

FIU 2010-11



2010-2011

Annual Accountability Report Florida International University

Data definitions are provided in the Appendices.

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

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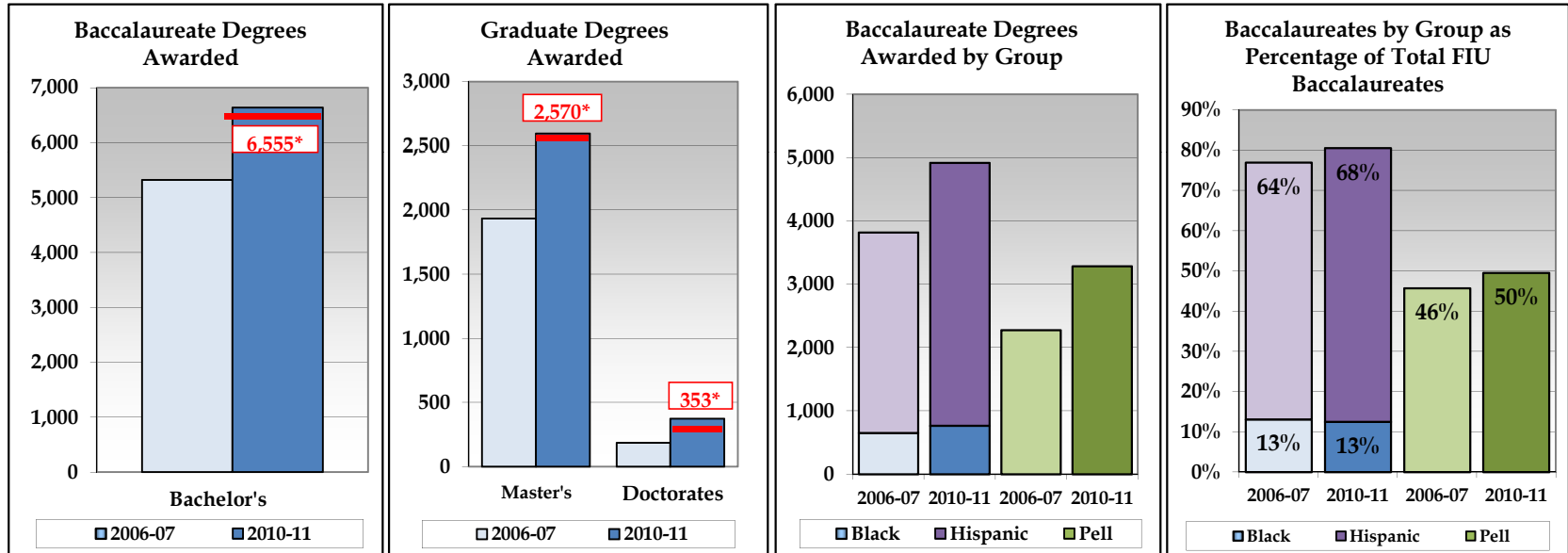
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Florida International University 2011 Dashboard

Sites and Campuses			Modesto A. Maidique Campus, Biscayne Bay Campus, Pines Center Site				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2011)			Carnegie Classification	
TOTAL (Fall 2010)	44,010	100%	TOTAL		175	Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence
Black	5,627	13%	Baccalaureate		65	Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)
Hispanic	26,578	60%	Master's & Specialist's		79	Enrollment Profile:	High undergraduate
White	6,227	14%	Research Doctorate		28	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in
Other	5,578	13%	Professional Doctorate		3	Size and Setting:	Large four-year, primarily nonresidential
Full-Time	26,439	60%	Faculty (Fall 2010)	Full-Time	Part-Time	Basic: Research Universities (high research activity)	
Part-Time	17,571	40%		844	15		
Undergraduate	32,901	75%	TOTAL		634	Community Engagement: Curricular Engagement and Outreach and Partnerships	
Graduate	7,897	18%	Tenure/T. Track		6		
Unclassified	3,212	7%	Other Faculty/Instr.		9		

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

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



*2012-13 Targets for Degrees Awarded.

Note: All targets are based on 2010 University Workplans.

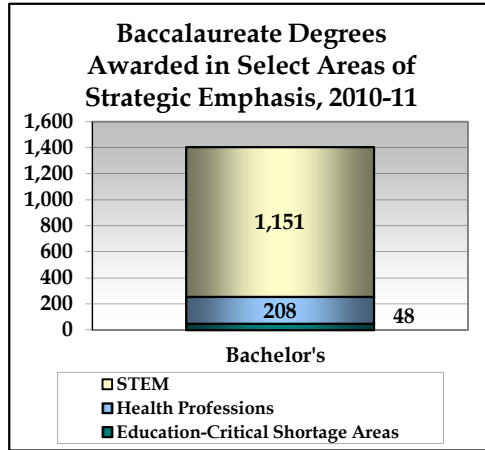
[2012-13 Targets for Baccalaureates By Group

Reported in Volume II - Table 4I].

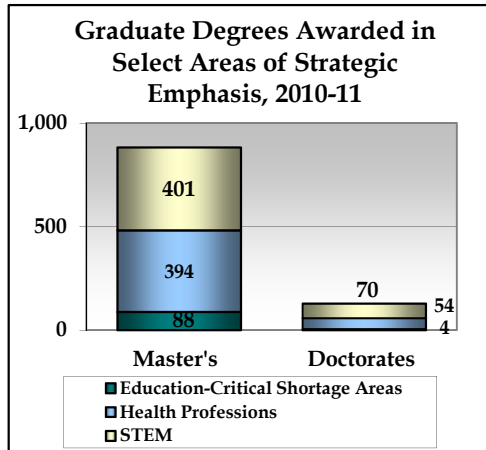
Florida International University 2011 Dashboard

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

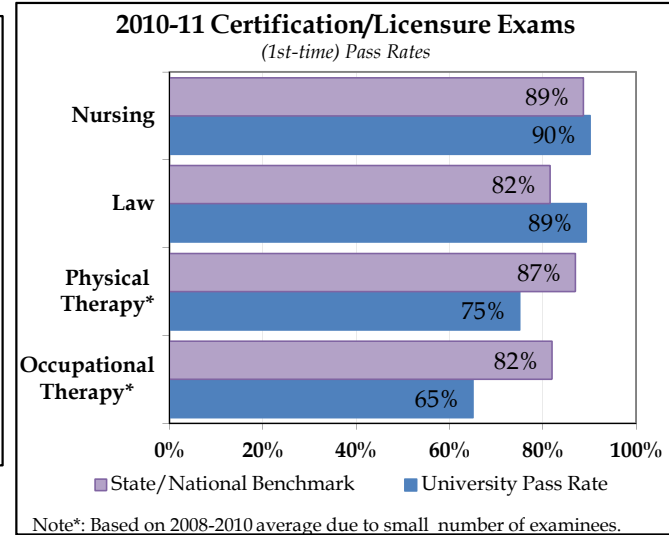
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



2012-13 Target: Increase
(2008-09 Baseline: 1,186 Total)

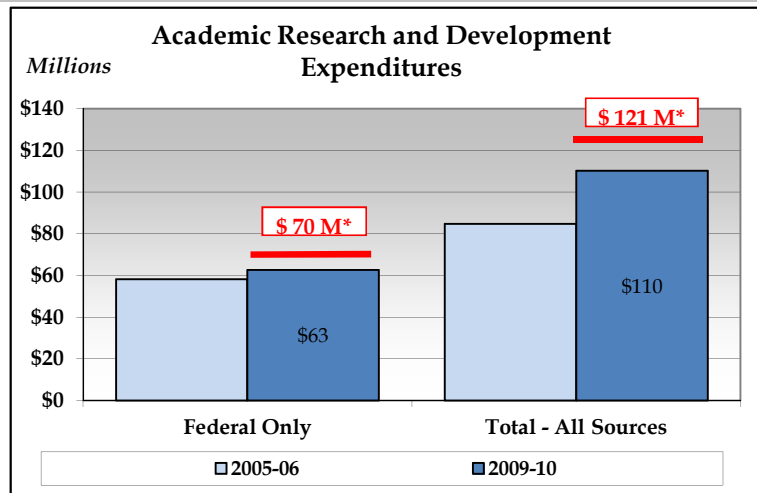


2012-13 Target: Increase
(2008-09 Baseline: 985 Total)

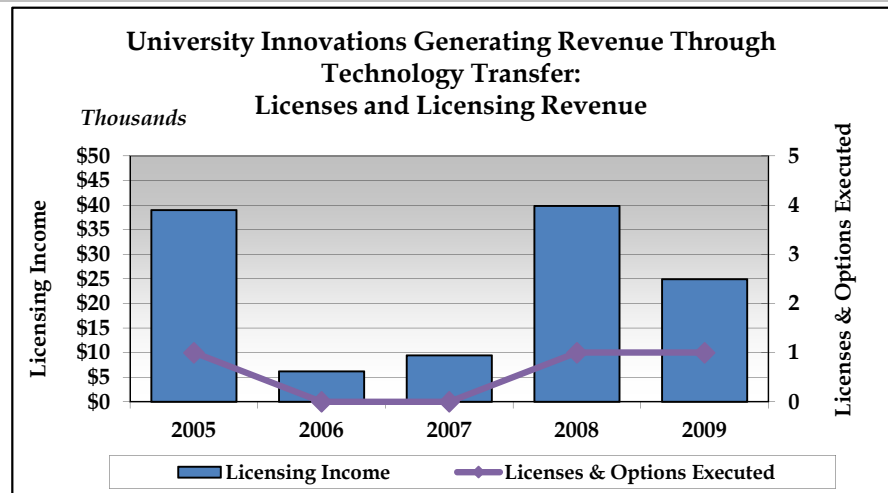


BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

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



*2011-12 Targets for Research & Development Expenditures.



2011-12 Targets: Licenses - Increase (2008 Baseline = 0)
Licensing Revenue - Increase (2008 Baseline = \$9,423)

Florida International University 2010-11 Dashboard

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

GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Florida International University is proud to be the top institution in the nation in awarding bachelor's and master's degrees to Hispanics. FIU is also the national leader in awarding STEM bachelor's degrees to minorities. FIU continues its success in producing an educated workforce to meet the local and state needs and providing students opportunities to gain real-world experience.

Top 5 colleges awarding the most bachelor's degrees to Hispanics, 2009-10¹

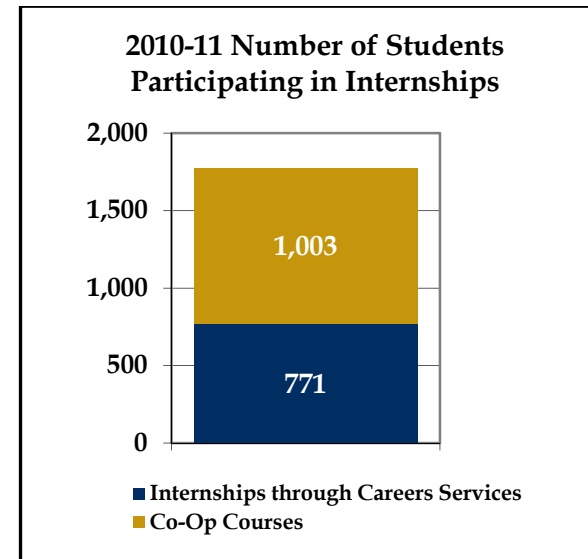
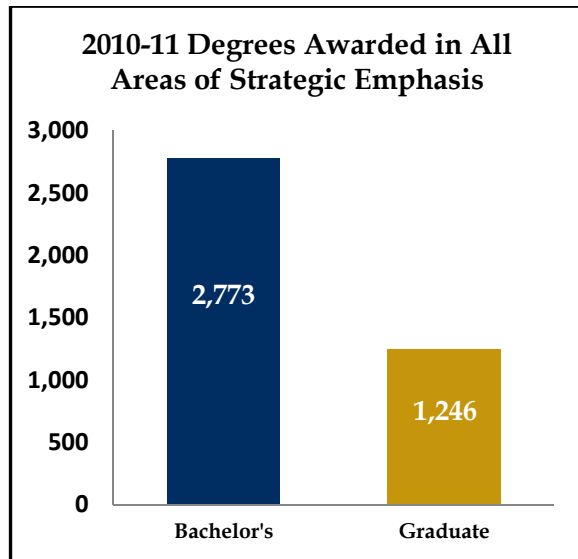
Rank	Institution Name	Degrees
1	Florida International University	3,918
2	The University of Texas at El Paso	2,382
3	The University of Texas-Pan American	2,360
4	The University of Texas at San Antonio	1,779
5	California State University-Fullerton	1,680

Top 5 colleges awarding the most STEM bachelor's degrees to Underrepresented Minorities, 2009-10²

Rank	Institution Name	Degrees
1	Florida International University	588
2	The University of Texas at El Paso	442
3	University of Florida	422
4	The University of Texas at Austin	360
5	The University of Texas-Pan American	350

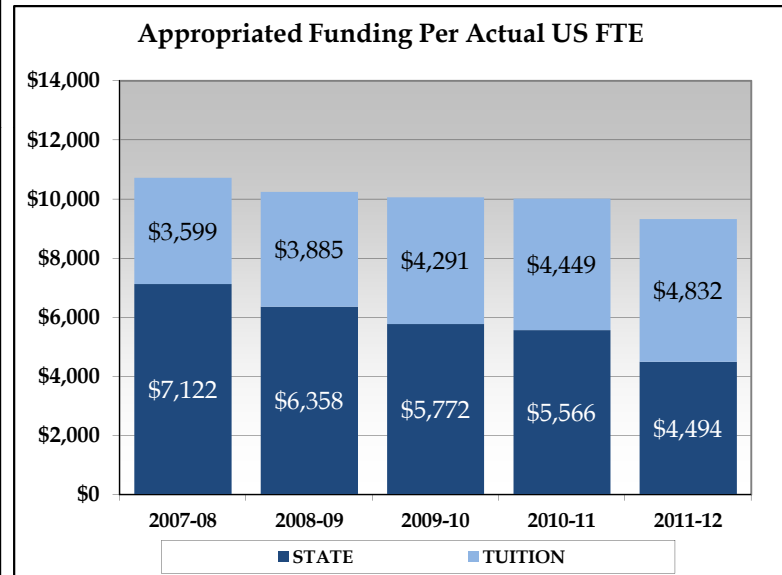
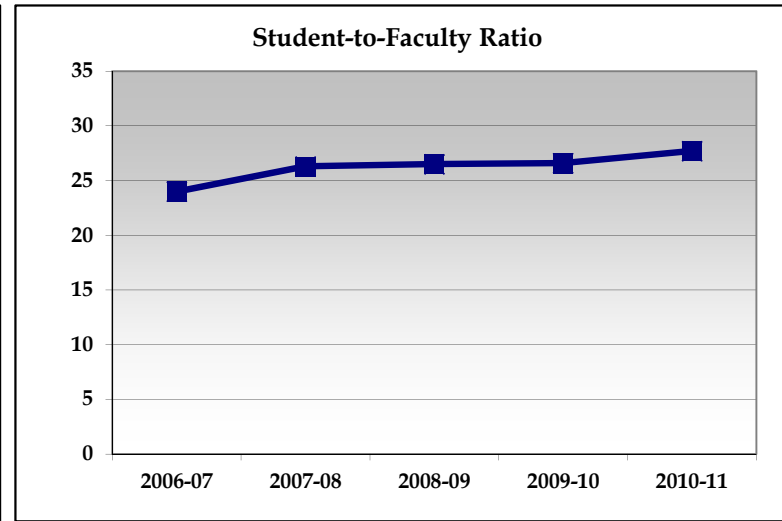
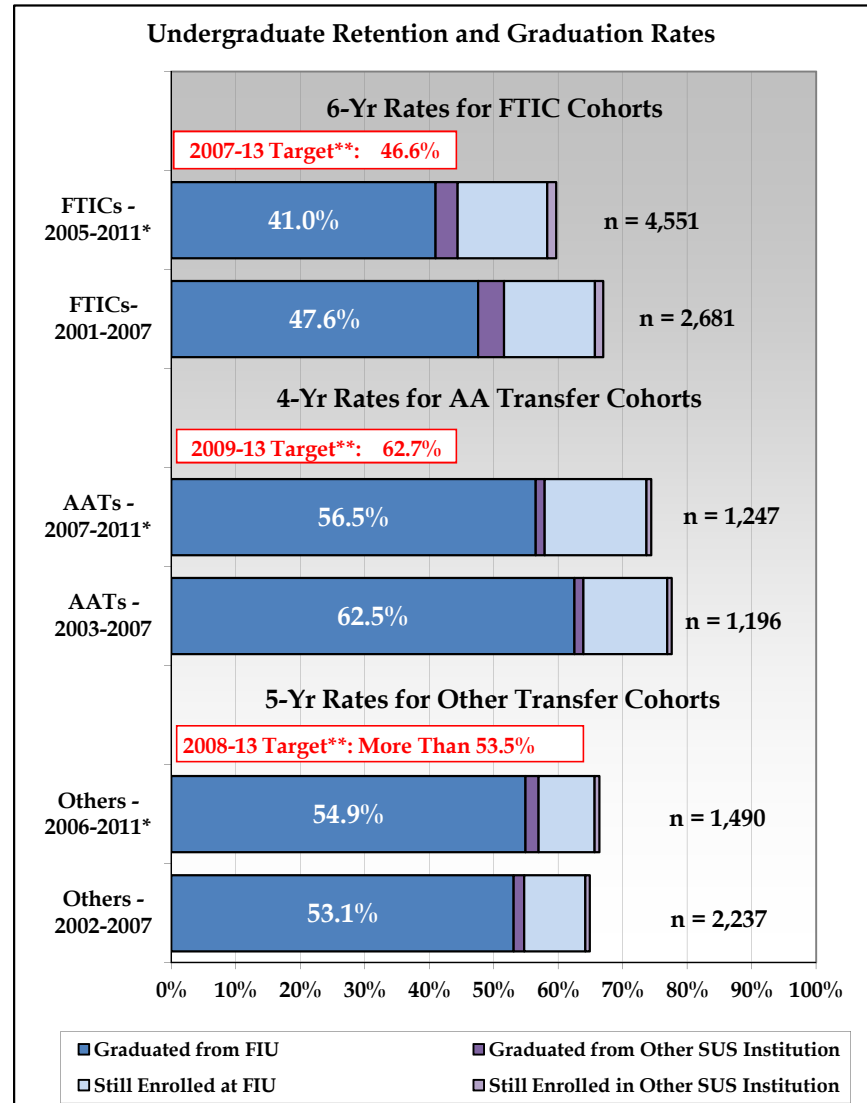
¹ [The Hispanic Outlook for Higher Education Magazine](#)

² [IPEDS Completions Survey, STEM categories](#)



Florida International University 2011 Dashboard

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

**Targets Based on Graduation Rate from SAME Institution.

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

Florida International University Key University Achievements in 2010-2011

► Student awards/achievements

1. FIU team placed first in the energy management category and eleventh out of twenty entries overall in the 2011 Solar Decathlon in Washington, DC.
2. FIU's Model United Nations team dominated the 2011 National Model UN competition. Competing among 183 delegations from around the world, Team FIU received the Outstanding Delegation award. And for the first time in FIU history, every delegate won an individual award.
3. Computer Science and Honors College senior Jairo Pava received honorable mention honors at the 2011 Computing Research Association (CRA) Outstanding Undergraduate Researcher Award competition for his research on storm-surge simulation systems.

► Faculty awards/achievements

1. President Barack Obama named Mary Jo Trepka, associate professor at FIU's Robert Stempel College of Public Health, as one of the recipients of the Presidential Early Career Awards for Scientists and Engineers.
2. Dr. Gustavo Roig, professor at FIU's Department of Electrical and Computer Engineering, was the recipient of the prestigious Dr. Albert Baez Award for outstanding educator at the 2011 HENAAC (Hispanic Engineer National Achievement Awards Conference)

► Program awards/achievements

1. FIU is proud to be the top institution in the nation in awarding bachelor's and master's degrees to Hispanics. FIU is also number one in awarding STEM bachelor's

degrees to underrepresented minorities. FIU ranks number one in awarding bachelor and masters engineering degrees to Hispanics.

2. National Jurist ranked FIU's College of Law as #1 for Hispanics and one of six top law schools for diversity.
3. FIU's Undergraduate International Business program was ranked in the top 20 programs in the nation by U.S. News and World Report for the eighth consecutive year.

► Research awards/achievements

1. Researchers and scholars received \$104.56 million in research awards during FY 2010-2011 – a 4% increase from last fiscal year.
2. Wind engineers working in the Center of Excellence for Hurricane Damage Mitigation and Product Development received \$972K from the U.S. Department of Energy to conduct research in the development of hurricane ready, energy efficient buildings.
3. The 21st Century World Class Scholars Program recipients in the Herbert Wertheim College of Medicine received \$687K funding from the U.S. Department of Defense for development of a new class of biosensors to detect unspecified exposure to environmental chemicals.

► Institutional awards/achievements

1. FIU attained the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.
2. FIU was awarded the "Great College Workplace: Diversity" classification by The Chronicle of Higher Education.

Florida International University 2010-11 Narrative Report

INTRODUCTION

On December 9, 2010, FIU's Board of Trustees approved the 2010-2015 Worlds Ahead Strategic Plan. The Strategic Plan describes specific initiatives we will undertake to fulfill our mission and goals. These initiatives include: (1) improve student learning and achieve academic excellence; (2) enhance the quality, quantity and impact of research and creative initiatives; (3) engage with the community in collaborative problem solving; and (4) revitalize and expand FIU's infrastructure and financial base.

As the only public research university in South Florida, FIU is committed to increasing access and degree production in the knowledge economy. Therefore, during the next five years, the University plans to increase enrollment by 2,000 academically qualified students per year. Also, in the next five years, we will continue to graduate more Hispanic students than any other university in the nation. FIU will also continue to be the national leader in awarding STEM bachelor's degrees to underrepresented minorities. We will build on our faculty's research and creative energies to form a strong foundation for competitiveness in the twenty-first century knowledge economy, and will engage with local and global communities in collaborative problem solving. A copy of the Strategic Plan can be found at <http://stratplan.fiu.edu>.

Mission

Florida International University is an urban, multi-campus, public research university serving its students and the diverse

population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

Vision

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

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

During the academic year 2010-11 FIU enrolled over 44,000 students from 148 countries in 181 degree programs. Seventy-seven percent of our students are minority students. FIU's most defining feature is our diversity. It is central to the University's success in producing an educated workforce with leadership capabilities for South Florida, the state, the country and the world.

FIU continues to expand its access to Florida residents. In the last five academic years, FIU has increased its degree production by 39%. During the 2010-11 academic year FIU awarded over 10,000 total degrees. Of those, over 7,000 were at the baccalaureate level and 92% of those were granted to residents of the state of Florida. During the 2010-11 year, FIU continued to serve first-generation students with 7,861 of such students receiving financial aid.

During the 2010-11 academic year, FIU maintained its commitment to access and diversity by awarding 72% of our

total degrees to minority students. In May 2011, [The Hispanic Outlook in Higher Education](#) ranked FIU first in awarding bachelor's and master's degrees to Hispanics. Also, the [American Society for Engineering Education](#) (ASEE) ranked FIU's College of Engineering and Computing (CEC) first in awarding bachelor's degrees to Hispanics in the Continental US. ASEE also ranked CEC fourteenth in awarding bachelor's degrees to African American students. CEC also ranked first in the state and eighth nationally for the percentage of PhD degrees awarded to women and first in the state and third nationally in PhD degrees awarded to Hispanics.

FIU continues to demonstrate its commitment to access to degrees through its partnership with Miami-Dade County Public Schools (M-DCPS), the fourth largest school system in the nation. The goal of FIU and M-DCPS ACCESS (Achieving Community Collaboration in Education and Student Success) is to promote student's academic success, increase high school graduation, and improve college transition. From spring 2010 to spring 2011, the dual enrollment program increased from 19 to 23 schools, 44 to 69 courses, and 1,823 to 2,600 students.

FIU's commitment to production of degrees is also demonstrated through its initiatives to increase the retention and graduation rate of First-in-Time-College (FTIC) students. A 2010 internal study confirmed that assisting students to select appropriate majors early in their undergraduate career correlates positively with student success. The data also indicated that it is critical to set a strategy to identify students in an unsuitable major as early as possible and assist them to re-evaluate their choice of major. As a result, FIU has developed a comprehensive academic support system for undergraduate students called the Graduation Success Initiative (GSI) that will be fully launched in fall 2012.

The first phase of GSI was to develop a customized Degree Audit system that provides current and future students an easy way to follow their progress toward degree completion. The Degree Audit was successfully launched in May 2011.

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

FIU continues its efforts to increase production of STEM degrees and to improve recruitment efforts to attract students who are usually underrepresented in these fields. In 2010-11, FIU awarded 1,151 STEM bachelor's degrees of which 81% of them were awarded to minority students. At the graduate level, 45% of the 471 STEM degrees were awarded to minority students. In 2010-11, 25% of FIU's undergraduate students and 16% of the graduate students were pursuing a STEM related degree.

FIU also participates in national initiatives to increase the number of STEM degrees awarded. FIU joined the Science and Mathematics Teacher Imperative (SMTI) initiative. Under the leadership of the Association of Public and Land-grant Universities (APLU), 125 major research universities have committed to transform middle and high school STEM education by preparing a new generation of world-class science and mathematics teachers. FIU's President, Mark B. Rosenberg, serves on the APLU SMTI Commission's Executive Committee. FIU is one of 20 out of the 125 universities that are members of the Leadership Collaborative for this important national initiative.

FIU has also developed innovative programs to boost students' academic experience. Quantifying Biology in the

Classroom (QBIC) is a program within FIU's Department of Biological Sciences for students interested in taking a more quantitative approach to their Bachelor of Science in Biological Sciences degree. This four-year program is an intensive, integrative experience in biology aimed at creating a critically-minded, holistic student who can excel in any professional biology or graduate research programs. QBIC courses integrate the biological and physical sciences with statistics, mathematics, English, and other required electives.

FIU has enhanced the variety of STEM program offerings. In spring 2011, a new Master of Science in Information Technology, offered through FIU's College of Engineering and Computing, was implemented. This degree will allow FIU to be on the forefront of the national trend in IT education and provide a well-trained, highly skilled labor force to local and state industries. Degrees in Engineering Management and Construction Management directly address workforce needs. A new Doctor of Philosophy in Biochemistry, approved in January 2011, admitted its first students in fall 2011. This research doctorate is designed to meet the need for advanced research and training capabilities in the expanding fields of biochemistry and molecular biology. In addition, FIU plans to add three new programs to its STEM degree inventory: 1) Ph.D. in Biomedical Sciences (2012), 2) Ph.D. in Environmental Science and Policy (2013), and 3) B.S in Sustainability (2012).

FIU continues to graduate healthcare professionals to meet the needs of our region and the state. FIU nursing, physical therapy and other health programs awarded 656 degrees in the 2010-2011 year. The new Healthcare MBA program started with the enrollment of 30 students in fall 2010. In just 18 months, the program has grown to over 110 students, with the first cohort scheduled to graduate in fall 2011. In addition,

a new professional doctorate degree, a Doctor of Nursing Practice (DNP), will be implemented in spring 2012. The DNP program will focus on improving health care through facilitating a culture of patient safety, evidence-based practice, and providing the additional skills necessary to develop advanced practice nursing leaders for the future.

FIU has also increased the degree production in other disciplines designated as "critical strategic areas". In the strategic area of "Security and Emergency Services," the University awarded 405 degrees in the academic year 2010-11, an increase of 19% from the previous year. An increase of 14% was achieved in the area of "Globalization" wherein FIU awarded 1,196 degrees in 2010-11 compared with 1,048 in 2009-10. In addition, a new Master of Arts in Global Governance was implemented in fall 2011.

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

Research Capacity

During the 2010-2011 fiscal year, FIU continued its long-term upward trajectory of research growth receiving \$104.56 million in research awards – a 4% increase from last fiscal year. Within the context of increasingly competitive research funding and shrinking budgets for state and federal agencies, FY 2010-2011 marks the third consecutive year of increases in research awards obtained by FIU faculty, a growth of 13% in FY 2009-2010, and 22% in FY 2008-2009.

Additionally, FIU had five new patents issued this past fiscal year. Our researchers' inventions range from developing

methods for identifying humans through characteristic compounds detected in human scent to creating three-dimensional magnetic memory and/or recording devices. FIU's research related accomplishments this past year are all related to our coordinated efforts to build research capacity and produce research that positively impacts the economy and wellbeing of our community and all residents of Florida.

Global, National, and State Impact of Research at FIU

In May 2011, [*The Chronicle of Higher Education*](#) featured FIU as an example of a university with a research growth strategy that has succeeded where many others have not – “Perhaps less well known is the steady expansion of Florida International's research enterprise.” FIU research covers the breadth of basic science of the environment, training of students in STEM, applied health, and applied transportation.

FIU has established a strategic and cluster hiring initiative. This initiative has already paid dividends with the recruitment of a team in Biomedical Engineering that will bring a Center to the College of Engineering and Computing and the Herbert Wertheim College of Medicine (HWCOCM), whose research focuses on the development of technologies for better functioning of prosthetic devices for patients with neurological disorders.

Another team was recruited by the Department of Psychology and Herbert Wertheim College of Medicine, whose research focuses on child mental health, particularly Attention Deficit and Hyperactivity Disorder (ADHD). This year the group received \$1.7M in funding from the NIH for studies related to psycho-pharmacological treatment of ADHD. Moreover, this team has provided extensive services to the Miami-Dade

County Public Schools and has brought to Florida a nationally renowned Summer Treatment Program.

FIU's Water for Sustainability Program (GLOWS) is a USAID-funded research program (\$70M over five years) on water sustainability in Africa and Eastern Europe. This research focuses on innovation in engineering, health, policy and planning to create sustainable water resources.

FIU's School of Integrated Science and Humanities was awarded a five-year grant (\$1.2M) to study the relationship between heavy tobacco use and damage to the immune system. This translational study focuses on identifying patient populations at greater risk for contracting tobacco-related diseases.

The team of wind engineers working in the Center of Excellence for Hurricane Damage Mitigation and Product Development received a \$972K grant from the U.S. Department of Energy to conduct research in the development of energy efficient buildings that can also be hurricane ready.

In the environmental research area, FIU has participated in a State consortium addressing Gulf of Mexico oil spill. In addition to the BP funding through the State consortium, FIU researchers in the School of Environment Arts & Society (SEAS) have received \$2.4M to conduct ecotoxicology research in the gulf waters.

The Herbert Wertheim College of Medicine funded through the 21st Century World Class Scholars Program has focused on the development of a new class of biosensors to detect unspecified exposure to environmental chemicals. This group

received \$687K funding from the U.S. Department of Defense for this research.

Researchers across the university have received funding to enhance STEM education in the public schools as well as in college with an emphasis on research to improve teaching methodologies and workforce development in STEM for students from underrepresented groups. Researchers in the College of Engineering received \$1M from the U.S. Department of Education for a program that focuses on high school students, and \$445K from the National Science Foundation (NSF) for a collaborative project with FAU that provides internships for undergraduate science and engineering students in laboratories across the world. Researchers in the Department of Physics received funding from the Howard Hughes Medical Institute and NSF for research focusing on new methods of STEM teaching and preparation of STEM teachers for middle and high schools.

The Department of Electrical and Computer Engineering has been conducting extensive research on the use of computer applications to assist with neurosurgery, visual impairment, and motor disability. The National Science Foundation (NSF) has featured results of this research, which is being conducted with colleagues at Miami Children's Hospital (MCH), focusing on neurosurgery for children with epilepsy. The NSF awarded a \$3M grant this year for the development of a 5-D brain-processing instrument.

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

Since its establishment in February 2010, the Office of Engagement has provided leadership to expand our community partnerships and align FIU's instructional and research initiatives with local and global needs and priorities.

Community Engagement Classification

In January 2011, FIU received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, joining only 300 universities nationwide that hold this classification. The Carnegie classification is awarded to institutions of higher education that demonstrate collaboration with their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. This designation reflects FIU's ongoing commitment to engage with the community in collaborative problem solving.

Life Tech Florida

A collaborative, public-private partnership led by FIU and the Beacon Council (Miami-Dade's economic development council) was established. The goal of Life Tech Florida is to develop an industry cluster in South Florida focused on life sciences and information technology (IT). Through research, workforce development, and marketing, the initiative aims to grow the life sciences in the South Florida region, with an emphasis on innovation and job creation. The community partners are: 1) five public and private universities (FIU, FAU, FGCU, Nova Southeastern, and UM), 2) four community and state colleges (Broward College, Indian River State College, Miami Dade College and Palm Beach State College), 3) three economic development agencies (Miami-Dade's Beacon Council, Broward Alliance, and Business Development Board

of Palm Beach County), 4) two research parks (FAU and UM), and 5) two research institutes (Max Planck Florida Institute & Scripps Institute Florida).

Liberty City Education Effect Project

With a \$90K planning grant awarded in December 2010 and a \$1 million philanthropic grant received in September 2011 from the JPMorgan Chase Foundation, FIU has launched a university-assisted community school initiative in collaboration with Miami-Dade County Public Schools (M-DCPS). Centered in Liberty City, an economically disadvantaged and predominantly African American community in Miami, the project's focus is Miami Northwestern Senior High School and the middle and elementary schools in its feeder pattern, all of which are designated as underperforming by Department of Education criteria. The goal is to achieve long-term educational transformation through the collaborative efforts of FIU, M-DCPS, and Liberty City residents. By creating an environment conducive to student success, the project promotes pathways to post-secondary education.

Sweetwater Community Partnership

The Honors College initiated City of Sweetwater Partnership continues to flourish. Last year, an FIU-City of Sweetwater Partnership Committee was formed that provides FIU students with an opportunity to engage in a variety of projects to help improve the quality of life for Sweetwater residents. Activities this year included the "Evening for the Arts," attended by some 500 parents and Sweetwater residents. The event featured the artwork and musical/choral renditions of FIU and Sweetwater Elementary School students. Other activities included academic tutoring by Honors College

students working with children at Sweetwater Elementary School, and FIU students and the City of Sweetwater partnering to plant trees through an Arbor Day Foundation award.

Theatre Productions

Theatre students performed *Body & Soul* at the Kennedy Center on Jan 11, 2011, marking National Human Trafficking Day. The performance was preceded by a symposium hosted by Representative Ileana Ros-Lehtinen. The students partnered with the UK's Solent University this summer touring the United Kingdom giving performances in many venues, including a performance at the Rose Theatre.

Internships

During 2010-11, 771 students participated in internships through Career Services, an increase of 7 percent from the previous year. Additionally, students participating in for-credit internships through their academic units increased from 857 to 1,003, an increase of 17 percent. Through internships, students gain real-world experience and a first-hand opportunity to try out their chosen career and build their resume with actual work experience. Internships can provide a bridge to employment. Survey data from the [National Association of Colleges and Employers](#) reveals that, on average, nearly 58% of internships turn into full-time positions.

The Herbert Wertheim College of Medicine Green Family Foundation NeighborhoodHELP™ Program

The NeighborhoodHELP™ program is a community-engaged, inter-professional service-learning program. Since September 2010, more than 270 FIU students from four colleges (Herbert

Wertheim College of Medicine, Robert Stempel College of Public Health and Social Work, College of Nursing and Health Sciences and the College of Law) and their supervising faculty have made home visits, established a primary care presence in the communities, and have begun a broad variety of community projects. From September 2010 through September 2011, 85 student teams conducted a total of 343 visits to 132 households, with 305 household members.

FIU students assisted household members with health and social issues, such as diabetes, hypertension, breast cancer, dementia, coronary heart disease, low back pain, HIV, obesity, mental illness, low health literacy, child custody issues, financial hardship, lack of health coverage, and inability to access services. Students conducted health assessments, and provided health education, mentoring, nutrition and dietary counseling, environmental assessments, and referrals for primary and specialty care, home health care, and legal services.

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

The University is making progress on the three goals identified in the work plan.

Support strategic priorities in teaching and research

The University hired over 71 new faculty for the 2011-2012 year exceeding the goal of 47 faculty. In the 2010-2011 academic year the University exceeded \$100 million in external funding and awarded 148 research doctorates and 226 professional doctorates.

Improve Academic Success

The University was able to complete two of the three metrics in this goal during the fall 2011 semester by hiring 11 advisors and converting six adjuncts into full-time lecturers. Seventeen classrooms were modernized during the 2010-11 year: 11 at Modesto Maidique Campus and six at Biscayne Bay Campus.

Expand Community Partnerships

The University met its goal of increasing internships. In 2010-11, the total number of students participating in internships increased by 12 percent, from 1,579 to 1,774 students.

The University received the Community Engagement Classification from the Carnegie Foundation.

FIU developed a collaborative partnership with Florida Power and Light (FPL). A FPL Customer Care Center was established in January 2011 with 21 FIU interns. Twelve of the 21 student interns were hired in June 2011 for permanent positions in FPL.

FIU's Herbert Wertheim College of Medicine is in the process of establishing a residency program at the West Kendall Baptist Hospital (WKBH).

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Energy Conservation

The 2010 State University System Energy Conservation Report, published in December 2010, reported that FIU topped

all state universities in energy conservation for the three-year fiscal period 2007-2009.

Implementing Technology

FIU integrated all degree audit functions for students within the University's enrollment database, Panther Soft, reducing maintenance for interfaces, data validation, data mapping, as well as dependencies on outside systems. The new Degree Audit system also reduces the total man hours for managing exceptions and configurations from a third party system.

The Office of Business Services implemented Electronic Fund Payments for vendors. Vendors will now pay the University with an EFT in place of a paper check. This process ensures secure and timely collection of funds.

ADDITIONAL RESOURCES

2010-2015 Worlds Ahead Strategic Plan

<http://stratplan.fiu.edu>

Work Plan

<http://opir.fiu.edu/workplan.htm>

Voluntary System of Accountability College Portrait

<http://www.collegeportraits.org/FL/FIU>

Common Data Set

<http://opir.fiu.edu/CDS/CDS2010.pdf>

College Navigator

<http://nces.ed.gov/collegenavigator/?q=florida+international+un&s=all&id=133951>

Institutional Peers

Criteria: Public, Part-time greater than 10%, Urban, Carnegie High Research or Very High Research with comparable levels of research expenditures and doctoral degree production

George Mason University
University of Louisville
Georgia State University
University of Houston – University Park

Aspirational Institutional Peers

Criteria: Institutions are urban, public research universities in the Carnegie Very High Research Classification

Arizona State University
Wayne State University
University of Cincinnati
University of New Mexico

Office of Planning and Institutional Research

<http://opir.fiu.edu/>

Section 1 - Financial Resources

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds <i>(GR & Lottery)</i>	\$221,172,448	\$206,029,070	\$180,520,031	\$185,414,169	\$166,476,221
Non-Recurring State Funds <i>(GR & Lottery)</i>	\$12,784,585	\$9,587,997	\$1,202,411	\$3,456,924	\$2,242,351
Tuition <i>(Resident & Non-Resident)</i>	\$122,206,561	\$128,413,296	\$128,089,012	\$146,292,913	\$157,159,209
Tuition Differential Fee	\$0	\$2,566,323	\$7,428,377	\$15,411,111	\$21,981,840
Other Revenues <i>(Includes Misc. Fees & Fines)</i>	\$2,478,005	\$2,640,819	\$2,914,805	\$3,456,746	\$3,330,663
Federal Stimulus Funds	\$0	\$0	\$14,250,535	\$13,635,669	\$0
TOTAL	\$358,641,599	\$349,237,505	\$334,405,171	\$367,667,532	\$351,190,284

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$190,058,978	\$192,502,152	\$191,817,340	\$202,821,253	\$232,376,623
Institutes and Research Centers	\$2,219,037	\$1,190,150	\$689,914	\$619,771	\$708,305
PO&M	\$34,478,199	\$33,195,211	\$35,425,984	\$42,977,285	\$34,246,498
Administration and Support Services	\$46,159,437	\$41,085,034	\$47,261,433	\$43,330,392	\$34,202,558
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$16,579,532	\$16,259,156	\$15,859,075	\$15,807,267	\$17,643,429
Museums and Galleries	\$3,081,449	\$3,102,438	\$2,997,019	\$3,096,999	\$3,221,003
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Student Services	\$21,999,030	\$20,751,117	\$21,874,231	\$27,054,912	\$27,219,498
Intercollegiate Athletics	\$493,112	\$497,435	\$496,487	\$470,716	\$481,205
TOTAL	\$315,068,774	\$308,582,693	\$316,421,483	\$336,178,595	\$350,099,119

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

Section 1 - Financial Resources (continued)

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$6,539	\$5,638	\$4,731	\$4,526	\$3,776
Lottery Funds per FTE	\$583	\$720	\$621	\$665	\$718
Tuition & Fees per FTE	\$3,599	\$3,885	\$4,291	\$4,449	\$4,832
Other Trust Funds per FTE	\$0	\$0	\$420	\$375	\$0
Total per FTE	\$10,720	\$10,243	\$10,063	\$10,015	\$9,326
Actual Funding per FTE					
Tuition & Fees per FTE	\$3,796	\$4,082	\$4,077	\$4,539	\$4,861
Total per FTE	\$10,918	\$10,439	\$9,848	\$10,105	\$9,355
Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.					

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	\$111,658,167	\$108,899,206	\$148,386,976	\$163,393,424	\$156,049,628
Expenditures	\$100,479,217	\$103,433,291	\$114,372,229	\$127,641,069	\$140,330,571
Contracts & Grants					
Revenues	\$80,720,524	\$80,759,342	\$88,864,089	\$91,229,784	\$91,578,394
Expenditures	\$78,256,135	\$82,736,070	\$83,468,637	\$86,572,638	\$89,111,164
Local Funds					
Revenues	\$103,545,990	\$108,121,083	\$135,314,838	\$175,793,527	\$176,808,816
Expenditures	\$93,748,434	\$105,405,591	\$134,813,829	\$175,001,783	\$179,550,745
Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.					

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Total Revenues	\$654,566,280	\$647,017,136	\$706,971,074	\$798,084,267	\$775,627,122
Total Expenditures	\$587,552,560	\$600,157,645	\$649,076,178	\$725,394,085	\$759,091,599

Section 1 - Financial Resources (continued)

	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (Thousand \$)	80,283	\$91,876	\$97,064	\$82,555	\$95,259
Annual Gifts Received (\$)	13,891,812	\$10,873,175	\$18,796,862	\$17,741,253	\$38,667,187
Percentage of Graduates Who are Alumni Donors	1.8%	4.4%	4.7%	6.5%	6.7%

	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	\$11,723,001	\$4,870,000
Scholarships	\$0	\$0
Library Resources	\$0	\$0
Building Repairs/Alterations	\$2,128,202	\$5,137,211
Motor Vehicles	\$0	\$0
Printing	\$0	\$0
Furniture & Equipment	\$0	\$0
Information Technology Equipment	\$333,075	\$2,694,611
Financial Aid to Medical Students	\$0	\$0
Other	\$932,662	\$1,793,091
TOTAL	\$15,116,940	\$14,494,913

Section 1 - Financial Resources (continued)

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$5,272,250	\$11,465,084	\$21,410,785	\$24,210,077	\$26,293,035
Non-Recurring State Funds (GR & Lottery)	\$0	\$0	\$0	\$1,000,000	\$0
Tuition (Resident & Non-Resident)	\$0	\$0	\$1,162,500	\$2,427,750	\$5,317,208
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Other Revenues (Includes Misc. Fees & Fines)	\$0	\$42,350	\$58,424	\$62,695	\$63,000
Other Operating Trust Funds	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$866,405	\$859,244	\$0
TOTAL	\$5,272,250	\$11,507,434	\$23,498,114	\$28,559,766	\$31,673,243

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$5,031,611	\$7,911,020	\$15,034,872	\$20,073,882	\$26,147,437
Institutes and Research Centers	\$0	\$0	\$0	\$0	\$0
PO&M	\$4,200	\$0	\$0	\$0	\$0
Administration and Support Services	\$77,355	\$2,161,089	\$3,199,046	\$4,029,269	\$3,693,504
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$0	\$735,925	\$928,007	\$1,067,332	\$1,163,638
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Teaching Hospital & Allied Clinics	\$0	\$0	\$0	\$0	\$0
Student Services	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$0	\$0	\$0	\$0	\$0
TOTAL	\$5,113,166	\$10,808,034	\$19,161,925	\$25,170,483	\$31,004,579

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

Section 1 - Financial Resources (continued)

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Faculty Practice Plans					
Revenues	\$0	\$0	\$9,922	\$19,789	\$1,066,330
Expenditures	\$0	\$0	\$39,848	\$236,450	\$1,246,836

Notes: 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.

Section 2 - Personnel

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/ Tenure-track Faculty	606	9	656	3	646	8	633	18	634	6
Total Non- Tenure Track Faculty	134	27	172	6	171	5	191	9	210	9
Instructors Without Faculty Status	19	596	24	680	37	685	47	656	47	664
Total Graduate Assistants/ Associates	0	922	0	1,036	0	985	0	990	0	1,038
Total Executive/ Administrative/ Managerial	518	0	517	3	571	6	608	7	642	12
Total Other Professional	914	20	960	35	1,028	32	1,072	30	1,163	30
Total Non- Professional	783	26	962	32	954	29	965	25	958	21
TOTAL	4,574		5,086		5,157		5,251		5,434	

Section 3 - Enrollment

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

	2009-10		2010-11		2011-12	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	7,860	7,602	7,860	8,260	7,860	8,436
Upper	11,682	11,911	11,682	12,937	11,682	13,203
Grad I	2,588	2,964	2,588	2,960	2,588	2,971
Grad II	818	892	818	951	818	1,082
Total	22,948	23,369	22,948	25,108	22,948	25,692
NON-FLORIDA RESIDENTS						
Lower		446		491		596
Upper		649		692		858
Grad I		643		597		604
Grad II		306		399		406
Total	2,138	2,044	2,138	2,179	2,138	2,464
TOTAL FTE						
Lower		8,048		8,751		9,032
Upper		12,560		13,629		14,061
Grad I		3,607		3,557		3,575
Grad II		1,199		1,350		1,488
Total FTE (FL Definition)	25,086	25,414	25,086	27,287	25,086	28,156
Total FTE (US Definition)	33,448	33,885	33,448	36,383	33,448	37,541
Headcount for Medical Doctorates						
Florida Residents	40	34	80	71	144	140
Non-Residents	0	9	0	14	16	20
Total	40	43	80	85	160	160
Notes: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.						

Section 3 - Enrollment (continued)

TABLE 3B. Enrollment by Location

	2009-10	2010-11	2011-12
	Actual	Actual	Estimated
MODESTO MAIDIQUE CAMPUS			
Lower	6,022	6,442	6,530
Upper	8,015	8,530	8,589
Grad I	2,624	2,441	2,396
Grad II	1,161	1,296	1,419
TOTAL	17,822	18,708	18,934
BISCAYNE BAY CAMPUS			
Lower	802	845	872
Upper	1,760	1,808	1,866
Grad I	251	272	271
Grad II	9	16	19
TOTAL	2,822	2,941	3,028
PINES CENTER SITE			
Lower	40	34	35
Upper	287	239	246
Grad I	221	233	234
Grad II	18	15	19
TOTAL	566	521	534
REMAINING PHYSICAL LOCATIONS			
Lower	268	414	455
Upper	90	198	273
Grad I	155	189	212
Grad II	5	16	25
TOTAL	518	817	965
VIRTUAL/DISTANCE LEARNING			
<i>For the sum of current or planned State-fundable FTE enrollments not served at a physical location.</i>			
Lower	916	1,017	1,140
Upper	2,408	2,855	3,087
Grad I	356	423	462
Grad II	6	6	6
TOTAL	3,686	4,301	4,695

Section 4 - Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
Environmental Control Technologies/Technicians, Other	15.0599	Bachelor's	Dec. 2010	Spring 2011	
Inactive Programs					
Italian Language and Literature	16.0902	Bachelor's	Dec. 2010	Spring 2011	
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 program changes between May 5, 2010 and May 4, 2011. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.					

Section 4 - Undergraduate Education (continued)

TABLE 4B. First-Year Persistence Rates

Term of Entry	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009 Preliminary
Cohort Size <i>Full-time FTIC</i>	3,970	3,890	3,234	3,106	2,949
From Same University					
% Still Enrolled	81.4%	84.0%	82.7%	84.3%	85.2%

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

Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full-time FTIC</i>	2,462	2,814	3,043	3,372	3,970
6 - Year Rates					
From Same University					
% Graduated	49.2%	48.8%	46.8%	45.8%	43.3%
% Still Enrolled	13.6%	14.4%	14.9%	15.7%	13.5%
% Success Rate	62.8%	63.2%	61.7%	61.4%	56.8%

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

Section 4 - Undergraduate Education (continued)

TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
<i>Cohort Size Full- & Part-time</i>	2,681	3,094	3,283	3,785	4,551
4 - Year Rates					
<i>From Same University</i>					
% Graduated	20.4%	18.8%	18.8%	18.0%	14.7%
% Still Enrolled	47.7%	49.5%	47.9%	48.4%	45.5%
<i>From Other SUS University</i>					
% Graduated	1.8%	1.2%	1.2%	1.0%	1.2%
% Still Enrolled	2.8%	2.7%	3.8%	2.5%	2.7%
<i>From State University System</i>					
% Graduated	22.1%	20.0%	19.9%	19.1%	16.0%
% Still Enrolled	50.5%	52.2%	51.8%	50.9%	48.2%
% Success Rate	72.6%	72.2%	71.7%	70.0%	64.2%
6 - Year Rates					
<i>From Same University</i>					
% Graduated	47.6%	46.5%	45.3%	43.9%	41.0%
% Still Enrolled	14.1%	14.9%	15.7%	16.0%	13.9%
<i>From Other SUS University</i>					
% Graduated	4.0%	3.1%	3.9%	3.2%	3.4%
% Still Enrolled	1.3%	1.2%	1.7%	1.4%	1.4%
<i>From State University System</i>					
% Graduated	51.6%	49.6%	49.1%	47.0%	44.4%
% Still Enrolled	15.4%	16.1%	17.3%	17.4%	15.3%
% Success Rate	67.1%	65.7%	66.5%	64.4%	59.7%

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

Section 4 - Undergraduate Education (continued)

TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students					
Term of Entry	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007 Preliminary
<i>Cohort Size Full- & Part-time</i>	1,196	1,317	1,231	1,439	1,247
2 - Year Rates					
<i>From Same University</i>					
% Graduated	22.9%	22.5%	20.8%	19.7%	17.6%
% Still Enrolled	62.3%	63.4%	64.1%	66.6%	65.4%
<i>From Other SUS University</i>					
% Graduated	0.4%	0.3%	0.2%	0.3%	0.2%
% Still Enrolled	1.1%	1.6%	1.4%	0.8%	1.8%
<i>From State University System</i>					
% Graduated	23.3%	22.8%	21.0%	20.1%	17.8%
% Still Enrolled	63.4%	65.0%	65.5%	67.5%	67.2%
% Success Rate	86.7%	87.8%	86.4%	87.6%	85.0%
4 - Year Rates					
<i>From Same University</i>					
% Graduated	62.5%	60.7%	60.7%	60.3%	56.5%
% Still Enrolled	13.0%	15.1%	13.3%	15.5%	15.8%
<i>From Other SUS University</i>					
% Graduated	1.4%	1.9%	1.5%	0.7%	1.4%
% Still Enrolled	0.7%	1.1%	0.6%	1.4%	0.7%
<i>From State University System</i>					
% Graduated	63.9%	62.6%	62.2%	61.0%	57.9%
% Still Enrolled	13.6%	16.2%	13.9%	16.9%	16.5%
% Success Rate	77.5%	78.8%	76.1%	77.9%	74.4%

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

Section 4 - Undergraduate Education (continued)

TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students					
Term of Entry	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006 Preliminary
Cohort Size <i>Full- & Part-time</i>	2,237	2,010	1,621	1,511	1,490
5 - Year Rates					
From Same University					
% Graduated	53.1%	50.3%	53.5%	50.4%	54.9%
% Still Enrolled	9.5%	10.0%	9.1%	8.7%	8.7%
From Other SUS University					
% Graduated	1.6%	1.6%	1.7%	1.6%	2.1%
% Still Enrolled	0.7%	0.9%	0.9%	1.4%	0.7%
From State University System					
% Graduated	54.7%	51.9%	55.2%	52.0%	57.0%
% Still Enrolled	10.2%	10.9%	9.9%	10.1%	9.4%
% Success Rate	64.9%	62.8%	65.1%	62.0%	66.4%

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

TABLE 4G. Baccalaureate Degrees Awarded					
	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	5,324	5,497	5,663	6,267	6,637

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis					
	2006-07	2007-08	2008-09	2009-10	2010-11
Education	53	56	41	50	48
Health Professions	207	205	211	220	208
Science, Technology, Engineering, and Math	987	987	934	1,026	1,151
Security and Emergency Services	261	261	269	298	344
Globalization	798	755	808	859	1,022
SUBTOTAL	2,306	2,264	2,263	2,453	2,773

Section 4 - Undergraduate Education (continued)

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups					
	2006-07	2007-08	2008-09 <small>BASELINE YEAR</small>	2009-10	2010-11
Non-Hispanic Black					
Number of Baccalaureate Degrees	650	711	682 <i>Increase*</i>	720	764
Percentage of All Baccalaureate Degrees	13%	14%	13% <i>Maintain*</i>	12%	13%
Hispanic					
Number of Baccalaureate Degrees	3,169	3,369	3,555 <i>Increase*</i>	3,919	4,156
Percentage of All Baccalaureate Degrees	64%	65%	67% <i>Increase*</i>	68%	68%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	2,276	2,546	2,606 <i>Increase*</i>	3,002	3,284
Percentage of All Baccalaureate Degrees	46%	49%	48% <i>Increase*</i>	52%	50%

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

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours					
	2006-07	2007-08	2008-09	2009-10	2010-11
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	42%	45%	48%	48%	40%

TABLE 4K. Undergraduate Course Offerings					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of Course Sections	2,667	2,688	2,518	2,371	2,395
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	50%	53%	50%	47%	45%
30 to 49 Students	30%	29%	31%	32%	33%
50 to 99 Students	16%	15%	15%	16%	16%
100 or More Students	4%	3%	4%	5%	6%

Section 4 - Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates					
	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage of Credit Hours Taught by:					
Faculty	60%	61%	63%	60%	58%
Adjunct Faculty	33%	30%	28%	32%	33%
Graduate Students	6%	6%	6%	6%	6%
Other Instructors	2%	3%	3%	2%	3%
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.					

TABLE 4M. Undergraduate Instructional Faculty Compensation					
	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$86,630	\$92,391	\$84,509	\$93,469	\$97,048
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.					

TABLE 4N. Student/Faculty Ratio					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	24.0	26.3	26.5	26.6	27.7
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).					

TABLE 4O. Professional Licensure/Certification Exams for Undergraduate Programs					
	2006-07	2007-08	2008-09	2009-10	2010-11
Nursing: National Council Licensure Examination for Registered Nurses					
Examinees	195	176	181	165	192
Pass Rate	90%	85%	89%	94%	90%
National Benchmark	88%	86%	88%	90%	89%

Section 4 - Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2009-10	2010-11	2011-12 Projected
Total Revenues Generated By the Tuition Differential	\$7,428,377	\$15,411,111	\$21,981,840
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	3,844	5,202	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	\$545	\$639	
Number of Students Eligible for a Florida Student Assistance Grant (FSAG)	11,175	12,982	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	0	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$0	\$0	

Section 5 - Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2010-11

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Information Technology	11.0103	Masters	June 2010	Spring 2011		
Biochemistry	26.0202	Research Doctorate	Jan 2011	Fall 2011	Jan 2011	
International/Global Studies	30.2001	Masters	June 2010	Fall 2011		
Nursing Practice	51.3818	Professional Doctorate	Sep 2010	Fall 2011	Dec. 2010	
Information Resources Management	52.1206	Masters	Mar 2011	Spring 2012		
Terminated Programs						
None						
Inactive Programs						
None						
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 program changes between May 5, 2010 and May 4, 2011. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.						

TABLE 5B. Graduate Degrees Awarded

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	2,119	2,384	2,505	2,649	2,971
Masters and Specialist	1,933	2,172	2,255	2,359	2,597
Research Doctoral	100	122	127	114	148
Professional Doctoral	86	90	123	176	226
a) <i>Medicine</i>	0	0	0	0	0
b) <i>Law</i>	86	90	123	144	177
c) <i>Pharmacy</i>	0	0	0	0	0
Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.					

Section 5 - Graduate Education (continued)

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

	2006-07	2007-08	2008-09	2009-10	2010-11
Education	140	76	113	121	92
Health Professions	223	284	285	341	448
Science, Technology, Engineering, and Math	479	498	587	476	471
Security and Emergency Services	18	41	28	42	61
Globalization	112	142	124	189	174
SUBTOTAL	972	1,041	1,137	1,169	1,246

TABLE 5D. Professional Licensure Exams - Graduate Programs

Law: Florida Bar Exam					
	2007	2008	2009	2010	2011
Examinees	82	83	116	136	168
Pass Rate	88%	88%	81%	81%	89%
State Benchmark	81%	84%	79%	79%	82%
Physical Therapy: National Physical Therapy Examinations					
	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	124	128	99	89	91
Pass Rate	69%	69%	65%	64%	75%
National Benchmark	80%	86%	86%	87%	87%
Occupational Therapy: National Board for Certification in Occupational Therapy Exam					
	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	152	120	113	103	142
Pass Rate	73%	77%	82%	74%	65%
National Benchmark	85%	87%	86%	83%	82%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Occupational Therapy exams is a national standardized examination not a licensure examination. Students who wish to practice in Florida must also take a licensure exam.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development					
	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures (Thousand \$)	\$58,158	\$62,366	\$60,045	\$57,371	\$62,580
Total Expenditures (Thousand \$)	\$84,697	\$108,015	\$107,025	\$101,322	\$110,271
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$145,864	\$178,243	\$163,148	\$160,066	\$174,204
Technology Transfer					
Invention Disclosures	20	13	18	16	24
Total U.S. Patents Issued	0	0	0	1	1
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	0	0	0	0	0
Total Number of Licenses/Options Executed	1	0	0	1	1
Total Licensing Income Received (\$)	\$38,992	\$6,166	\$9,423	\$39,819	\$24,942
Total Number of Start-Up Companies	0	0	0	0	0
Note: Awards and Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.					

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Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence			
Name of Center:	Center of Excellence for Hurricane Damage Mitigation and Product Development	Cumulative (since inception to June 2011)	Fiscal Year 2010-11
Year Created:	2008		
Research Effectiveness			
<i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		32	3
Value of Competitive Grants Applied For (\$)		\$11,787,253	\$1,014,779
Number of Competitive Grants Received		26	4
Value of Competitive Grants Received (\$)		\$8,632,243	\$2,201,055
Total Research Expenditures (\$)		\$7,567,080	\$1,893,979
Number of Publications in Refereed Journals From Center Research		24	19
Number of Invention Disclosures		0	0
Number of Licenses/Options Executed		0	0
Licensing Income Received (\$)		0	0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		6	0
Collaborations with Private Industry		28	0
Collaborations with K-12 Education Systems/Schools		0	0
Undergraduate and Graduate Students Supported with Center Funds		37	16
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		5	0
Specialized Industry Training and Education		0	0
Private-sector Resources Used to Support the Center's Operations		0	0
Narrative Comments on next page.			

Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence	
Name of Center	Center of Excellence for Hurricane Damage Mitigation and Product Development
Narrative Comments [Most Recent Year]:	
<p>In addition to regular activities such as publishing papers, attending professional conferences, training undergraduate and graduate students, IHRC faculty and staff members are also involved in the following research and service activities: 1. Working with the Florida Division of Emergency Management, IHRC has completed 5 projects including (a) the Building Envelope Performance under Hurricane Conditions and Mitigation Methods to Promote Sustainability, (b) Wind Pressure Coefficient Evaluation for Overhanging Roof Edges, (c) Promoting Hurricane Risk Mitigation Behavior: A Policy Experiment, (d) An Archive and Internet Distribution System for Airborne LiDAR Data, and (e) Education and Outreach Programs to Convey the Benefits of Various Hurricane Loss Mitigation Devices and Techniques. 2. IHRC has updated the Public Hurricane Loss model for the Florida State and successfully passed the rigorous review of the state committee. 3. IHRC has worked with the National Hurricane Center and the National Ocean Service of NOAA to convert the Coastal and Estuarine Storm Tide model for operational real-time forecast of storm surges. 4. IHRC has developed a Storm Surge Simulator to display surge inundation maps based on home addresses for the Miami-Dade County through collaboration with the County's Department of Emergency Management and FIU School of Computing and Information Sciences. This application was widely reported by both local TV stations and newspapers. 5. With the support from the FIU Division of Research and College of Engineering and Computing, IHRC continues to build the Wall of Wind facility. The Facility is expected to be fully operational in Winter 2011.</p>	

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants			
Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase I Grants			
None			
Phase II Grants			
1. Bio Innovations	2010	\$30,000	\$0
2. Forensic Technologies	2010	\$30,000	\$10,338
Phase III Grants			
None			
Total for all SURCAG Grants		\$0	\$0
Narrative Comments: For each project, provide a brief update on (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.			
<p>Phase II Grants</p> <p><u>1. Bio Innovations</u></p> <p>Progress towards completing its key milestones/deliverables.</p> <p>The following tasks were accomplished prior to the June 30th reporting deadline but the expenses were not posted to the University accounting system until July and August:</p> <ul style="list-style-type: none"> All consultancy, relevant staffing and advisory organized and/or contracted. Business plan strategy narrowed down for both sets of technologies--a determination was made regarding the specific types of markets to target. Marketing materials were developed to assist with presentations and meetings at the 2011 Bio International Convention. AccuDx (our industry partner on the grant) has garnered significant market research. <p>Return on investment for the Florida International University and the State of Florida</p> <p>Significant accomplishments:</p> <ul style="list-style-type: none"> We were able to market and promote technology developed in the State of Florida at the 2011 Bio International Convention in Washington, DC. PI met with potential interested parties at the 2011 Bio International Convention. <p><u>2. Forensic Technologies</u></p> <p>Progress towards completing its key milestones/deliverables</p> <ul style="list-style-type: none"> Very detailed market research completed. Business plan information collected, including regulatory information and information on models for similar types of university spin-outs. <p>Return on investment for the Florida International University and the State of Florida</p> <p>Significant accomplishments:</p> <ul style="list-style-type: none"> Forensic market consultant prepared and presented a very comprehensive market analysis. The proposed spin-out (International Forensic Services) presented at a Florida angel investor event. Business plan writing and development has started. 			

Section 6 – Research and Economic Development (continued)

TABLE 6D. 21st Century World Class Scholars Program						
World Class Scholar(s)	Scholar's Field	Grant Dollars		Report the cumulative activity since each scholar's award.		
		Amount Awarded (Thousand \$)	Cumulative Amount Expended (Thousand \$)	External Research Awards (Thousand \$)	Patents Filed / Issued	Licensing Revenues Generated (\$)
Joe Leigh Simpson, M.D.	Medical Genetics	\$1,000	\$609	\$1,636		
TOTAL		\$1,000	\$ 609	\$1,636	0	\$ 0
Narrative Comments						
External Research Awards:						
1. The Department of Defense - "Mass Scale Biosensor Threat Diagnostic for In-Theater Defense Utilization" - \$1.4M						
2. Health Resources and Services Administration (HRSA) - "Health Care and Other Facilities" - \$235,620						