2012-13

Annual Accountability Report

FLORIDA INTERNATIONAL UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

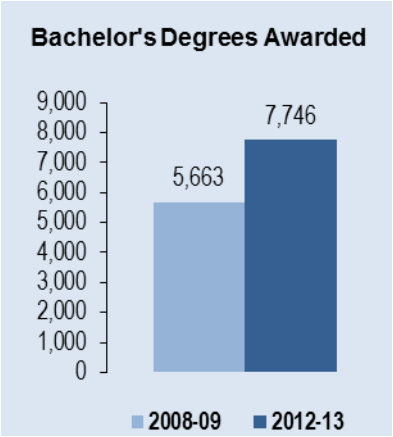
Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change
TOTAL	50,394	100%	31%
White	6,259	12%	-5%
Hispanic	31,037	62%	36%
Black	6,639	13%	37%
Other	6,459	13%	50%
Full-Time	30,094	60%	31%
Part-Time	20,300	40%	30%
Undergraduate	36,217	72%	22%
Graduate	8,414	17%	35%
Unclassified	5,763	11%	114%

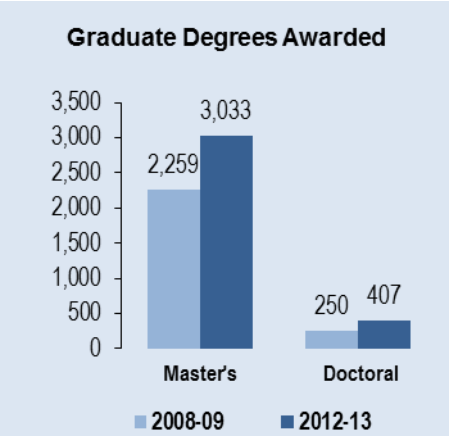
Degree Programs Offered	
TOTAL *(as of Spring 2013)*	178
Baccalaureate	63
Master's	81
Research Doctorate	30
Professional Doctorate	4

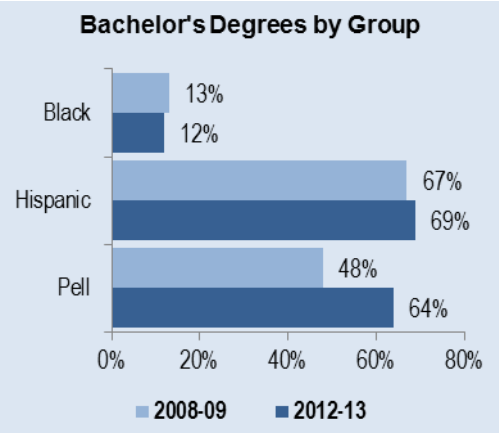
Faculty (Fall 2012)	Full-Time	Part-Time
TOTAL	1,116	34
Tenure & Ten. Track	687	6
Non-Tenured Faculty	429	28

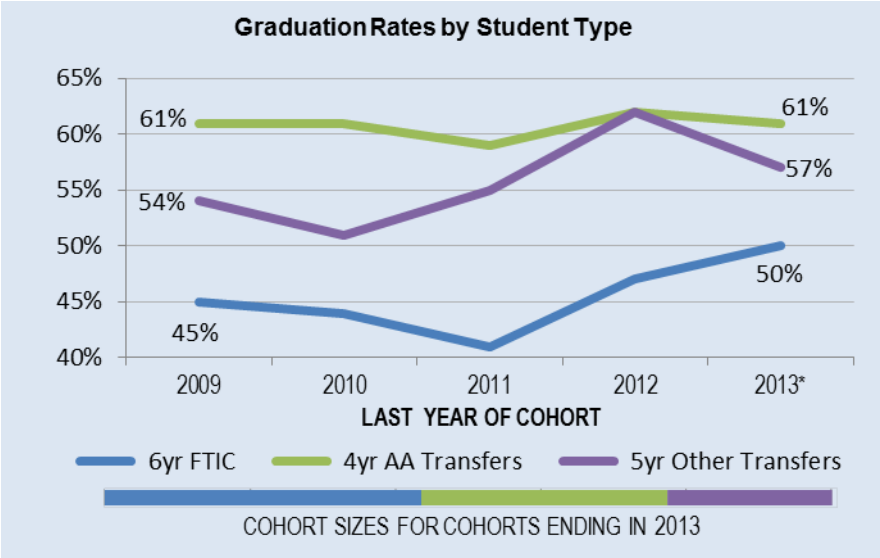
2012 Carnegie Classifications	
Basic:	Research Universities (high research activity)
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)
Size and Setting:	Large four-year, primarily nonresidential
Community Engagement:	Curricular Engagement and Outreach and Partnerships

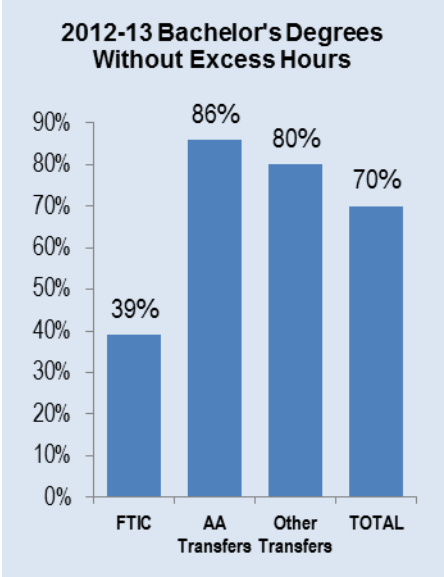
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY







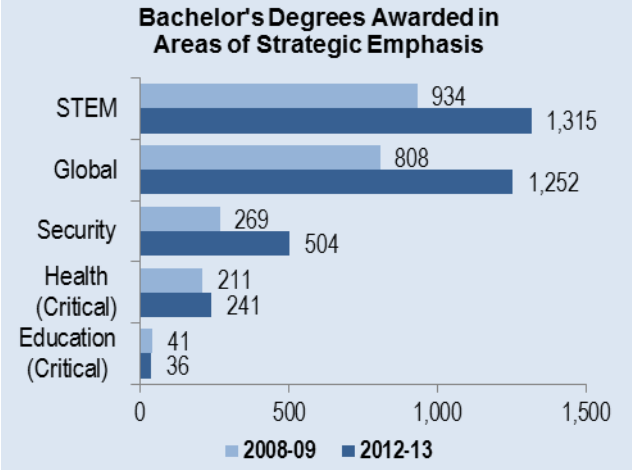


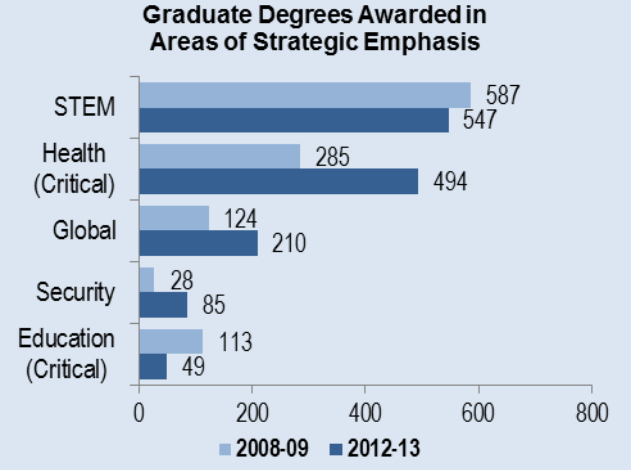


* Based on 2013 preliminary data

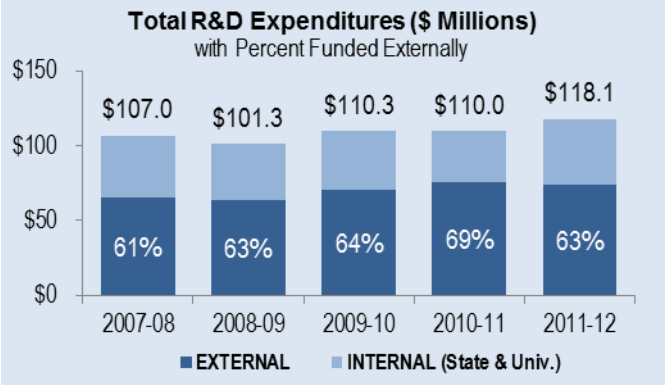
Dashboard

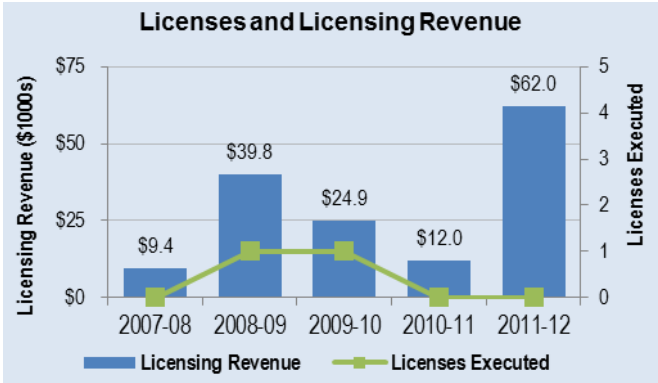
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



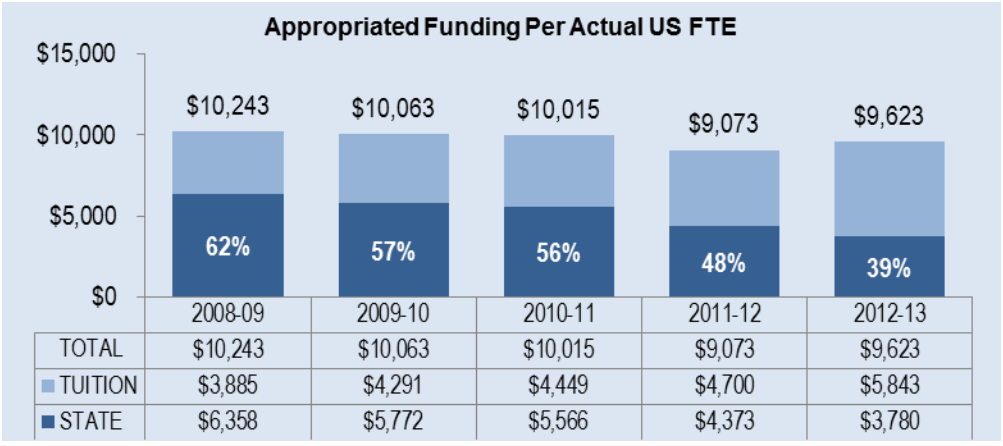


RESEARCH AND COMMERCIALIZATION ACTIVITY





RESOURCES

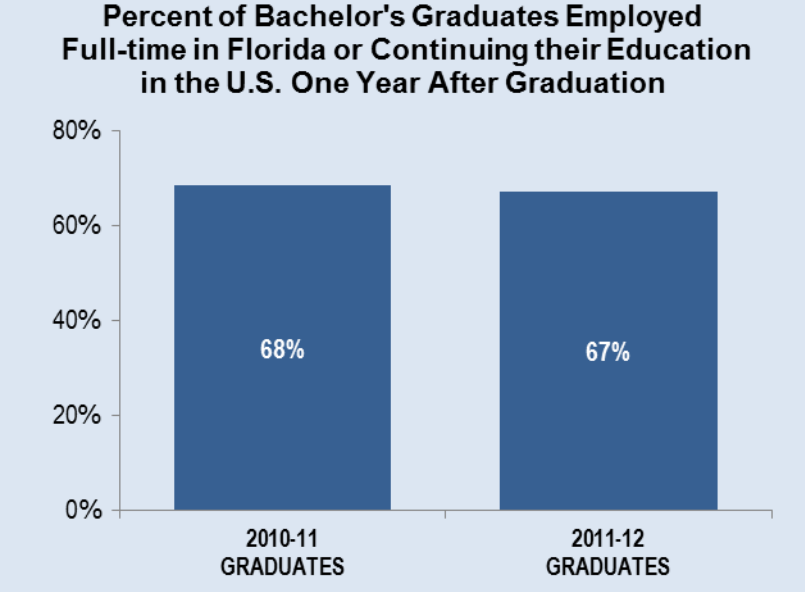


	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	$10,243	$10,063	$10,015	$9,073	$9,623
TUITION	$3,885	$4,291	$4,449	$4,700	$5,843
STATE	$6,358	$5,772	$5,566	$4,373	$3,780

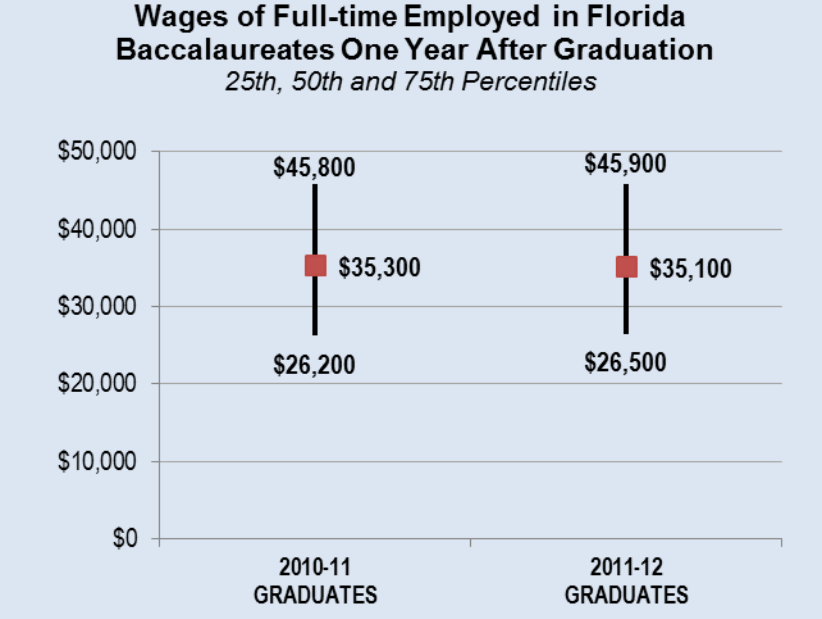
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.

Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) 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. These data account for 87% and 85% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. 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. These data account for 51% and 49% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.

Key Achievements (2012 –2013)

STUDENT AWARDS/ACHIEVEMENTS

1. The FIU Model United Nations team earned the Outstanding Delegation award (1st place) for the eighth straight year at the National Model United Nations Conference. FIU's team is the top performer among all public universities in the country.
2. FIU's Law Trial Team won first place at White Collar Crime Invitational mock trial competition.
3. An FIU Student Team was a semi-finalist at the 2013 Global Social Entrepreneurship Competition for its *FreedomLens*, a prototype for a pair of eyeglasses that could read to the blind.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Ranu Jung, chair of FIU's Department of Biomedical Engineering, was named a fellow of the American Institute for Medical and Biological Engineering (AIMBE).
2. Dr. Sakhrat Khizroev, professor of FIU's Department of Electrical and Computer Engineering, was named a Charter Fellow by the National Academy of Inventors.
3. Dr. Mario De La Rosa, professor of social work at FIU's Robert Stempel College of Public Health & Social Work, received the "National Award of Excellence in Research by a Senior Investigator" from the National Hispanic Science Network on Drug Abuse.

PROGRAM AWARDS/ACHIEVEMENTS

1. FIU continues to lead the nation in granting bachelor's degrees to underrepresented minorities, including in STEM fields.
2. FIU's College of Law was ranked 105 in the U.S. News and World Report's 2014 edition of Best Law Schools.
3. FIU's Undergraduate International Business program ranked 11th in the nation in the U.S. News and World Report's 2013 edition of Best Colleges.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Raul Gonzalez, professor of FIU's Department of Psychology, was awarded the Outstanding Early Career Investigator Award for 2013 by the National Institute on Drug Abuse.
2. Dr. Carolyn Runowicz, professor of FIU's Herbert Wertheim College of Medicine, and Dr. Sakhrat Khizroev published results of in vitro experiments describing what could be a breakthrough in the treatment of ovarian cancer.
3. Dr. Madhavan Nair, professor of FIU's Herbert Wertheim College of Medicine, and Dr. Sakhrat Khizroev developed a revolutionary technique that can deliver and fully release the anti-HIV drug AZTTP into the brain.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FIU was again named one of the world's best new universities according to Times Higher Education (THE) magazine 2013 rankings of top 100 universities under 50 years old. FIU is one of only eight U.S. universities, and the only university in Florida, to make the list.

Narrative

INTRODUCTION

FIU continues to work toward the goals outlined in the 2010-2015 Worlds Ahead Strategic Plan. FIU is the only public research university in South Florida and is dedicated to the social and economic welfare of our community. We see ourselves as a solutions center for our communities. FIU is committed to increasing access to higher education and successful degree completion for our students who are typically underrepresented in degrees at all levels of higher education. Enrollment at FIU accounts for 15 percent of the total enrollment in the State University System (SUS).

FIU is the national leader in awarding STEM bachelor's degrees to underrepresented minorities. Seventy-nine percent of our students are from minority backgrounds, giving FIU a unique position as a national laboratory for the development of creative teaching and learning programs targeting student academic success. Our research initiatives continue to provide both social and economic impact to South Florida and the Nation.

The University is focused on driving business and cost efficiencies through expanded use of on- and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 161 percent of statutory requirements), reduced energy costs (FIU led the SUS in energy conservation for five consecutive years, 2007-2012), and new revenue sources.

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

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

FIU continues to maintain its commitment to access and diversity. According to the Diverse Issues of Higher Education's report "Top Producers of Minorities Degrees 2013", FIU is the leader in the State of Florida and the nation in awarding bachelor's and master's degrees to Hispanics and is ranked second in total minority bachelor's degree producers for all disciplines combined. Also, in the latest Engineering College Profile and Statistics report, using 2011-12 data, 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 eighth in awarding bachelor's degrees to African American students.

As a result of FIU's national leadership in minority STEM education, President Mark B. Rosenberg has a number of opportunities to influence the national discussion on this topic. Most prominently, he is a member of the National Academy of Sciences National Research Council Committee on *Barriers and Opportunities in Completing Two- and Four-Year STEM Degrees*. He was the only university leader

asked to address the President's Council of Advisors on Science and Technology (PCAST) on the topic *Science, Technology, Engineering, and Math (STEM) Education*. He also serves on the Executive Committee of the APLU Science and Mathematics Teachers Imperative.

Our undergraduate International Business program continues to be ranked in the top 15 programs (#11) in the nation by *U.S. News and World Report*. FIU's College of Law jumped from 113 to 105 in the *U.S. News and World Report's* 2014 edition of Best Law Schools. In addition, our master's program in Architecture was ranked #11 and our Department of Interior Design was ranked #4 by *graduateschools.com*.

In February 2013, FIU's Herbert Wertheim College of Medicine was granted full accreditation. In spring 2013, 33 students made history as the Herbert Wertheim College of Medicine graduated its inaugural class. And, in another validation of our medical degree program and the quality of its faculty and students, all 33 graduating students were matched to a residency program where they continue their medical education.

INCREASE DEGREE PRODUCITIVITY AND PROGRAM EFFICIENCY

During the academic year 2012-13, FIU awarded almost 12,000 total degrees, a 6 percent increase over 2011-12. Of those, 71 percent were at the baccalaureate level and 85 percent of those were awarded to residents of the state of Florida. Seventy-four percent of our total degrees were awarded to minority students.

Graduation Success Initiative

FIU's Graduation Success Initiative (GSI) remains the centerpiece of student-centered initiatives to improve time to degree and retention. As part of this initiative, FIU had built an in-house degree audit system; launched MyMajorMatch, a career selection tool; and established Major Maps for each undergraduate major. And, in fall 2012, FIU launched *My eAdvisor*. *My eAdvisor* is an automated tracking tool that provides students and advisors with feedback regarding students' progress on their Major Maps. The tool includes an interactive MajorMap, an online system to request advising appointments, automatic alerts to both students and advisors when a student's academic progress is off track, and other resources.

These investments are helping us to reach our goal of earlier graduation and better job placement. For the second consecutive year, we are pleased to report that FIU's continuous efforts to improve the graduation rate for our first-time-in-college students have been successful. The 6-year graduation rate for our FTICs had increased from 41% (2005 cohort) to 47% (2006 cohort), and for the latest cohort (2007) the graduation rate increased to 50%.

Golden Scholars Program

In summer 2012, FIU launched the Golden Scholars Program. The program is designed to assist eligible first-time college students with a seamless transition into FIU. The program aims to create a strong academic foundation that will lead to academic success, retention, and graduation in a timely manner with academic support, advising, and campus resource workshops in a six-week intensive summer program. Thirty-nine students made up the first class of Golden Scholars. They took summer classes as they prepared for the fall semester and exceeded all expectations. At the end of the summer 2012, 36 of the students were in good academic standing with 14 of them achieving a cumulative GPA of 3.0 and above.

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

Degrees Production in STEM

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 2012-13, FIU awarded 1,315 STEM bachelor's degrees, an 8 percent increase over the previous year. Of those, 83 percent were earned by underrepresented minorities. At the graduate level, 48 percent of the 547 STEM degrees were awarded to underrepresented minorities. Furthermore, based on the most recent IPEDS degrees data for 2011-12, FIU continues to leads the nation in granting STEM degrees to underrepresented minorities.

STEM Transformation Institute

In January 2013, FIU established the STEM Transformation Institute. The STEM Transformation Institute is a multidisciplinary collaboration across FIU's Colleges of Arts and Sciences, Education, and Engineering and Computing for the research and development of effective educational practices that lead to substantial increases in the number of well-prepared STEM professionals, including teachers, graduating from FIU. FIU has partnered with local K-12 systems and colleges, businesses and industry, foundations, and national education leaders in order to create an educational landscape that supports all students, coming through multiple pathways, and leads to a productive workforce. The STEM Transformation Institute is FIU's response to the national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals over the next 10 years. The Institute will serve as a laboratory that disseminates practices, policies, and STEM professionals across the nation.

Aquarius Reef Base

FIU students and faculty go to great depths for their research. Aligned with our strategic commitment to environmental studies, FIU assumed operations of the Aquarius Reef Base, the world's only operational underwater research center. Owned by the National Oceanic and Atmospheric Administration (NOAA), Aquarius is situated 60 feet below the surface, a few miles south of the Florida Keys. This unique facility offers unparalleled research opportunities to study coral reefs and the ocean; test state-of-the art undersea technology; train astronauts and specialized divers; and to engage the imagination of students and the public across the globe in ocean science, coral reefs, conservation, and underwater technology.

Mastery Mathematics Lab

In the past year, FIU made great strides in the state's high priority STEM disciplines. The establishment of the Mastery Math Laboratory, aimed at improving student performance in college algebra, has had encouraging results. The pass rate for fall 2012 for College Algebra was 54 percent with a final cumulative exam average of 68 percent. For Intermediate Algebra, the pass rate was 55 percent and the final cumulative exam average was 60 percent.

Bridge to Success

The Bridge to Success program at FIU is providing valuable resources for first-year STEM students as they embark on their college careers. Funded by the Office of Naval Research, the program is designed for incoming engineering, computer science, and physics students to collectively participate in the investigation, building, and demonstration of a science and engineering project. Twenty-seven students formed three research groups to construct and operate an underwater remotely operated vehicle (ROV) as part of SeaPerch – an innovative underwater robotics program. During the next four years, FIU will

track the progress of the students who have been through the Bridge to Success program to help quantify its impact on retention for STEM majors.

Degrees Production in other Areas of Strategic Emphasis

FIU has also increased the degree production in other disciplines designated as areas of strategic emphasis. In the area of "Security and Emergency Services," the University awarded 589 degrees in the academic year 2012-13, an increase of 9 percent from the previous year. An increase of 15 percent was achieved in the area of "Globalization" wherein FIU awarded 1,462 degrees in 2012-13. Finally, in the area of "Health Professions", FIU awarded 735 degrees which represents a 4 percent increase from the previous year.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU faculty continue to engage in *Worlds Ahead* research and scholarship that expands the frontiers of science and impacts the social and economic wellbeing of our society through fundamental and applied research. Below are some highlights of accomplishments in this area.

As reported in Nature's *Scientific Reports*, Drs. **Carolyn Runowicz** (Herbert Wertheim College of Medicine) and **Sakhrat Khizroev** (Department of Electrical and Computer Engineering) published results of in vitro experiments describing what could be a breakthrough in the treatment of ovarian cancer: a novel way to deliver cancer-killing drugs using nanotechnology. Their experiments capitalized on the difference in electrical characteristics of tumor cell membranes compared to normal ovarian cells. They used a magneto-electric nanoparticle to carry medications to penetrate only the tumor cells, with results of completely destroying the tumor within 24 hours, while sparing normal ovarian cells.

An international team of researchers, led by FIU Chemistry professor Dr. **Rudolf Jaffé** and Thorsten Dittmar of the German Max Planck Society, uncovered one of nature's long-kept secrets — the true fate of charcoal in the world's soils. Charcoal, or black carbon, is a residue generated by combustion including wild fires and burning of fossil fuels, and it is typically deposited into the soil—where scientists believed it remained! Knowing the fate of charcoal is critical in helping scientists balance the global carbon budget, which can help understand and mitigate climate change. The discovery, published in the prestigious journal *Science* shows that as charcoal dissolves it is exported into wetlands and rivers and eventually into the world's oceans.

In a study published in the April 16 issue of *Nature Communications*, Drs. **Madhavan Nair** (Herbert Wertheim College of Medicine) and **Sakhrat Khizroev** (Department of Electrical and Computer Engineering) reported a revolutionary technique that can deliver and fully release the anti-HIV drug AZTTP into the brain. They used magneto-electric nanoparticles (MENs) to cross the blood-brain barrier and send a significantly increased level of AZTTP—up to 97 percent more —to HIV-infected cells.

Dr. **Ranu Jung,** professor and chair of FIU's Department of Biomedical Engineering, was named a fellow of the American Institute for Medical and Biological Engineering (AIMBE). The AIMBE citation recognized Jung "for her outstanding contributions to developing novel physiology-based orthopedic devices, and for fostering academic and industrial interactions to advance neuro-engineering." Jung is one of 70 individuals selected to be a member of the 2013 AIMBE College of Fellows, a group that represents the top 2 percent of the most accomplished medical and biological engineers.

Dr. Sakhrat Khizroev, professor of FIU's Department of Electrical and Computer Engineering, is a leading inventor in the area of nanotechnology. He is one of 98 innovators recently named a Charter Fellow by the National Academy of Inventors (NAI). The holder of 30 U.S. patents, Dr. Khizroev was recognized for inventing a number of pioneering nanotechnologies that significantly impact modern information processing and storage.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Even with highly competitive and shrinking R&D budgets from federal and state governments, FIU researchers and scholars exceeded once again the $100M threshold in research expenditures during FY 2012-2013, increasing the value of awards received by 5.2%. This is the fourth consecutive year in which research expenditures have surpassed $100M. Additionally, research expenditures are expected to surpass $123M for FY 2012-2013, an increase of over 5% during these difficult times is outstanding.

University Transportation Center. FIU won its first ever highly competitive University Transportation Center (UTC) grant. In leading a UTC, FIU joins colleagues such as MIT, Carnegie Mellon, and UC Berkeley. The mission of UTCs is to advance US technology and expertise in transportation. FIU's UTC will focus on the critical national issue of Accelerated Bridge Construction (ABC), an area in which through new hires FIU has rapidly developed a nationally regarded expertise. This UTC comes at a point when there are more than 70,000 structurally deficient bridges across the United States. **Dr. Atorod Azizinamini**, Chair of FIU's Department of Civil Engineering and a world expert in bridge engineering, is the principal investigator for FIU's UTC.

Florida Coastal Everglades. The long-term research excellence on the Everglades by FIU scholars has been recognized by the National Science Foundation by the renewal of a third cycle for the Florida Coastal Everglades (FCE) Long Term Ecological Research (LTER) Program with a $5.88M award. This interdisciplinary program conducts research to better understand how changes in climate and resource management interact to determine fresh and marine water supply. The LTER is conducted by researchers from FIU's Southeastern Environmental Research Center (SERC), and is led by **Dr. Evelyn Gaiser.**

Industry Partnerships. FIU is fully engaged in developing partnerships with industry to bring research innovation to markets and to applications to solve human challenges. FIU's College of Engineering and Computing and the Herbert Wertheim College of Medicine are two of the partners in a new innovation ecosystem at FIU that will move research from fundamentals to industry. This initiative is funded by a new grant from the NSF, "Accelerating Innovation Research (AIR) Initiative." **Dr. Naphtali Rishe**, the Director of FIU's NSF funded Industry/University Cooperative Research Center (I/UCRC) received this $800,000 grant (with a 1:1 match from industry) designed to develop academic innovation and then translate research into viable products for industry.

Finally, FIU received first and second place in the tech track of the Commercialization Plan Pitch Day of StartUp Quest. The underlying technologies are: Communication Virtual Machine (First Place), created by two computer science professors and a business professor; and 3D Magnetic Memory (Second Place), created by an electrical engineering professor. The plan is to create companies from these inventions as was done this year with the creation of a new company focusing on technology that connects hospital patients to their families. The company, Withyouvirtually, Inc. (founders are professors Peter Dickson (College of Business) and Peter Clarke and Steve Luis (School of Computing and Information Sciences), is developing a prototype to be tested in early 2014.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

FIU partnered with three universities (NC State, Virginia and Pennsylvania State) for a successful NSF Engineering Research Center (ERC). The scientific objective of the ERC is to create small, wearable, self-powered devices that will help people monitor their health. The "Nanosystems Engineering Research Center for Advanced Self-Powered Systems of Integrated Sensors and Technologies (ASSIST)" is headquartered on NC State's Centennial Campus and is a joint effort among these four institutions. The Center, funded by an initial five-year $18.5 million grant from NSF, also includes five affiliated universities and about 30 industry partners in its global research consortium. NSF Engineering Research Centers (ERCs) are among the largest and most prestigious grants made by the engineering directorate of the federal agency. FIU researchers, led by **Dr. Shekar Bhansali** (Department of Electrical and Computer Engineering), will create sensors that gather biochemical signals from the body, such as stress levels. The results of that work, coupled with FIU-developed nano energy storage systems and low-power radios developed by the University of Michigan, will be used to process and transmit health data gathered by the sensors to computers and consumer devices, such as cell phones, so patients, doctors, and researchers can easily access it.

FIU also received a P20 Center on Health Disparities grant from NIH's National Institute on Minority Health and Health Disparities (NIMHD). This highly competitive and prestigious 5-year Center grant represents a cornerstone of FIU's Academic Health Center's efforts to reduce health disparities in our community through translational research in partnership with local community partners and other universities such as the University of Florida and Morgan State University. The Principal Investigator for this center grant, **Dr. Mario De La Rosa**, is a faculty member in the Robert Stempel College of Public Health and Social Work.

FIU's Division of Information Technology along with its Center for Internet and Augmented Research Assessment (CIARA) has received awards from the National Science Foundation totaling over 2 million dollars during the 2012-13 fiscal year. These awards will place FIU strategically for network research in the areas of Software Defined Networks (SDN), Science Demilitarized Zone (DMZ), and increase global bandwidth to South American educational and research organizations.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

ACCESS

Our partnership with Miami-Dade County Public Schools continues to make an impact on our community. A pilot program, which emerged as part of a broader initiative between FIU and Miami-Dade County Public Schools — Achieving Community Collaboration in Education and Student Success — produced encouraging results for a group of high school students struggling in math. Ninety-five high school students, identified as being at-risk of failing the Florida Department of Education End-of-Course Algebra I Assessments, spent three Saturdays at FIU preparing for the test. Of the students who participated in the pilot program, 79 percent successfully passed the end-of-course exam. The county average was 66 percent.

Education Effect Project

The Education Effect Project, a university-assisted community school initiative in collaboration with Miami-Dade County Public Schools (M-DCPS), was launched in 2011 with a $90K planning grant awarded in December 2010 and a $1 million philanthropic grant received from the JPMorgan Chase Foundation. Centered in Liberty City, an economically disadvantaged and predominantly African American community in Miami, this initiative has encouraged a college-going culture, helped increase graduation rates, and improved student learning. A record number of Miami Northwestern college-bound seniors – 265 graduates – celebrated their success last spring. Since FIU launched this community school partnership, Miami Northwestern has gone from a D to a B grade school; increased graduation rates from 64 percent to 80 percent, and increased the number of students earning a 3.0 and above by 15 percent.

MAST@FIU

Following in the highly successful Maritime and Science Technology (MAST) Academy magnet model, FIU partnered with the Miami-Dade County Public Schools System to open a MAST Academy at FIU's Biscayne Bay Campus. The goal of MAST@FIU is to combine the best of our public schools and FIU and offer it to some of our brightest students. MAST@FIU emphasizes the sciences and leverages leading faculty in FIU's School of Environment, Arts and Society. The inaugural class is comprised of ninth graders who will attend classes on the FIU campus in fall 2013.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Green Family Foundation NeighborhoodHELP™ Program

FIU Herbert Wertheim College of Medicine (HWCOM) Green Family Foundation (GFF) NeighborhoodHELP™ is a community-engaged, health professions service-learning training program that simultaneously incorporates the delivery of comprehensive health and social services for underserved communities in Miami-Dade County. During 2012-2013, GFF NeighborhoodHELP™ continued to expand its reach and impact by linking the university, health professions students, and a mobile health care van with households, neighborhoods, and community organizations in a unique model of household-centered care.

Students from HWCOM, Robert Stempel College of Public Health and Social Work, Nicole Wertheim College of Nursing and Health Sciences, and the College of Law work together in interprofessional teams to achieve a real understanding of and develop a response to improve health and quality of life through household visits. The program challenges students to identify, understand, and address the complex medical, social, and ethical issues experienced by underserved families in South Florida. Supervised by faculty, students develop a care plan, including referrals for services, health education, and follow-up. In response to needs identified during household visits, in August 2012, HWCOM integrated a mobile health care van, a 38-foot, fully-equipped, ADA compliant mobile unit with two examination rooms and a laboratory to provide accessible care for uninsured/underserved household members lacking a primary care physician. The Mobile Health Center links the home environment with primary care and preventive services free of charge.

Since the launch of GFF NeighborhoodHELP™ in September 2010, students have assisted household members with a broad array of health and social issues, including diabetes, hypertension, breast cancer, dementia, coronary heart disease, mental health illness, barriers to health care and social services, unemployment, and legal issues. Program highlights include:

- 488 FIU medical, nursing, and social work students conducted 980 visits to 256 households with a total of 597 household members.
- Law students had 91 household visits; they addressed 137 legal issues, opened 46 cases, and continue to work on 26 of the cases.
- Provided health care services to 201 patients with 269 visits to the Mobile Health Center.
- Strengthened and expanded the GFF NeighborhoodHELP™ university-community partnership:
    - Increased community partnerships to over 100, which represent a wide spectrum of organizations, including schools, faith-based organizations, health and social service agencies, law enforcement, and local governments.
    - Expanded GFF NeighborhoodHELP™ geographic reach to Little Haiti and Hialeah;
    - Through The Herbert and Nicole Wertheim Health Professions Fair, educated over 200 school-aged children from GFF NeighborhoodHELP™ communities on health careers.

GFF NeighborhoodHELP™ continues to make a difference in people's lives, including students and community residents. In 2014, due to the successful integration of the Mobile Health Center, we are adding two more mobile health care vans, including a state-of-art mobile unit equipped with an advanced breast imaging system with digital mammographic technology to facilitate screenings and diagnostic mammography services. Additionally, this year, the State of Florida recognized GFF NeighborhoodHELP™ as a model program for improving the health outcomes of underserved populations. With State funding, HWCOM and Florida Department of Health in Miami-Dade County are launching a pilot program that links GFF NeighborhoodHELP™ household-centered care model with the delivery of comprehensive and preventive health services. FIU's GFF NeighborhoodHELP™ is a sustainable, replicable health professions training program that continues to produce measurable results to improve community health.

Civic Learning and Democratic Engagement (Lead Initiative)

FIU, through the auspices of the Center for Leadership and Service, was one of only 73 institutions chosen by the National Association of Student Personnel Administrators (NASPA) to take part in the Lead Initiative on Civic Learning and Democratic Engagement (Lead Initiative), which recognizes and supports a network of colleges and universities with strong commitments to civic learning and democratic engagement. The Lead Initiative involves the formation of a network of universities to study, practice, and evaluate the best practices in civic learning and democratic engagement.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

FIU continues to positively impact our communities through various activities and initiatives during the 2012-13 year.

Talent Development Network

Inspired by *One Community One Goal* (OCOG) -- a targeted industry strategic plan developed by the Beacon Council, Miami-Dade County's economic development council -- FIU is leading a regional talent development program in partnership with local academic, economic development, non-profit, and industry agencies. The Talent Development Network (TDN) will provide undergraduate and graduate students meaningful work experience with industry partners, aligned with the OCOG seven target industries: aerospace, creative design, hospitality and leisure, information technology, life sciences and health care, international banking and finance, and trade and logistics. This initiative will reinforce the OCOG objective of retaining talent in South Florida. FIU leads the effort to identify an infrastructure to develop and implement a comprehensive employer education program (on-site and online), a technology

infrastructure to match students from Academic Leaders Council academic institutions in Miami with prospective employers, and an industry/educational partnership to inform curriculum development.

National Academy Foundation (NAF) Career Academy Program

During spring 2013, FIU's Division of Information Technology led several community-based initiatives to provide support to FIU's STEM initiative throughout Miami-Dade County. While many high school students were enjoying their summer, FIU, Miami-Dade County Public Schools and Microsoft Corporation partnered together to host a workshop for students in the National Academy Foundation (NAF) Career Academy programs at local high schools (Booker T. Washington Senior High School, Miami Central Senior High School, and Miami Jackson Senior High School) to hone technology skills and learn gaming development. The code camp training provided students with the opportunity to become not only users of computer games but also authors of gaming applications thus bridging technology and entrepreneurial thinking in classroom instruction. NAF academies function as dynamic partnerships and collaborations between schools, teachers, administrators, business volunteers, and an active Advisory Board led by industry and higher education professionals.

Internships

FIU continues its efforts to increase internships opportunities for our students. 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. During the 2012-13 academic year, students participating in academic or non-academic internships increased from 2,813 to 3,116, an increase of 10.8 percent from the prior year. Currently, FIU has established internship positions for our students with Miami-Dade County Mayor's Office, Florida Power and Light (FPL), Perry Ellis International, and Sony Entertainment Latin American Division.

In collaboration with our Student Government Association, FIU launched an Internship Portal. The portal is a source of information on internships for students, faculty, and employers. In addition, the University launched the internshipsTumblr blog where student interns can share their experiences through various outlets.

Career Enrichment Employability Path (CEEP)

The Liberty City Community Revitalization Trust has partnered with FIU to create an employability life skills program entitled Career Enrichment Employability Path (CEEP). This program was designed to prepare participants from Liberty City with the necessary skills to be successful at finding and maintaining employment.

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	$180,520,031	$185,414,169	$166,562,455	$166,175,715	$181,955,955
Non-Recurring State Funds	$1,202,411	$3,456,924	$2,242,351	-$19,291,544	$650,000
Tuition	$128,089,012	$146,292,913	$155,824,885	$162,663,753	$166,583,234
Tuition Differential Fee	$7,428,377	$15,411,111	$25,308,323	$41,710,632	$40,525,026
Misc. Fees & Fines	$2,914,805	$3,456,746	$3,845,967	$3,579,822	$3,712,999
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$14,250,535	$13,635,669	$0	$0	$0
SUBTOTAL	$334,405,171	$367,667,532	$353,783,981	$354,838,378	$393,427,214
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$21,410,785	$24,210,077	$26,293,035	$26,935,242	$29,152,602
Non-Recurring State Funds	$0	$1,000,000	$0	$0	$1,000,000
Tuition	$1,162,500	$2,427,750	$5,375,235	$10,136,811	$12,950,595
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$58,424	$62,695	$57,900	$56,325	$63,000
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$866,405	$859,244	$0	$0	$0
SUBTOTAL	$23,498,114	$28,559,766	$31,726,170	$37,128,378	$43,166,197
TOTAL	$357,903,285	$396,227,298	$385,510,151	$391,966,756	$436,593,411

Recurring State Funds: State recurring 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: for estimated 2012-13 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. Non-Recurring State Funds: State non-recurring 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 document and all other non-recurring budget amendments allocated later in the fiscal year. 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 Research Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 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. Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	$191,817,340	$202,821,253	$209,483,891	$230,214,722	$255,968,857
Administration and Support	$47,261,433	$43,330,392	$39,656,501	$45,297,225	$37,321,976
PO&M	$35,425,984	$42,977,285	$34,467,996	$47,130,842	$36,763,000
Student Services	$21,874,231	$27,054,912	$31,435,607	$38,029,543	$35,595,213
Library/Audio Visual	$15,859,075	$15,807,267	$17,447,900	$17,794,040	$19,288,475
Other	$4,183,420	$4,187,486	$8,134,491	$9,898,087	$8,489,693
TOTAL	$316,421,483	$336,178,595	$340,626,386	$388,364,459	$393,427,214
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$15,034,872	$20,073,882	$23,766,823	$30,373,484	$36,536,232
Administration and Support	$3,199,046	$4,029,269	$3,794,663	$4,716,660	$4,814,407
PO&M	$0	$0	$861	$88,374	$0
Library/Audio Visual	$928,007	$1,067,332	$1,118,855	$1,238,406	$1,334,934
Teaching Hospital & Clinics	$0	$0	$0	$0	$0
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$19,161,925	$25,170,483	$28,681,202	$36,416,924	$42,685,573
TOTAL	$335,583,408	$361,349,078	$369,307,588	$424,781,383	$436,112,787

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.
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. Note**: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

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. State Funding per Full-Time Equivalent (FTE) Student

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	$5,638	$4,731	$4,526	$3,675	$3,252
Lottery Funds	$720	$621	$665	$698	$528
Tuition & Fees	$3,885	$4,291	$4,449	$4,700	$5,843
Other Trust Funds	$0	$420	$375	$0	$0
TOTAL	$10,243	$10,063	$10,015	$9,073	$9,623
Actual Funding per FTE					
Tuition & Fees	$4,082	$4,077	$4,539	$4,793	$5,351
TOTAL	$10,439	$9,848	$10,105	$9,166	$9,131

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. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	$148,386,976	$163,393,424	$171,560,027	$194,618,454	$201,334,296
Expenditures	$114,372,229	$127,641,069	$156,387,266	$166,591,241	$181,771,244
Contracts & Grants					
Revenues	$88,864,089	$91,229,784	$94,226,072	$104,513,378	$103,797,053
Expenditures	$83,468,637	$86,572,638	$87,518,180	$102,599,067	$104,748,173
Local Funds					
Revenues	$135,314,838	$175,793,527	$186,396,046	$190,429,225	$191,039,205
Expenditures	$134,813,829	$175,001,783	$179,767,448	$184,742,318	$188,064,555
Faculty Practice Plans					
Revenues	$9,922	$19,789	$321,537	$1,328,794	$3,790,377
Expenditures	$39,848	$236,450	$3,900,452	$3,098,966	$4,969,101

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.

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value ($1000s)	$97,064	$82,555	$95,259	$135,996	$132,554
Gifts Received ($1000s)	$18,797	$17,741	$38,667	$40,548	$15,267
Percentage of Alumni Donors	4.7%	6.5%	6.7%	6.1%	7.7%

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.

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	$15,411,111	$25,308,323	$41,710,632
Students Receiving TDF Funded Award	5,202	5,735	10,624
Total Value of TDF Funded Financial Aid Awards	$639	$636	$1,206

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	12,982	12,238	12,945
Number Receiving a TDF Waiver	0	0	0
Average Value of TDF Waivers	$0	$0	$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. Florida Student Assistance Grant (FSAG) Eligible Students: **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.

Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	436	432	438	435	447
Tenure-track Faculty	210	201	196	220	240
Non-Tenure Track Faculty	171	191	210	310	429
Instructors Without Faculty Status	37	47	47	47	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	2,553	2,645	2,763	3,096	3,223
FULL-TIME SUBTOTAL	**3,407**	**3,516**	**3,654**	**4,108**	**4,339**
Part-time Employees					
Tenured Faculty	7	15	6	10	6
Tenure-track Faculty	1	3	0	0	0
Non-Tenure Track Faculty	5	9	9	17	28
Instructors Without Faculty Status	685	656	664	665	670
Graduate Assistants/Associates	985	990	1,038	1,071	1,177
Non-Instructional Employees	67	62	63	83	77
PART-TIME SUBTOTAL	**1,750**	**1,735**	**1,780**	**1,846**	**1,958**
TOTAL	**5,157**	**5,251**	**5,434**	**5,954**	**6,297**

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. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	7,860	8,260	7,860	9,084	7,860	9,225
UPPER-DIVISION	11,682	12,937	11,682	13,883	11,682	14,106
MASTER'S (GRAD I)	2,588	2,960	2,588	2,712	2,588	2,494
DOCTORAL (GRAD II)	818	951	818	945	818	940
TOTAL	**22,948**	**25,108**	**22,948**	**26,625**	**22,948**	**26,765**
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	491	.	563	.	563
UPPER-DIVISION	.	692	.	756	.	781
MASTER'S (GRAD I)	.	597	.	579	.	585
DOCTORAL (GRAD II)	.	399	.	424	.	451
TOTAL	**2,138**	**2,180**	**2,138**	**2,322**	**2,138**	**2,380**
TOTAL FTE						
LOWER-DIVISION	.	8,751	.	9,647	.	9,788
UPPER-DIVISION	.	13,630	.	14,639	.	14,887
MASTER'S (GRAD I)	.	3,558	.	3,291	.	3,078
DOCTORAL (GRAD II)	.	1,350	.	1,370	.	1,391
TOTAL	**25,086**	**27,288**	**25,086**	**28,947**	**25,086**	**29,145**
TOTAL US Definition	**33,448**	**36,384**	**33,448**	**38,596**	**33,448**	**38,861**
Headcount for Medical Doctorates						
FLORIDA RESIDENTS	80	71	144	141	248	239
NON-RESIDENTS	0	14	16	26	32	42
TOTAL	**80**	**85**	**160**	**167**	**280**	**281**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). Funded enrollment as reported in the General Appropriations Act and set by the legislature. Actual enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	7,678	8,091	8,149
UPPER-DIVISION	10,707	10,922	10,899
MASTER'S (GRAD I)	3,123	2,840	2,613
DOCTORAL (GRAD II)	1,319	1,330	1,339
TOTAL	**22,827**	**23,184**	**22,999**
HYBRID			
LOWER-DIVISION	56	282	334
UPPER-DIVISION	52	67	70
MASTER'S (GRAD I)	12	17	28
DOCTORAL (GRAD II)	24	26	26
TOTAL	**145**	**391**	**457**
DISTANCE LEARNING			
LOWER-DIVISION	1,017	1,274	1,306
UPPER-DIVISION	2,871	3,650	3,919
MASTER'S (GRAD I)	423	434	438
DOCTORAL (GRAD II)	6	14	26
TOTAL	**4,317**	**5,371**	**5,689**
TOTAL			
LOWER-DIVISION	8,751	9,647	9,788
UPPER-DIVISION	13,630	14,639	14,887
MASTER'S (GRAD I)	3,558	3,291	3,078
DOCTORAL (GRAD II)	1,350	1,370	1,391
TOTAL	**27,289**	**28,947**	**29,145**

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

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
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 new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

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.
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. 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.
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

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	3,106	2,949	3,756	4,191	4,142
% Retained	82%	83%	82%	82%	84%
% Retained *with GPA of 2.0 or higher*	76%	77%	75%	75%	78%

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

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort Size	3,035	3,372	3,967	3,889	3,234
% Graduated	47%	46%	43%	49%	52%
% Still Enrolled	*15%*	*16%*	*13%*	*12%*	*11%*
% Success Rate	*62%*	*62%*	*57%*	*61%*	*63%*

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 Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the 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. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary 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. FTIC Progression and Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	4,550	4,271	3,508	3,346	3,130
From Same University					
% Graduated	15%	18%	19%	23%	27%
% Still Enrolled	*46%*	*47%*	*45%*	*46%*	*41%*
From Other SUS University					
% Graduated	1%	1%	1%	1%	2%
% Still Enrolled	*3%*	*3%*	*4%*	*3%*	*4%*
From State University System					
% Graduated	16%	19%	21%	24%	29%
% Still Enrolled	*48%*	*50%*	*49%*	*49%*	*45%*
% Success Rate	*64%*	*69%*	*69%*	*73%*	*74%*

6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	3,275	3,788	4,550	4,271	3,508
From Same University					
% Graduated	45%	44%	41%	47%	50%
% Still Enrolled	*16%*	*16%*	*14%*	*13%*	*12%*
From Other SUS University					
% Graduated	4%	3%	3%	4%	4%
% Still Enrolled	*2%*	*1%*	*1%*	*1%*	*2%*
From State University System					
% Graduated	49%	47%	44%	51%	54%
% Still Enrolled	*17%*	*17%*	*15%*	*14%*	*13%*
% Success Rate	*67%*	*64%*	*60%*	*65%*	*67%*

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (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. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	1,247	1,975	2,705	3,072	3,098
From Same University					
% Graduated	18%	20%	20%	22%	21%
% Still Enrolled	*65%*	*64%*	*64%*	*63%*	*64%*
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	*2%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	18%	20%	20%	22%	22%
% Still Enrolled	*67%*	*66%*	*66%*	*63%*	*65%*
% Success Rate	*85%*	*86%*	*86%*	*86%*	*87%*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	1,231	1,439	1,247	1,975	2,705
From Same University					
% Graduated	61%	61%	59%	62%	61%
% Still Enrolled	*13%*	*15%*	*14%*	*13%*	*13%*
From Other SUS University					
% Graduated	2%	1%	2%	1%	1%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	62%	62%	61%	63%	63%
% Still Enrolled	*14%*	*16%*	*15%*	*14%*	*14%*
% Success Rate	*76%*	*78%*	*76%*	*77%*	*76%*

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. (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. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	1,621	1,511	1,490	1,150	1,819
From Same University					
% Graduated	54%	51%	55%	62%	57%
% Still Enrolled	*9%*	*9%*	*9%*	*8%*	*7%*
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	56%	53%	57%	64%	59%
% Still Enrolled	*10%*	*10%*	*9%*	*8%*	*8%*
% Success Rate	*66%*	*62%*	*66%*	*72%*	*67%*

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 4G. Baccalaureate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	5,663	6,267	6,637	7,238	7,746

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	934	1,026	1,151	1,221	1,315
Health Professions **only disciplines in critical need*	211	220	208	251	241
Security and Emergency Services	269	298	344	457	504
Globalization	808	859	1,022	1,076	1,252
Education **only disciplines in critical need*	41	50	48	35	36
SUBTOTAL	**2,263**	**2,453**	**2,773**	**3,040**	**3,348**
Percentage of All Baccalaureate Degrees (includes second majors)	*38%*	*37%*	*39%*	*39%*	*40%*

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. 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). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.
Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	682	720	764	854	844
Percentage of Degrees	13%	12%	13%	13%	12%
Hispanic					
Number of Degrees	3,555	3,919	4,156	4,549	5,007
Percentage of Degrees	67%	68%	68%	68%	70%
Pell-Grant Recipients					
Number of Degrees	2,606	3,001	3,524	4,154	4,629
Percentage of Degrees	48%	52%	57%	62%	64%

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 2010-11 academic year. This reclassification will impact trends.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	40%	41%	36%	37%	39%
AA Transfers	79%	80%	71%	71%	86%
Other Transfers	67%	65%	63%	60%	80%
TOTAL	**61%**	**60%**	**55%**	**56%**	**70%**

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	2,518	2,371	2,395	2,325	2,451
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	50%	47%	45%	44%	48%
30 to 49 Students	31%	32%	33%	33%	31%
50 to 99 Students	15%	16%	16%	16%	15%
100 or More Students	4%	5%	6%	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. Percentages may exceed 100% due to rounding.

Section 4 – Undergraduate Education *(continued)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	63%	60%	58%	60%	61%
Adjunct Faculty	28%	32%	33%	32%	31%
Graduate Students	6%	6%	6%	5%	5%
Other Instructors	3%	2%	3%	3%	4%

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 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	26.5	26.6	27.7	27.0	26.0

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). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2008	2009	2010	2011	2012
Examinees	181	165	192	149	223
First-time Pass Rate	89%	94%	90%	94%	95%
National Benchmark	*88%*	*90%*	*89%*	*89%*	*92%*

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 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2012-13

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						
Laws	22.0202	M	11/29/2012	Fall 2013		
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 new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

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.
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. 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.
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

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	**2,509**	**2,649**	**2,971**	**3,383**	**3,440**
Masters and Specialist	2,259	2,359	2,597	3,002	3,033
Research Doctoral	127	114	148	151	156
Professional Doctoral	123	176	226	230	251
a) Medicine	*0*	*0*	*0*	*0*	*33*
b) Law	*123*	*144*	*177*	*185*	*168*
c) Pharmacy	*0*	*0*	*0*	*0*	*0*

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	587	476	471	502	547
Health Professions **only disciplines in critical need*	285	341	448	453	494
Security and Emergency Services	28	42	61	83	85
Globalization	124	189	174	200	210
Education **only disciplines in critical need*	113	121	92	98	49
SUBTOTAL	**1,137**	**1,169**	**1,246**	**1,336**	**1,385**
Percent of All Graduate Degrees	*45%*	*44%*	*42%*	*39%*	*40%*

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. 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). *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2009	2010	2011	2012	2013
Examinees	116	136	168	172	158
First-time Pass Rate	81%	81%	89%	81%	85%
*State Benchmark**	*79%*	*79%*	*82%*	*81%*	*80%*

Note*: excludes non-Florida schools.

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

	2009	2010	2011	2012	2013 Preliminary
Examinees	.	.	2	35	44
First-time Pass Rate	.	.	*	97%	100%
National Benchmark	*91%*	*94%*	*96%*	*96%*	*96%*

Note: To protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	.	.	.	1	37
First-time Pass Rate	.	.	.	*	100%
National Benchmark	*96%*	*97%*	*97%*	*98%*	*98%*

Note: To protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	.	.	.	.	34
First-time Pass Rate	.	.	.	.	92%
National Benchmark	*97%*	*97%*	*98%*	*97%*	*98%*

Physical Therapy: *National Physical Therapy Examinations*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	99	89	91	125	143
First-time Pass Rate	65%	64%	75%	74%	71%
National Benchmark	*86%*	*87%*	*88%*	*89%*	*89%*

Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	113	103	142	163	147
First-time Pass Rate	82%	74%	65%	60%	65%
National Benchmark	*86%*	*83%*	*82%*	*81%*	*83%*

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 Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students

who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$107,025	$101,322	$110,271	$110,006	$118,058
Federally Funded ($ 1,000s)	$60,045	$57,371	$62,580	$65,446	$69,402
Percent Funded From External Sources	61%	63%	64%	69%	63%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$163,148	$160,066	$174,204	$173,511	$180,241
Technology Transfer					
Invention Disclosures	18	16	24	15	20
U.S. Patents Issued	0	1	1	3	1
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	0	1.6	1.5	4.7	2
Licenses/ Options Executed	0	1	1	0	0
Licensing Income Received ($)	$9,423	$39,819	$24,942	$12,000	$62,034
Number of Start-Up Companies	0	0	0	0	0

Note: 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, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey. 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. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation.

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 2013)	**Fiscal Year 2012-13**
Year Created:	2008		
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		46	7
Value of Competitive Grants Applied For *($)*		$16,682,166	$2,820,000
Number of Competitive Grants Received		33	3
Value of Competitive Grants Received *($)*		$11,149,151	$757,000
Total Research Expenditures *($)*		$9,469,175	$902,754
Number of Publications in Refereed Journals From Center Research		93	41
Number of Invention Disclosures		1	0
Number of Licenses/Options Executed		0	0
Licensing Income Received *($)*		$0	$0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		34	15
Collaborations with Private Industry		55	13
Collaborations with K-12 Education Systems/Schools		0	0
Undergraduate and Graduate Students Supported with Center Funds		57	10
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		$68,600	$68,600
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center of Excellence for Hurricane Damage Mitigation and Product Development

Narrative Comments [Most Recent Year]:

In addition to regular activities such as publishing papers, attending professional conferences, training undergraduate and graduate students, IHRC faculty and staff members have also been involved in the following research and service activities:

1. Working with the Florida Division of Emergency Management, IHRC has completed 6 projects including (a) Full-scale testing to evaluate code prescriptive design wind load and attachment provisions for hip, ridge, and eave roof tiles , (b) Wind-induced loads and damage mitigation techniques on Florida sunrooms, (c) Wind uplift of Roof Tiles, Shingles and Pavers, (d) Estimation of surface roughness using terrestrial LiDAR measurements, (e) Investigating socio-economic impacts of a recent hurricane and understanding perceptions of coastal vulnerability and (f) 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 State of Florida and successfully passed the rigorous review of the state committee.

3. IHRC continues to work 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. The “Wall of Wind” (WoW) facility is capable of performing controlled and repeatable testing in flows that adequately and economically replicate hurricane winds accompanied by wind-driven rain. The development of the Wall of Wind has been completed in stages, an incremental strategy that has enabled FIU researchers to gain experience in the development, testing, and operation of the facility, and helped reduce cost. Research collaboration has encompassed various engineering fields including wind, civil, mechanical and structural engineering in addition to architecture. The IHRC partnered with Miami-Dade County Emergency Management, the National Hurricane Center, NOAA’s Atlantic Oceanographic and Meteorological Laboratory (AOML), the Miami Office of the National Weather Service and the City of Homestead for the Hurricane Andrew 20th Anniversary Event and Grand Opening of the 12-Fan Wall of Wind. This official South Florida community event commemorated the 20-year anniversary of Hurricane Andrew’s landfall in August 2012.