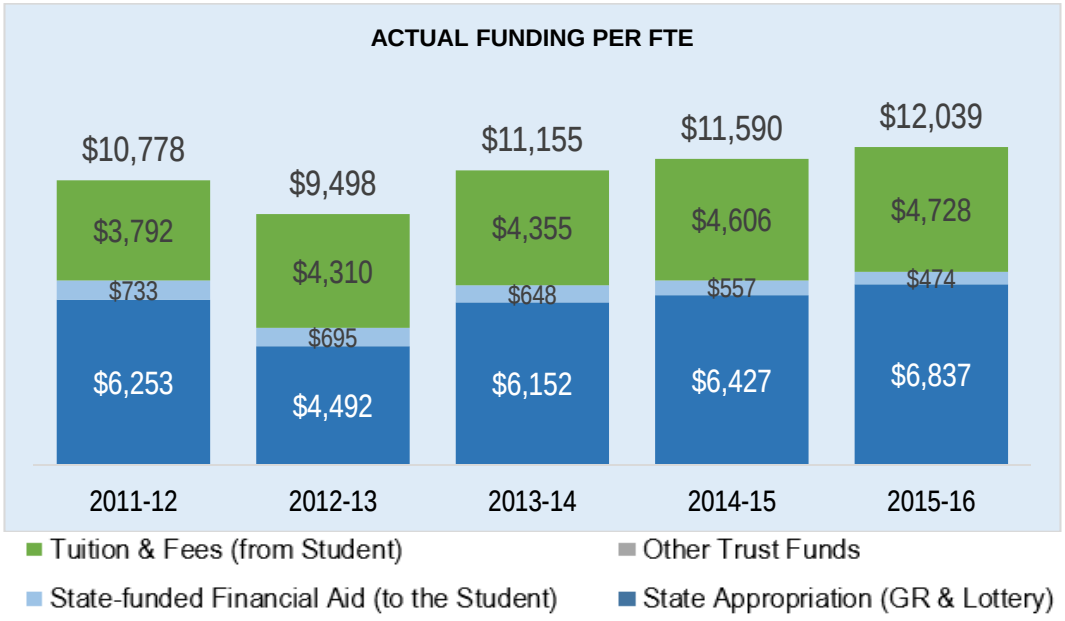


RESEARCH AND COMMERCIALIZATION ACTIVITY





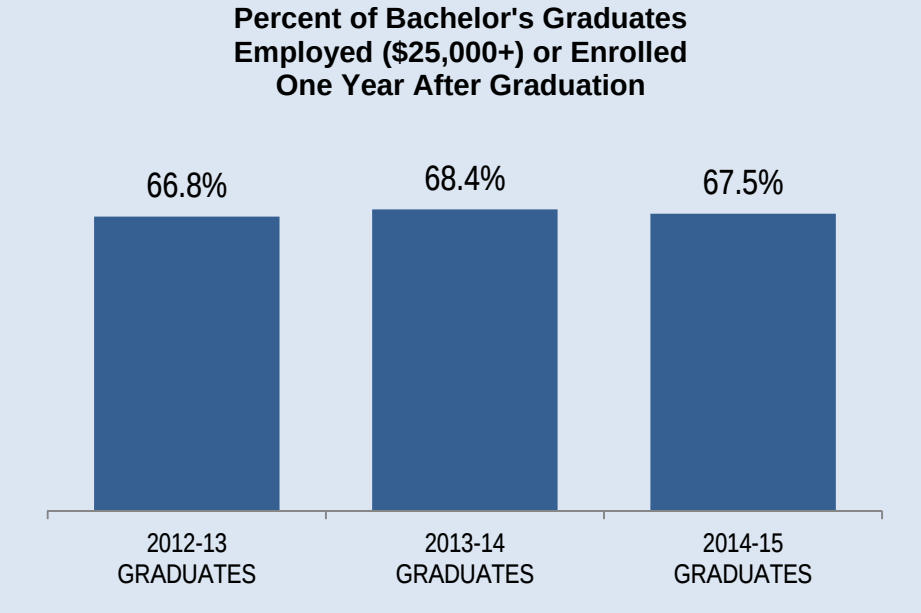
RESOURCES



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

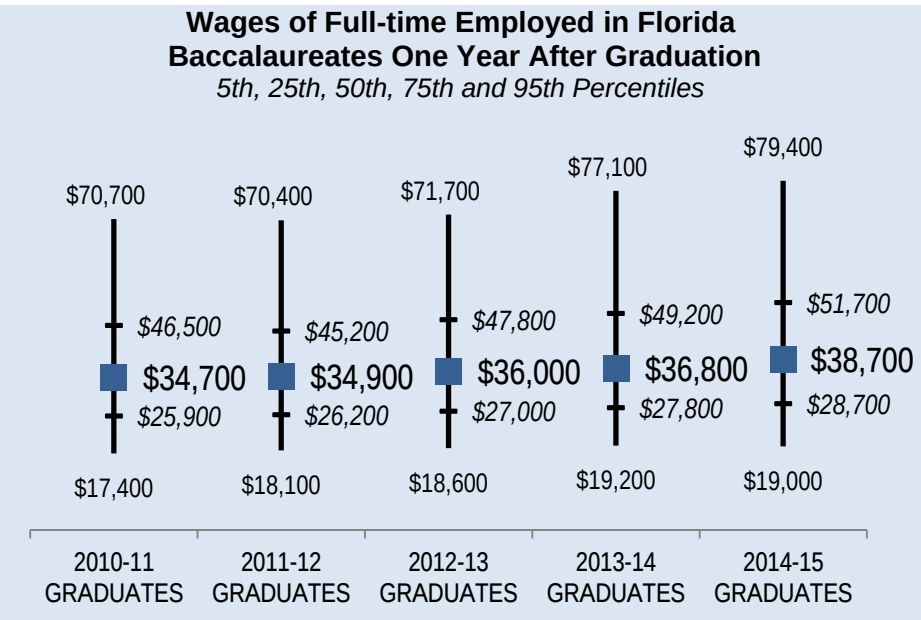
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 92% of the total 2014-15 graduating class.

See Table 4O within this report for additional information about this metric.



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 61% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed ($25,000+) or Enrolled One Year After Graduation	68.4%	67.5%	-1.0%pts
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	$36,800	$38,700	5.2%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	$16,920	$16,540	-2.2%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	48.9%	49.2%	0.4%pts
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	72.2%	74.7%	2.5%pts
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	54.2%	52.7%	-1.4%pts
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	42.3%	41.8%	-0.5%pts
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	61.2%	59.4%	-1.8%pts
		2014-15	2015-16	CHANGE
9	*Board of Governors Choice Metric:* Bachelor's Degrees Without Excess Hours	74.6%	73.2%	-1.3%pts
		2014-15	2015-16	CHANGE
10	*Board of Trustees Choice Metric:* Bachelor's Degrees Awarded to Minorities	45.2%	45.6%	0.4%pts

Note: The annual data shown above is rounded to one decimal. The one-year change data is based on the non-rounded annual data and may not appear to sum due to rounding.

Key Achievements (2015 –2016)

STUDENT AWARDS/ACHIEVEMENTS

- Dual-enrolled FAU/ FAU High Student, Hannah Herbst won first prize and the prestigious title of America's Top Young Scientist in the 2015 Discovery Education 3M Young Scientist Challenge. Hannah also had the honor of presenting her prototype to President Barack Obama at the annual White House Science Fair.
- FAU's Society of Automotive Engineers (SAE) racing team placed 1st in the fourth annual Formula South Invitational hosted by Kennesaw State University.
- A student team from the Department of Civil Engineering won 2nd place at the Solid Waste Association of North America's (SWANA) inaugural National Solid Waste Design Competition (SWDC) at the WASTECON 2015 conference in Orlando, FL.

FACULTY AWARDS/ACHIEVEMENTS

- Dr. Waseem Asghar, of the College of Engineering and Computer Science, received the prestigious "2016 Humanity in Science Award," established by Phenomenex and The Analytical Scientist.
- Dr. Frankie Santos Laanan, of the College of Education, received the 2015 Association for the Study of Higher Education CEP Founders' Service Award.
- Dr. Isaac E. Elishakoff, of the College of Engineering and Computer Science, received the American Society of Mechanical Engineers prestigious Worcester Reed Warner Medal.

PROGRAM AWARDS/ACHIEVEMENTS

- The Master of Business Administration (MBA) in Sports Management in the College of Business ranked 3rd out of more than 600 graduate level programs worldwide in SportBusiness International's annual rankings.
- The FAU Jupiter Life Science Initiative received $4.5 million from the state to enhance the educational and research capabilities on the John D. MacArthur Campus. The Initiative seeks to strengthen the region's growing biomedical research hub that includes Scripps Florida and Max Planck Florida and distinguish the Jupiter campus as a focal point for world-class science in the State of Florida.

RESEARCH AWARDS/ACHIEVEMENTS

- Dr. Erika Hoff, of the Charles E. Schmidt College of Science, was awarded a $2.9 million grant from the Eunice Kennedy Shriver National Institute of Child and Human Development of the National Institutes of Health to continue a unique longitudinal study of bilingual development in children from Spanish-speaking homes.
- Dr. Marc Kantorow and Dr. Lisa Brennan, of the Charles E. Schmidt College of Medicine, were awarded a $2.8 million multi-institution grant by the National Eye Institute and National Institutes of Health to study the mechanisms that govern how cells decide whether to become a mature cell or whether to die.
- Dr. Cynthia Wilson, of the College of Education, received a $1.2 million grant from the U.S. Department of Education to support a graduate program focused on preparing teachers to become skilled in implementing research-based teaching methods for students with autism spectrum disorder (ASD).

INSTITUTIONAL AWARDS/ACHIEVEMENTS

- FAU was awarded the Governor's Higher Education Leadership Award for Most Improved University in the Board of Governor's (BOG) Performance Funding Model for 2016.
- FAU Developmental Research School ranked #1 in the state based on the State of Florida school grades formula.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Florida Atlantic University is advancing its mission to become the country's fastest-improving public research university. The university made notable progress over that past year in implementing the *FAU 2015-2025 Strategic Plan: Race to Excellence*. FAU has implemented strategies that have increased the academic profiles of enrolled students, added key faculty members who are internationally-renowned researchers, and boosted our community engagement efforts that are enriching our surrounding communities and creating new alliances. The strategic plan is continuing to provide the basis for building a uniquely competitive student body, attracting and retaining prominent teams of researchers, engaging with global communities, assessing and appointing best practices, and advancing the University's national reputation for excellence.

- Governor Rick Scott presented FAU with the Governor's Higher Education Leadership Award for Most Improved University in the Board of Governors (BOG) Performance Funding Model. The University improved its standing moving from 5th in the previous year to placing in a tie for 1st among Florida's 11 public Universities. FAU is one of only 3 universities in the state who have increased their overall point totals each year since the implementation of the BOG Performance Funding Model.

- FAU was officially recognized by the Hispanic Association of Colleges and Universities (HACU) as a Hispanic Serving Institution (HSI). This eligibility designation qualifies the university to receive grants under the Title V and Title III, Part A, programs, provided certain other program-specific eligibility requirements are met.

- The College of Business and Christine E. Lynn College of Nursing improved their standings in the *U.S. News & World Report* rankings for Best Online Graduate Programs. The College of Business climbed 15 spots to number 26 in the latest ranking and the Christine E. Lynn College of Nursing is ranked number 42 on the list of Best Online Graduate Nursing Programs, in the top two of the state universities in Florida.

- *U.S. News & World Report* ranked the Doctor of Nursing Practice Program 44th and Master of Science in Nursing Program 46th in the nation, rating these programs in the Christine E. Lynn College of Nursing among the best in the United States. The college's master's program has quickly risen from its ranking of No. 72 in the previous year and this is the highest ranking for FAU's graduate nursing programs in its 27-year history.

- The Master of Business Administration (MBA) in Sports Management in the College of Business ranked 3rd out of more than 600 graduate level programs worldwide in *SportBusiness International's* annual rankings.

- The College of Education (COE) received accreditation for seven years from fall 2015 to fall 2022 through the *Council for the Accreditation of Educator Preparation (CAEP)*, the single specialized accreditor for educator preparation in the United States. The COE is the first educator preparation program in Florida to earn this accreditation.

- FAU was named to *Military Times* "Best for Vets: Colleges 2016" rankings for the sixth year in a row. The University also earned the designation of *Military Friendly School* for 2016 by *Victoria Media,* a veteran-

owned business recognizing colleges with leading program for veterans, members of the Armed Forces leaving military service and military spouses.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- FAU High School has been featured in *U.S. News and World Report* as being among the best high schools in the nation. The school's dual enrollment program serves as a national model. A typical graduate of FAU High School has earned 3 years of college credits towards a Bachelor's degree. Of the 115 FAU High School students who graduated in May of 2016, 8 were awarded bachelor's degrees in the same week of graduating with their high school diploma. Ninety of the 115 will continue on in their bachelor's degree programs and most will finish within 1-2 years. Two of the 8 who graduated with their bachelor's degree have enrolled in FAU Master's programs.

- In its second successful year, the JumpStart program continued to provide entering freshman opportunities to gain a head start on their university coursework. JumpStart participants take two lower division courses (6 credits) in addition to a Learning Community Experience course in the summer prior to their first fall semester. In summer 2015, 27% of students in the program earned a 3.5 GPA or higher and the average GPA for all participants was 3.0.

- The Center for eLearning now offers 15 fully online degree programs and has increased total full-time equivalent (FTE) enrollment in distance learning courses by 125% over the past 5 years. Undergraduate FTE enrollment in distance (no more than 20% in classroom) courses has increased by 27% over the last 3 years. FAU is expanding eLearning opportunities consistent with the goals in the *SUS 2025 Strategic Plan for Online Education*.

- Launched in 2015, the *Get Wise: Advising on the Go* Program provides busy commuter students a faster, easier, more convenient way to meet with an academic advisor. Commuter students can access this important service in two parking garages on the Boca campus on specified days from 5 to 7pm and seek the same comprehensive help that students get in a more conventional setting of an advisor's office without needing to set an appointment. In the 2015-16 academic year there were 1,124 "Get Wise: Advising on the Go" sessions with advisors.

- The Division of Student Affairs and Academic Affairs received an anonymous grant for more than $764,000 to fund a comprehensive mentoring program called "The Mentoring Project at FAU," designed to assist with improving student success. Students in the program are connected with and mentored by faculty and staff members in the FAU community. Students who participated in the mentoring project in the 2015-16 academic year had 7% higher success rates (academic progress and retention) than students who had not participated.

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

- Degrees awarded in programs of strategic emphasis have increased in recent years. Over the past five years, undergraduate degrees awarded in STEM have increased by 53%. Over this same period of time, graduate degrees awarded in areas of strategic emphasis have increased by 17%.

- The Christine E. Lynn College of Nursing began admitting freshmen directly into the nursing major in 2014. Enrollment in the pre-licensure BSN program has increased from approximately 120 to 270 in 2015-16, and is expected to increase to approximately 400 by 2017.

- The Office of Undergraduate Research has continued to expand the culture of undergraduate research and inquiry at FAU. Through the implementation of the FAU Quality Enhancement Plan (QEP) "Distinction through Discovery" the university targeted and established four main goals: establishing an undergraduate research and inquiry (URI) rich curriculum, expanding co-curricular URI opportunities, increasing support and recognition for faculty and students engaged in URI, and enriching a URI culture and climate. Over the past year, the number of undergraduate students participating in research activities has increased by 88% and is projected to increase to over 5,000 students in 2017.

- The Harriet L. Wilkes Honors College received approval for 8 new science-intensive concentrations for the Bachelors of Science degree in Biological Chemistry (HBCH); Biology (HBIO); Chemistry (HCHM); Environmental Science (HENS); Marine Biology (HMBI); Neuroscience (HNEU); Physics (HPHY); and Psychology (HPSY).

- The International Max Planck Research School for Brain and Behavior (IMPRS) is a fully funded graduate program jointly hosted between the Center for Advanced European Studies and Research, (CAESAR Bonn, Germany) and the Max Planck Florida Institute for Neuro-Science (MPFI), USA. IMPRS for Brain and Behavior is co-run by partner Universities: University of Bonn, Germany and Florida Atlantic University. The IMPRS for Brain and Behavior offers fully funded Ph.D. positions in Neuroscience. Students take courses and attend scientific symposia at the partner institutions in Bonn, Germany and Jupiter, Florida—thereby being exposed to an exceptionally broad group of international scientists and provided the opportunity to earn a doctorate in Integrative Biology led by outstanding researchers.

- Over the past year, the Graduate College has raised awareness of FAU's combined programs (bachelors to master's degrees) through its *Pathways to Graduate Education* campaign. Combined bachelors to master's degrees allow students to take graduate courses in their senior year that count towards a master's degree. In some areas students can earn a master's degree in only one year. In all, there are almost 20 combined programs for students to choose from with additional programs approved for the upcoming academic year.

- The *Pathways Scholarship* was launched to incentivize FAU undergraduates to pursue graduate programs at FAU. This scholarship awards $2,000 to eligible FAU students enrolled in combined or advanced standing graduate degree programs. Since its launch, 73 undergraduates have submitted combined degree program applications and are expected to matriculate within the 2016-17 academic year.

- The Master's *En Passant* option provides qualified doctoral students the opportunity to earn a master's degree "along the way" to earning a doctorate. This innovative and sought out opportunity is offered by select doctoral programs in the College of Education, College of Engineering and Computer Science, Charles E. Schmidt College of Science, and Christine E. Lynn College of Nursing. The program is especially valuable for students who matriculate to doctoral programs directly from receipt of baccalaureate degrees. In the past year 46 graduate students received a master's along the way from participating programs (25 in science programs, 8 in education programs, 3 in engineering programs, and 10 in nursing programs).

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Florida Atlantic University is maximizing overall research capacity in our quest to achieve $200M in annual research funding before 2025. The university is investing in its research enterprise and has made considerable progress in building upon institutional strengths. The Pillars and Platforms as identified in

the *FAU 2015-2025 Strategic Plan: Race to Excellence* provide the vision and path to advance the university in its aspirations to expand on our robust culture of nationally respected research and inquiry. Pillars define institutional programs of strategic emphasis that provide the university opportunities to create knowledge that benefits society. FAU is actively collaborating with public and private partners throughout South Florida and beyond to develop centers of excellence and further the promotion of collaborative research.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Healthy Aging (I-HeAL)

- Dr. James Galvin, Executive Director for the Institute for Healthy Aging and Lifespan Studies (I-HeAL), developed a way for the layperson to screen for dementia in three to five minutes with results that are comparable to the "gold standard" used by clinicians today. The "Quick Dementia Rating System" (QDRS) validly and reliably differentiates individuals with and without dementia. QDRS has applications for use in clinical practice, to pre-qualify patients in clinical trials, and for prevention studies, community surveys, and biomarker research. Dr. Galvin developed QDRS and recently published an article on his findings in Alzheimer's & Dementia, the journal of the Alzheimer's Association. He has developed a number of dementia screening tools including the AD8, a brief informant interview to translate research findings to community settings that has been used worldwide to detect dementia in diverse populations.

- Dr. Galvin also spearheaded one of the first Lewy body dementia clinical drug trial sites in the United States. The trial, being conducted at FAU and 50 other sites globally, is intended to lead to the development of medication specifically designed for this form of dementia. Currently Lewy body dementia patients are often prescribed Alzheimer's medicine to alleviate their symptoms.

- Dr. Joseph Ouslander, of the Charles E. Schmidt College of Medicine, received a $125,000 grant from the Palm Healthcare Foundation (PHF) to train Home Healthcare Aides and Family Caregivers by utilizing an extension of the Interventions to Reduce Acute Care Transfers (INTERACT) program. The program focuses on the management of acute change in resident condition. The grant will provide preliminary data to integrate INTERACT with Dr. James Galvin's Family Function Focused Care (FFFC) intervention for patients with dementia. Training will consist of simulation methodologies to identify early interventions required for home based patients involved in the PACE program and will provide them with the tools to communicate their health issues appropriately to healthcare providers.

- FAU's Louis and Anne Green Memory and Wellness Center (GMWC) operated by FAU's Christine E. Lynn College of Nursing, has received a three-year, $1.3 million grant from the U.S. Department of Health and Human Services' Administration on Aging for a project titled "Bridging the Gap: Providing Specialized Dementia Care & Supportive Services through Community Partnerships." FAU's GMWC also received an additional $100,000 from Louis and Anne Green in support of the work on this special project.

FAU Brain Institute (I-BRAIN)

- The FAU Brain Institute was inaugurated under the leadership of Executive Director Dr. Randy Blakely, in 2016. Dr. Blakely is an internationally renowned neuroscientist with expertise in synaptic molecular biology, neurotransmitter transporters, and human genetics. He is pursuing research collaborations and educational relationships with regional, national, and international partners, including Scripps Florida and the Max Planck Florida Institute for Neuroscience on the FAU Jupiter campus. The Institute is a physical and programmatic embodiment of the FAU Neuroscience Pillar, which serves to focus academic research investment in areas with greatest potential impact across the multiple dimensions of the institution. The Institute supports state-of-the-art research and innovative educational activities of

neuroscience faculty-level investigators located at FAU and affiliate research centers, and is the sponsor for the FAU Neuroscience Student Organization. Collectively, the institute seeks to unlock the secrets of brain development, function and plasticity and how the mechanisms uncovered can be compromised to drive devastating brain disorders such as Autism, Schizophrenia, Depression and Alzheimer's disease.

- Dr. Jang Yen (John) Wu, principal investigator and distinguished professor of biomedical science in the College of Medicine, received a $1.2 million grant to develop new treatments for stroke. He will use a two-pronged approach: first, he will preserve and restore brain function by protecting the brain against stroke induced injury, and second he will stimulate neurogenesis to replenish new brain cells using granulocyte colony-stimulating factor (GCSF), an FDA-approved drug used to enhance blood cellular development.

Sensing and Smart Systems (I-SENSE)

- Dr. Jason Hallstrom, Executive Director of the Institute for Sensing and Embedded Network Systems (I-SENSE), received a $500K two-year grant from the National Science Foundation (NSF) to install networking infrastructure to amplify its ability to conduct data intensive science and engineering research. The network design, referred to as DMZ, isolates research traffic from other university network operations to achieve high performance. The DMZ is part an overall IT strategy to provide the experience and technology to support innovative scientific research and cutting-edge education across Florida Atlantic University's campuses.

- FAU and SK Telecom, the largest telecommunications company in South Korea, entered into a research and education agreement to collaborate on the development of secure communications using quantum physics. FAU and SK Telecom will work jointly to conduct basic quantum physics research for applications in cryptology, hardware engineering, and quantum computing. Quantum cryptography is being highlighted as the leading technology in the next-generation security system. SK Telecom will work closely with FAU to develop diverse secure communication solutions based on its quantum cryptography technologies.

Ocean Science and Engineering/ Environmental Sciences

- The FAU Harbor Branch Oceanographic Institute received a $3 million grant to help Florida's multi-billion dollar sportfishing industry. The grant is funded by Bonefish & Tarpon Trust (BTT) in partnership with the National Fish and Wildlife Foundation and involves the design and testing of an experimental research project to grow bonefish for stock enhancement. This research is first of its kind and provides an important tool in efforts to restore the Florida Bonefish Fishery.

- FAU and the Florida Chamber of Commerce established an educational partnership to develop strong science-based water quality standards in anticipation of Florida's population growth to 26 million by the year 2030. The partnership with Dr. Brian Lapointe of Harbor Branch Oceanographic Institute (HBOI), seeks to find solutions to the threat that septic tank sewage nitrogen poses to many of Florida's waterways.

- Dr. Karl Von Ellenrieder, of the College of Engineering and Computer Science, received a $469,822 grant from the National Science Foundation to advance technology on risk-informed decision making that will enable unmanned surface vehicles (USVs) to team up with humans to work on a wide variety of civilian marine missions. FAU researchers on the three-year project will work to develop technologies and scientific approaches that will permit between 3 and 10 USVs to work together. Dr. Von Ellenrieder's technology is expected to have a very positive impact on our coastal habitats, which are estimated to support 70 percent of the U.S. commercial and recreational fisheries.

- The FAU Southeast National Marine and Renewable Energy Center (SNMREC) launched the Preferred Partner Program to provide opportunities for industry partners to collaborate more fully with the Center. The program is designed to dedicate SNMREC experts and resources to individual industry partner development needs. Participating companies are entitled to specialized attention from SNMREC experts in areas such as proposal development, custom regulatory support, design evaluation, project development, test planning, etc.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- FAU's Florida Center for Environmental Studies hosted the 3rd annual Sea-Level Rise Summit in Ft. Lauderdale in May 2016. The annual summit is attended by professionals from the private sector – including insurance companies, realtors, architects and developers, as well as leading scientists and members of the public sector. The summit aims to compare and contrast the unfolding impacts and response in different regions to identify and highlight opportunities for building coastal resilience both locally and globally. The summit resulted in a living document titled "Adaptation Pathways 1.0" that serves as a blueprint for other coastal communities around the world. The summit is supported by the Canadian, British, and Dutch consulates in Miami; the Chambers of Commerce of Greater Ft. Lauderdale and Miami Beach, the U.S. Geological Survey, World Resources Institute; Union of Concerned Scientists, Florida Climate Institute; and FAU.

- The National Institutes of Health has awarded Dr. Andrew Oleinikov $404,000 over two years to clarify the molecular mechanisms that explain how maternal malaria infection can lead to low birth weight and stillbirth in a fetus.

- Dr. Max Caputi, of the Charles E. Schmidt College of Medicine, was awarded a $448,500 grant from the National Institutes of Health to study HIV replication and develop a novel type of therapeutic drug. The three-year R-15 grant titled "*Inhibition of HIV-1 replication by delivery of the SRSF1 RNA Recognition Motifs*" expands on Dr. Caputi's previous HIV research. Drugs used to treat HIV-1-infected individuals cannot completely eliminate the virus. The majority of the available drugs target viral proteins. However, because HIV mutates, the virus develops drug resistant-strains. Dr. Caputi's lab has identified a cellular factor called SRSF1, which can inhibit viral replication. His research proposes to create a truncated version of SRSF1 in bacteria, purify it, and deliver it to infected cells using cell-penetrating peptides with high efficiency. This approach will inhibit viral replication ex-vivo in lymphocytes purified from healthy donors and infected by a number of viral strains.

- Dr. Gregg Fields, Director of the Center for Molecular Biology and Biotechnology, received a $540,250 grant from the National Cancer Institute of the National Institutes of Health (NIH) to continue his research that seeks to develop new therapeutic agents for collagen-based diseases including multiple sclerosis, cancer, and sepsis. The grant will help further his work to examine the role of Matrix Metalloproteinases (MMPs) that have long been recognized as potential targets for a variety of pathologies, including tumor angiogenesis, metastasis, osteoarthritis (OA), inflammation, periodontitis, vascular diseases, post-myocardial infarction remodeling, neurodegenerative diseases, and neuropsychiatric disorders. Dr. Fields is a fellow of the National Academy of Inventors (NAI) and fellow of the American Association for the Advancement of Science (AAAS).

- Dr. Yunqing Kang, of the College Engineering and Computer Science, received a $141,743 grant from the National Cancer Institute (NCI) of the National Institutes of Health (NIH) to develop a biodegradable polymer stent that will prevent complications associated with traditional stents implants while at the same time serving as a drug delivery system for esophageal cancer therapy. Dr. Kang and his team will use a special 3D printing technique to develop the tissue-engineered stent using biodegradable elastomeric

polymer materials that will make it sufficiently rigid yet flexible enough to expand and contract the esophagus. This new stent, which will mechanically open the esophagus, will also release the anti-cancer drug Paclitaxel (PTX) to locally treat esophageal cancer. Dr. Kang joined FAU in August 2014 and established the Biomaterials Laboratory that focuses on tissue engineering and cancer drug delivery systems.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

Florida Atlantic University consistently demonstrates deep commitment to its local, regional, and global communities through innovative research, excellent educational programs and services, collaborative public and private partnerships, and engaged civic service outreach. The University is institutionalizing a campus culture of collaborative and experiential engagement with community partners that recognizes and values the dynamic and reciprocal exchange of knowledge.

- In July of 2015, President Kelly established the Community Engagement Task Force (CETF) which is comprised of six volunteer working groups with over 60 faculty, administrative staff, alumni, and students in support of the Executive Leadership Team. The mission of the Task Force is to develop and recommend policies, procedures and practices that ensure that community and business engagement is central to FAU's mission and actions. The goals of the Task Force are to enhance the culture of community engagement and partnership at FAU and to successfully apply for the Community Engagement Elective Classification from the Carnegie Foundation for the Advancement of Teaching in 2020.

- The FAU Athletics program received a $5 million gift from Bobby and Barbara Campbell to name the Bobby and Barbara Campbell Academic Success Center within the Schmidt Family Complex for Academic and Athletic Excellence.

- Theatre Lab, FAU's professional resident theater company, completed its first successful season on the Boca Raton campus. Theatre Lab is dedicated to the development and production of new works in American theater. More than 1,500 people have attended either a reading of a play, a concert-reading of a musical, a cabaret, an improve comedy, or an art exhibition.

- The Dorothy F. Schmidt College of Arts and Letters received a $200,000 grant from the Hechtscher Foundation for Children to fund the FAU Theatre Lab's "Future PAGES" (Playwrights, Artists & Generations of Exciting Storytellers) Project. The project is an educational outreach program working in partnership with 10 public schools and nonprofit agencies in Palm Beach County. Since fall 2015, The Future Pages Project has produced 32 creative writing workshops and 15 live theatrical performances with more than 1,500 elementary, middle, and high school students in Palm Beach and Broward counties.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- As part of a collaborative effort among the College of Education, the United Way of Palm Beach County, and FAU Center for Autism and Related Disabilities (CARD), FAU's College of Education's Autism Friendly Business (AFB) program has 25 businesses participating in this unique program designed to increase autism awareness and support community inclusion by creating safe spaces and no judgment zones for people with autism and their families. To achieve these goals, FAU CARD provides businesses with the training and support needed to improve understanding and sensitivity about autism and related

disabilities. Upon completion of the training, the business receives a decal, which they can proudly display to identify their business as “Autism Friendly”.

- FAU’s Tech Runway, the College of Business, the Department of Military and Veteran Affairs and the Small Business Development Center at Palm Beach State College received $135K grant through the Florida Entrepreneurial Program to develop and teach and innovative three-part entrepreneurship program for veterans seeking to start their own business. The program is a statewide university-based initiative to support the development of veteran entrepreneurs and their businesses.

- The College of Engineering and Computer Science received a $300K gift from Bidtellect, a global leader in technologies and solutions. The gift will allow the Department of Computer and Electrical Engineering and Computer Science (CEECS) to engage in research, develop and establish curriculum, facilitate laboratory improvements, fund research assistantships, and provide and annual award to the top Bidtellect Laboratory researcher.

- FAU received a grant from the United Way of Palm Beach County to support the iRISE2 Mentoring Program through FAU’s Center for Autism and Related Disabilities. The goal of this program is to help youth with autism and related disabilities reach their full potential for personal development and independence, while enriching their social-cognitive capacity through interest-based mentoring. ‘

- FAU is partnering with the Old Vero Ice Age Sites Committee (OVIASC) on one of the oldest and largest archaeological digs of its kind, The Old Vero Man site, located on the Treasure Coast in Vero Beach. The project is being overseen by FAU’s Harbor Branch Oceanographic Institute (HBOI) and FAU’s Department of Anthropology within the Dorothy F. Schmidt College of Arts and Letters.

- The Charles E. Schmidt College of Science hosted its 9th annual southeast Florida regional competition for the Science Olympiad. More than 1,000 middle and high school students from 22 middle and 45 high schools from Palm Beach, Broward, Lee, Martin and Miami-Dade counties participated in competitions covering a wide variety of topics in the science, technology, engineering and math (STEM) disciplines.

- The Christine E. Lynn College of Nursing received a $600,000 grant from The Celia Lipton Farris and Victor W. Farris Foundation, Inc. to increase access to integrated nurse-led primary and behavioral care at FAU’s Westgate center, a center serving a high minority and low-income community. FAU’s College of Nursing will increase its hours of operation and expand outreach to screen for mental illness.

- The Christine E. Lynn College of Nursing sent 22 registered nurses studying to become nurse practitioners on a two week hands-on study abroad session in rural Guatemala to provide primary care to about 1,700 Maya villagers of all ages. Under the leadership of Associate Professor Dr. Rhonda Goodman, and working collaboratively with non-governmental organizations, rural clinical outposts were set up to provide much-needed health screenings and medical care. Dr. Goodman also has established a collaborative structure of partnerships to provide a network to ensure that there is appropriate follow-up for patients who need additional care.

- Drs. Ken Dawson-Scully and Stacee Caplan, of the Charles. E. Schmidt College of Science, co-founded Neuro Pharmacologics LLC, a biopharmaceutical company focused on developing and commercializing innovative therapies for patients with rare neurological diseases. Neuro Pharmacologics entered into a licensing agreement with FAU and was the Neuroscience Pillar Designee awardee for the FAU Tech Runway’s 4th Business Accelerator 2016 class competition.

- The Office of Alumni Relations worked collaboratively to organize a Greater Boca Raton Chamber of Commerce membership breakfast featuring the Interim CEO of the FAU Foundation and Head Football

Coach as guest speakers. The university was able to highlight for local business leaders, the ways in which the university is enhancing the local community through intercollegiate athletics and transformative gifts.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

- FAU's Tech Runway was formed to foster technology start-up companies. As of 2015-16 Tech Runway has supported 15 companies who have produced more than $3 million in total revenue. The 15 companies combined have 73 employees, 28 student-hires, and 32 internship opportunities created. The cornerstone of Tech Runway is the Venture Mentoring Service (VMS) modeled after the Massachusetts Institute of Technology's (MIT) proven Venture Mentoring Service. The FAU Tech Runway VMS has accumulated 16,000 mentor hours since its start.

- As part of its Corporate Orientation outreach program, the Office of Alumni Relations hosted an informative luncheon for major corporate employers; bringing together the company's leadership teams with FAU faculty and staff to discuss opportunities for potential business collaborations and partnerships.

- The FAU Career Center established the Embedded Career Liaison Program that focuses on bolstering the number of students registering for internship and co-op courses and provides opportunities for the Career Center to better connect and serve students as they consider various career opportunities. This program places career liaisons in college buildings and provide students the convenience of receiving career services in their colleges. In the past year, career liaisons were embedded in the College of Engineering and Computer Science, the College of Business, and the Dorothy F. Schmidt College of Arts & Letters.

- The Charles E. Schmidt College of Medicine established a new medical residency program in general surgery that will be conducted at local hospitals. The program will be primarily based out of Boca Raton Regional Hospital with training also planned at Bethesda Hospital East, Delray Medical Center, St. Mary's Medical Center, and West Boca Medical Center. The six-year program will have 45 slots for practicing doctors making it one of the largest in the nation. Residents can specialize in general surgery or subspecialties such as orthopedics, neurosurgery, urology, and ophthalmology, among others.

- In the 2015 - 2016 fiscal year, the number of healthcare professionals trained at the FAU Charles E. Schmidt College of Medicine Simulation Center were: 822 practicing nurses from HCA/Parallon; 250 first through fourth year medical students; 72 residents from FAU's Internal Medicine program; 100 residents from Palms West Hospital; 93 private nursing school students; and 41 additional nurses from several other area hospitals for a total of 1,378 healthcare professionals. This number represents tens of thousands of training hours delivered by the Charles E. Schmidt College of Medicine to improve learning and training in our surrounding communities. Over the past 7 years, the FAU Charles E. Schmidt College of Medicine Simulation Center has trained over 3,000 practicing nurses from over 20 area hospitals plus additional residents and first responders.

- The Intern OWLS Network (iON) was launched in spring 2016 and has quickly become the premier on-campus internship program. iON provides undergraduate students with substantial and meaningful project work (20-30 hours/ week) in internships that are certified according to best practices. Students are compensated for the internships they participate in and gain valuable employment experience that can transfer to their career upon graduation.

- Over the past year FAU engaged hundreds of employers by hosting various career fairs and expos. In total about 500 employers participated in FAU Career Fairs and expos in the 2015-16 academic year. As a result of this engagement the FAU Career Center posted over 6,000 full and part-time jobs to its students employment site.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	$128,704,960	$138,594,798	$144,162,717	$147,639,882	$150,349,679
Non-Recurring State Funds	-$23,290,484	$7,135,711	$4,656,009	$12,966,318	$25,346,748
Tuition	$96,515,651	$96,161,308	$97,797,680	$98,456,730	$102,407,647
Tuition Differential Fee	$18,889,777	$20,080,106	$20,045,043	$20,614,633	$21,224,378
Misc. Fees & Fines	$2,046,435	$2,281,896	$1,716,440	$3,135,924	$3,059,118
Phosphate/Other TF	$0	$0	$0	$0	$0
SUBTOTAL	$222,866,339	$264,253,819	$268,377,889	$282,813,487	$302,387,570
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$12,778,503	$14,181,519	$14,344,890	$14,337,746	$14,789,167
Non-Recurring State Funds	$0	$516,150	$0	$0	$0
Tuition	$4,156,775	$6,280,109	$8,233,032	$8,702,870	$9,603,147
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$32,140	$33,560	$44,240	$46,600	$45,100
Phosphate/Other TF	$0	$0	$0	$0	$0
SUBTOTAL	$16,967,418	$21,011,338	$22,622,162	$23,087,216	$24,437,414
TOTAL	$239,833,757	$285,265,157	$291,000,051	$305,900,703	$326,824,984

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring $300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* Non-Recurring State Funds: include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* Note on Performance Funding: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. Tuition: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* Tuition Differential Fee: Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* Miscellaneous Fees & Fines: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* Phosphate/Other Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	$133,013,651	$134,006,037	$143,315,534	$155,251,392	$159,344,947
Administration and Support	$24,854,221	$26,997,074	$27,305,090	$31,216,233	$33,047,819
PO&M	$18,626,754	$22,340,836	$22,369,607	$21,439,764	$20,923,851
Student Services	$22,240,630	$24,362,796	$24,743,473	$24,981,549	$25,198,081
Library/Audio Visual	$11,006,647	$10,352,013	$10,081,480	$10,317,874	$10,692,775
Other	$10,197,183	$10,610,340	$10,822,675	$13,770,819	$15,667,104
SUBTOTAL	$219,939,086	$228,669,096	$238,637,859	$256,977,631	$264,874,577
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$11,737,749	$15,683,697	$16,345,383	$19,372,633	$21,756,354
Administration and Support	$464,461	$690,252	$763,110	$637,163	$836,453
PO&M	$0	$0	$0	$0	$0
Library/Audio Visual	$434	$425,000	$346,334	$413,696	$413,861
Teaching Hospital & Clinics	$0	$0	$0	$0	$0
Student Services, and Other	$0	$0	$0	$0	$0
SUBTOTAL	$12,202,644	$16,798,949	$17,454,827	$20,423,492	$23,006,668
TOTAL	$232,141,730	$245,468,045	$256,092,686	$277,401,123	$287,881,245

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

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

Section 1 – Financial Resources *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation *(GR & Lottery)*	$6,253	$4,492	$6,152	$6,427	$6,837
Tuition & Fees *(State-funded Aid)*	$733	$695	$648	$557	$474
Tuition & Fees *(from Student)*	$3,792	$4,310	$4,355	$4,606	$4,728
Other Trust Funds	$0	$0	$0	$0	$0
TOTAL	$10,778	$9,498	$11,155	$11,590	$12,039

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

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	$30,380	$28,450	$27,690	$28,270	$28,900

[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	.	.	$17,260	$16,920	$16,540

Notes: Cost to the Institution reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. Source: State University Database System (SUDS), Expenditure Analysis: Report IV. Net Tuition & Fees per 120 Credit Hours represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*

Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	$78,628,181	$70,370,203	$68,145,842	$87,066,002	$95,750,931
Expenditures	$59,545,127	$71,872,969	$79,559,545	$85,864,857	$92,147,432
Contracts & Grants					
Revenues	$48,692,640	$48,641,888	$45,690,822	$45,684,074	$58,139,486
Expenditures	$48,718,106	$46,883,329	$47,524,645	$47,650,438	$53,228,117
Local Funds					
Revenues	$215,062,778	$220,993,378	$227,624,692	$217,373,671	$227,978,392
Expenditures	$208,769,851	$218,078,799	$225,596,989	$214,965,227	$224,579,890
Faculty Practice Plans					
Revenues	$97,500	$514,540	$702,102	$803,445	$1,322,891
Expenditures	$8,275	$305,516	$588,190	$682,002	$1,055,974

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value ($1000s)	$172,318	$189,287	$208,521	$204,799	$257,001
Gifts Received ($1000s)	$9,417	$11,851	$10,662	$15,897	$44,913
Percentage of Alumni Donors	1.4%	2.1%	3.0%	3.1%	3.2%

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

Section 2 – Personnel

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

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	431	439	436	436	441
Tenure-track Faculty	136	114	105	129	127
Non-Tenure Track Faculty	283	261	270	254	281
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,696	1,657	1,699	1,836	1,857
FULL-TIME SUBTOTAL	2,546	2,471	2,510	2,655	2,706
Part-time Employees					
Tenured Faculty	3	3	5	4	5
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	560	496	442	501	428
Instructors Without Faculty Status	0	0	5	3	12
Graduate Assistants/Associates	1,044	1,039	1,061	1,003	919
Non-Instructional Employees	40	163	151	203	125
PART-TIME SUBTOTAL	1,647	1,701	1,664	1,714	1,489
TOTAL	4,193	4,172	4,174	4,369	4,195

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

Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	29,304	30,282	30,808	30,381	30,447
UNDERGRADUATE					
FTIC (Regular Admit)	10,648	11,139	11,595	11,552	11,795
FTIC (Profile Admit)	356	263	198	147	102
FCS AA Transfers	6,583	7,002	7,207	7,229	7,093
Other AA Transfers	589	604	594	585	565
Post-Baccalaureates	0	0	0	807	821
Other Undergraduates	5,433	5,225	5,093	3,920	3,851
Subtotal	23,609	24,233	24,687	24,240	24,227
GRADUATE					
Master's	3,457	3,672	3,624	3,478	3,534
Research Doctoral	746	744	791	795	796
Professional Doctoral	104	179	250	316	322
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*0*	*0*	*0*	*0*	*0*
Medicine	*64*	*127*	*187*	*249*	*250*
Nursing Practice	*40*	*52*	*63*	*67*	*72*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other	*0*	*0*	*0*	*0*	*0*
Subtotal	4,307	4,595	4,665	4,589	4,652
UNCLASSIFIED					
HS Dual Enrolled	413	556	659	787	812
Other	975	898	797	765	756
Subtotal	1,388	1,454	1,456	1,552	1,568

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	8,037	8,337	8,578	8,210	8,481
UPPER	11,161	11,199	11,196	11,201	11,214
MASTERS (GRAD I)	2,251	2,245	2,207	1,949	1,783
DOCTORAL (GRAD II)	384	381	405	392	371
TOTAL	21,832	22,161	22,386	21,751	21,850
NON-RESIDENT FUNDABLE					
LOWER	462	445	482	574	735
UPPER	471	483	461	450	515
MASTERS (GRAD I)	231	242	229	242	241
DOCTORAL (GRAD II)	140	135	131	140	151
TOTAL	1,303	1,305	1,303	1,405	1,641
TOTAL FUNDABLE					
LOWER	8,499	8,781	9,061	8,784	9,216
UPPER	11,631	11,682	11,657	11,651	11,729
MASTERS (GRAD I)	2,481	2,487	2,436	2,190	2,024
DOCTORAL (GRAD II)	524	516	535	531	522
TOTAL	23,135	23,465	23,689	23,157	23,491
TOTAL NON-FUNDABLE					
LOWER	120	119	134	156	216
UPPER	150	153	159	190	147
MASTERS (GRAD I)	244	269	182	408	630
DOCTORAL (GRAD II)	14	33	10	3	5
TOTAL	528	575	485	758	997
TOTAL					
LOWER	8,619	8,901	9,195	8,940	9,432
UPPER	11,781	11,835	11,816	11,841	11,876
MASTERS (GRAD I)	2,725	2,756	2,618	2,599	2,654
DOCTORAL (GRAD II)	538	549	545	534	527
TOTAL	23,664	24,040	24,174	23,914	24,488

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	8,286	7,707	7,466	7,194	7,446
UPPER	10,338	9,856	9,473	9,168	8,916
MASTERS (GRAD I)	1,964	1,947	1,797	1,717	1,671
DOCTORAL (GRAD II)	481	491	470	439	440
TOTAL	21,069	20,001	19,206	18,518	18,472
DISTANCE LEARNING					
LOWER	195	306	385	473	1,234
UPPER	1,239	1,569	1,779	1,915	2,768
MASTERS (GRAD I)	702	761	755	786	863
DOCTORAL (GRAD II)	49	52	67	73	62
TOTAL	2,185	2,688	2,986	3,247	4,927
HYBRID					
LOWER	138	888	1,344	1,273	752
UPPER	204	410	564	759	192
MASTERS (GRAD I)	59	48	66	96	120
DOCTORAL (GRAD II)	8	5	9	22	25
TOTAL	410	1,351	1,983	2,150	1,089
TOTAL					
LOWER	8,619	8,901	9,195	8,940	9,432
UPPER	11,781	11,835	11,816	11,841	11,876
MASTERS (GRAD I)	2,725	2,756	2,618	2,599	2,654
DOCTORAL (GRAD II)	538	549	545	534	527
TOTAL	23,664	24,040	24,174	23,914	24,488

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.
Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	9	11	6	6	15
Undergraduate	362	372	367	351	636
Master's (GRAD 1)	50	57	71	75	184
Doctoral (GRAD 2)	3	5	3	8	22
Subtotal	424	445	447	440	857
DEPENDENTS					
Unclassified	1	1	0	0	0
Undergraduate	104	117	151	154	129
Master's (GRAD 1)	5	5	8	9	17
Doctoral (GRAD 2)		1	1	0	1
Subtotal	110	124	160	163	147
NON-MILITARY					
Unclassified	1,372	1,433	1,445	1,541	1,545
Undergraduate	23,143	23,744	24,169	23,735	23,467
Master's (GRAD 1)	3,424	3,684	3,678	3,614	3,549
Doctoral (GRAD 2)	831	852	909	888	882
Subtotal	28,770	29,713	30,201	29,778	29,443
TOTAL	29,304	30,282	30,808	30,381	30,447

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

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	9,787	9,919	10,017	9,763	9,562
Percent with Pell Grant	42.0%	41.5%	41.2%	42.3%	41.8%

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

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Environmental Engineering	14.1401	Bachelors	3/15/2016		
Terminated Programs					
none					
Programs Suspended for New Enrollments					
Real Estate	52.1501	Bachelors	-	2008 FALL	
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2011-12	2012-13	2013-14	2014-15	2015-16
Cohort Size	*3,202*	*3,037*	*3,320*	*2,915*	*3,286*
% Retained *with Any GPA*	78%	75%	75%	78%	77%
% Retained *with GPA 2.0 or higher*	71.4%	67.7%	65.8%	72.2%	74.7%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
Cohort Size	*2,193*	*2,558*	*2,677*	*2,426*	*2,597*
% Graduated	41%	41%	46%	50%	50%
% Still Enrolled	*10%*	*10%*	*9%*	*7%*	7%
% Success Rate	*52%*	*51%*	*55%*	*57%*	57%

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

Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates (Full-time only)	2008-12	2009-13	2010-14	2011-15	2012-16
Cohort Size	*2,677*	*2,426*	*2,597*	*3,202*	*3,037*
Same University	17%	20%	19%	24%	25%
Other University in SUS	2%	3%	3%	4%	4%
Total from System	19%	23%	22%	28%	29%

6 – Year Rates (Full- & Part-time)	2006-12	2007-13	2008-14	2009-15	2010-16
Cohort Size	*2,374*	*2,718*	*2,830*	*2,591*	*2,728*
Same University	40.4%	40.1%	45.0%	48.9%	49.2%
Other University in SUS	7%	7%	8%	8%	9%
Total from System	48%	47%	53%	57%	58%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. **Full-time (FT) and Part-time (PT)** status refers to the credit load during the student's first Fall semester freshmen year. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts. **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides a snapshot of graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.
Same University provides graduation rates for students in the cohort who graduated from the same institution.
Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
Cohort Size	*1,512*	*1,491*	*1,682*	*1,538*	*1,414*
Same University	24%	23%	20%	19%	20%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
Cohort Size	*1,004*	*1,111*	*1,512*	*1,491*	*1,682*
Same University	62%	63%	62%	62%	61%

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

TABLE 4F. Graduation Rates *for* Other Transfer Students

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
Cohort Size	*1,589*	*1,883*	*1,989*	*1,560*	*1,616*
Same University	59%	60%	63%	62%	63%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	4,892	5,124	5,017	5,473	5,640
Second Majors	354	251	200	196	176
TOTAL	5,246	5,375	5,217	5,669	5,816

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

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)
[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	971	1,100	1,289	1,336	1,485
HEALTH	366	378	340	444	464
GLOBALIZATION	149	160	131	145	132
EDUCATION	510	442	383	377	328
GAP ANALYSIS	693	762	730	768	656
SUBTOTAL	2,689	2,842	2,873	3,070	3,065
PSE PERCENT OF TOTAL	51.3%	52.9%	55.1%	54.2%	52.7%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	954	920	905	1,050	1,088
Percentage of Degrees	20.0%	18.0%	18.5%	19.6%	19.8%
Hispanic					
Number of Degrees	1,069	1,208	1,241	1,368	1,417
Percentage of Degrees	22.0%	24.0%	25.3%	25.6%	25.8%
Pell-Grant Recipients					
Number of Degrees	2,379	2,694	2,822	3,111	3,144
Percentage of Degrees	50%	54%	57%	58%	57%

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

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

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	51%	56%	54%	62%	60%
AA Transfers	64%	80%	84%	82%	83%
Other Transfers	59%	75%	79%	79%	77%
TOTAL	58.7%	71.3%	72.9%	74.6%	73.2%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	2,003	1,905	1,883	1,821	1,817
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	61%	60%	59%	59%	60%
30 to 49 Students	24%	24%	25%	25%	24%
50 to 99 Students	9%	10%	9%	10%	9%
100 or More Students	6%	6%	7%	7%	7%

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

Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	67%	69%	70%	69%	69%
Adjunct Faculty	21%	19%	18%	19%	19%
Graduate Students	11%	11%	11%	11%	11%
Other Instructors	1%	1%	1%	1%	1%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	20	22	25	24	24

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2011	2012	2013	2014	2015
Examinees	62	76	75	82	77
First-time Pass Rate	94%	92%	93%	89%	81%
National Benchmark	*89%*	*92%*	*85%*	*85%*	*87%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Post-Graduation Metrics

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed ($25,000+) or Enrolled	*n/a*	*n/a*	66.8%	68.4%	67.5%
Employed (Full-time) or Enrolled	69%	72%	75%	76%	75%
Percent Found	*90%*	*91%*	*91%*	*92%*	*92%*
Number of States/Districts Searched	*1*	*36*	*38*	*39*	*41*

Notes: Enrolled or Employed (Earning $25,000+) is based on the number of recent baccalaureate graduates who are either employed, and earning at least $25,000, or continuing their education within one year after graduation. Enrolled or Employed Full-Time is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.
The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Percent Found refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php. For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

Median Wages of Bachelor's Graduates Employed Full-time, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	$17,400	$18,100	$18,600	$19,200	$19,000
25th PERCENTILE WAGE	$25,900	$26,200	$27,000	$27,800	$28,700
MEDIAN WAGE	$34,700	$34,900	$36,000	$36,800	$38,700
75th PERCENTILE WAGE	$46,500	$45,200	$47,800	$49,200	$51,700
95th PERCENTILE WAGE	$70,700	$70,400	$71,700	$77,100	$79,400
Percent Found	*53%*	*54%*	*57%*	*60%*	*61%*
Number of States/Districts Searched	*1*	*1*	*1*	*39*	*41*

Notes: Median Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. Percent Found refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2"). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

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						
Educational Psychology	42.2806	Masters	5/19/2015	2015 FALL		
Instructional Technology	13.0501	Masters	5/19/2015	2015 FALL		
Secondary Education	13.1205	Masters	5/19/2015	2015 FALL		
Social Work	51.1503	Professional Doctorate		2016 FALL	11/5/2015	
Terminated Programs						
none						
Programs Suspended for New Enrollments						
Finance, General	52.0801	Masters	-	2006 SPRING		
International Business/Trade/Commerce	52.1101	Masters	-	2005 SPRING		
New Programs Considered By University But Not Approved						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	1,405	1,543	1,518	1,575	1,515
Second majors	1	2	1	1	0
TOTAL	1,406	1,545	1,519	1,576	1,515
Masters and Specialist (1st majors)	1,288	1,440	1,390	1,407	1,333
Research Doctoral (1st majors)	108	90	106	104	103
Professional Doctoral (1st majors)	9	13	22	64	79
Dentistry	*0*	*0*	*0*	*0*	*0*
Law	*0*	*0*	*0*	*0*	*0*
Medicine	*0*	*0*	*0*	*54*	*61*
Nursing Practice	*9*	*13*	*22*	*10*	*18*
Pharmacy	*0*	*0*	*0*	*0*	*0*
Physical Therapist	*0*	*0*	*0*	*0*	*0*
Veterinary Medicine	*0*	*0*	*0*	*0*	*0*
Other Professional Doctorate	*0*	*0*	*0*	*0*	*0*

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

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	245	250	272	272	219
HEALTH	179	207	228	418	421
GLOBALIZATION	16	17	18	24	22
EDUCATION	169	144	162	119	101
GAP ANALYSIS	157	174	163	131	137
SUBTOTAL	766	792	843	964	900
PSE PERCENT OF TOTAL	54.5%	51.3%	55.5%	61.2%	59.4%

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

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

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

	2012	2013	2014	2015	2016 Preliminary
Examinees	.	62	61	63	67
First-time Pass Rate	.	97%	95%	97%	97%
National Benchmark	*96%*	*97%*	*96%*	*96%*	*96%*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	.	.	.	53	62
First-time Pass Rate	.	.	.	100%	100%
National Benchmark	*98%*	*98%*	*97%*	*95%*	*96%*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	.	.	.	53	49
First-time Pass Rate	.	.	.	100%	100%
National Benchmark	*97%*	*98%*	*96%*	*96%*	*97%*

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

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

R&D Expenditures	2010-11*	2011-12*	2012-13	2013-14	2014-15
Total (S&E and non-S&E) ($ 1,000s)	$62,024	$65,377	$23,967	$22,997	$21,214
Federally Funded ($ 1,000s)	$15,579	$17,226	$13,555	$13,234	$11,574
Percent Funded From External Sources	34%	35%	79%	84%	79%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	$109,972	$115,303	$43,340	$42,508	$37,547

Note*: FAU changed their methodology for reporting research expenditures in 2012-13.

Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	13	26	15	13	14
Licenses & Options Executed	5	2	6	17	4
Licensing Income Received ($)	$141,899	$65,769	$130,272	$277,493	$152,909
Number of Start-Up Companies	0	0	1	0	3

	2011	2012	2013	2014	2015
Utility Patents Issued	5	4	4	7	2

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

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

TABLE 6B. Centers of Excellence

Name of Center:	Southeast National Marine Renewable Energy Center	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
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		51	11
Value of Competitive Grants Applied For *($)*		$45,874,252	$3,406,932
Number of Competitive Grants Received		14	4
Value of Competitive Grants Received *($)*		$20,064,786	$763,000
Total Research Expenditures *($)*		$20,563,605	$1,182,294
Number of Publications in Refereed Journals From Center Research		38	4
Number of Invention Disclosures		1	0
Number of Licenses/Options Executed		0	0
Licensing Income Received *($)*		$0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		64	4
Collaborations with Private Industry		91	13
Collaborations with K-12 Education Systems/Schools		136	1
Undergraduate and Graduate Students Supported with Center Funds		113	11
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		2	0
Private-sector Resources Used to Support the Center's Operations		$176,500	$0

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Southeast National Marine Renewable Energy Center

Narrative Comments [Most Recent Year]:

One of three U.S. Department of Energy's nationally-designated marine energy centers, the Southeast National Marine Renewable Energy Center (SNMREC) at Florida Atlantic University secured the only lease from the U.S. Department of Interior to conduct marine renewable energy production and testing activities on the U.S. outer continental shelf. As a result, companies with prototype ocean current energy technologies are queuing to demonstrate their innovations and evolve them to commercial manufacturing. Associated with technology testing are a wide spectrum of associated areas, including socio-economic, policy, and scientific sectors. Active research areas include nearly every engineering discipline, marine science, business, government and policy, and education.

During 2015-16, SNMREC staff concluded acoustic seafloor surveys for a lease with the Bureau of Ocean Energy Management. The lease reserved approximately 1,430 acres of sea floor to moor surface buoys used for turbine testing offshore Broward County, Florida. Turbine companies will prepare a vessel for testing systems that produce 100kW of power or less and moor to SNMREC installed buoys. This will expose turbines to the flow of the Gulf Stream for evaluation of how effectively the technology converts flowing water into electricity and to investigate the behavior of the turbine when suspended from the vessel. New efforts were initiated to explore further development offshore Palm Beach County, Florida for future grid-connected large scale turbine testing. A non-proprietary small-scale ocean current turbine (20kW) has been previously constructed and tested offshore. This platform will allow turbine component manufacturers to evaluate their products and will establish a performance benchmark for comparison of the effectiveness of energy conversion approaches.

SNMREC installed and recovered moored ocean current measurement systems during 2015-16, which adds to the unprecedented measurement archive that has been collected since 2008. This data not only assists with improving our understanding of potential power extraction, but validates tools for predicting current characteristics and provides turbine designers with a better understanding of conditions their concepts will experience. New acoustic instruments to characterize the natural turbulence of the Gulf Stream were used to measure "gusts" that turbines would be exposed to in the current that will help to inform new turbine designs and establish ideal locations for energy capture.

New commercial tools were developed to observe, catalog, and identify marine life interaction with marine renewable energy generation equipment. This novel system uses serial scanning underwater lasers to artificially illuminate a volume around the equipment so that marine life does not detect it. Resulting data is 3-dimensional, high resolution, and photo-realistic so that state-of-the-art automated detection and classification algorithms can catalog species without requiring human decision and analysis. This project will result in licensed and commercialized products during 2017 - a sponsor expectation (U.S. Department of Energy). A follow-up project was funded during this period to further optimize the system and demonstrate its effectiveness at other marine renewable sites in the U.S.

As the ocean current energy private sectors moves towards commercialization, SNMREC is positioning to provide needed support and tools to accelerate utility-scale availability. The first ocean current turbine prototype offshore testing infrastructure in the world is scheduled to be available during 2017-18. Further integration of research portfolios with anticipated industry need, increased collaborations with universities around the world, and development of a holistic suite of support will assist the growing ocean current energy industry to overcome barriers to market acceleration as safely, economically, and responsibly as possible.

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 2016)	Fiscal Year 2015-16
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		83	9
Value of Competitive Grants Applied For *($)*		$136,762,012	$2,474,102
Number of Competitive Grants Received		38	3
Value of Competitive Grants Received *($)*		$28.854,460	$274,249
Total Research Expenditures *($)*		$39,817,433	$677,829
Number of Publications in Refereed Journals From Center Research		87	3
Number of Invention Disclosures		10	0
Number of Licenses/Options Executed		20	0
Licensing Income Received *($)*		$30	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		39	8
Collaborations with Private Industry		13	1
Collaborations with K-12 Education Systems/Schools		3,205 students	200 students
Undergraduate and Graduate Students Supported with Center Funds		51	7
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		$430	$0

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center for Biomedical and Marine Biotechnology

Narrative Comments [Most Recent Year]:

FAU Harbor Branch's Center for Biomedical and Marine Biotechnology, spearheaded by Dr. Amy Wright, looks for treatments for pancreatic cancer and infectious diseases, and their scientists also have collaborations with other scientists working on other forms of cancer, malaria, tuberculosis, neurodegenerative disease and inflammation.

Scientists found that a deep-water marine sponge collected off of Fort Lauderdale's coast contains leiodermatolide, a natural product that has the ability to inhibit the growth of cancer cells as well as block cancer cells from dividing using extremely low concentrations of the compound. This work resulted in the award of a patent from the U.S. Patent and Trademark Office protecting the use of the compound against various forms of cancer. The researchers are expanding on their original findings, recently showing that leiodermatolide can reduce pancreatic tumor size *in vivo*, publishing the results of this study in the *International Journal of Cancer (IJC).*

In the article in *IJC* titled, "Leiodermatolide, a Novel Marine Natural Product, Has Potent Cytotoxic and Antimitotic Activity Against Cancer Cells, Appears to Affect Microtubule Dynamics, and Exhibits Antitumor Activity," the researchers more fully define how this marine compound kills the cancer cells, and show that its effects occur not only against cells but that it also has the ability to reduce pancreatic cancer tumor weight.

Lead author Esther Guzmán, Ph.D., associate research professor at FAU Harbor Branch, along with colleagues and co-authors Amy Wright, Ph.D., research professor; Tara Pitts, biological scientist; and Priscilla Winder, Ph.D., research associate; as well as collaborators from Eisai Pharmaceuticals and the University of Central Florida, have been able to show that leiodermatolide induces programmed cell death in pancreatic cancer cells, and inhibits the growth of other cancer cells such as metastatic melanoma, colon cancer, lymphoma, and glioblastoma, a rare and deadly form of brain cancer.

Taxol™, a commonly used anti-cancer drug, works by interacting with tubulin and causing its polymerization. Leiodermatolide also interacts with tubulin but appears to affect microtubule dynamics through a unique mechanism of action compared to other microtubule interacting agents. In a mouse model of metastatic pancreatic cancer, leiodermatolide exhibited significant tumor reduction when compared to gemcitabine — the standard of care drug for pancreatic cancer — and controls.

Natural products, or secondary metabolites, are small, organic molecules produced by organisms. Unlike primary metabolites such as sugars, fats or proteins, these molecules are not essential to sustain life; however, the compounds are thought to confer an evolutionary advantage to the producing organism. For example, if a sponge makes a compound that is toxic to predators or tastes bad, that sponge may be protected from being eaten, and will have an advantage over one that does not produce the compound. In addition to blocking predation, natural products can have many different functions within the producing organism.

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