

2014-15
Annual Accountability Report

FLORIDA INTERNATIONAL UNIVERSITY

PENDING BOT APPROVAL



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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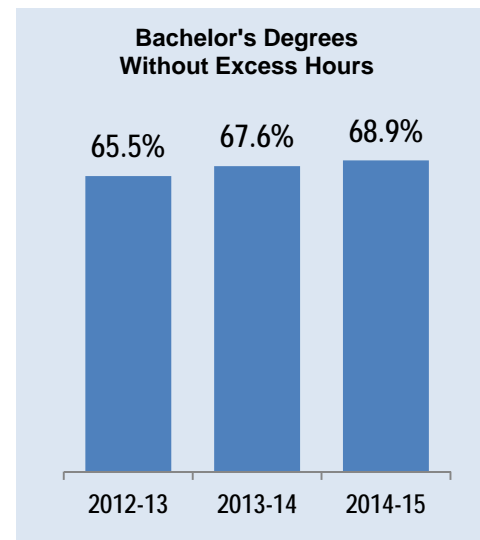
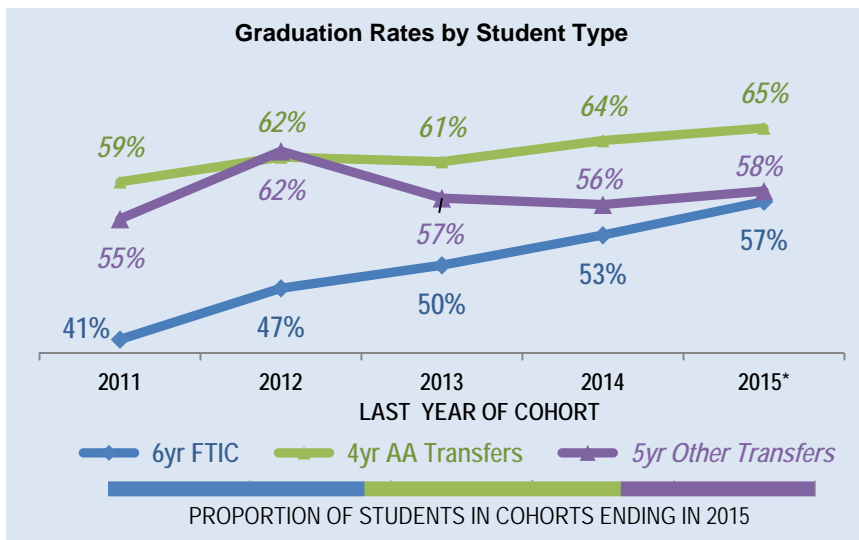
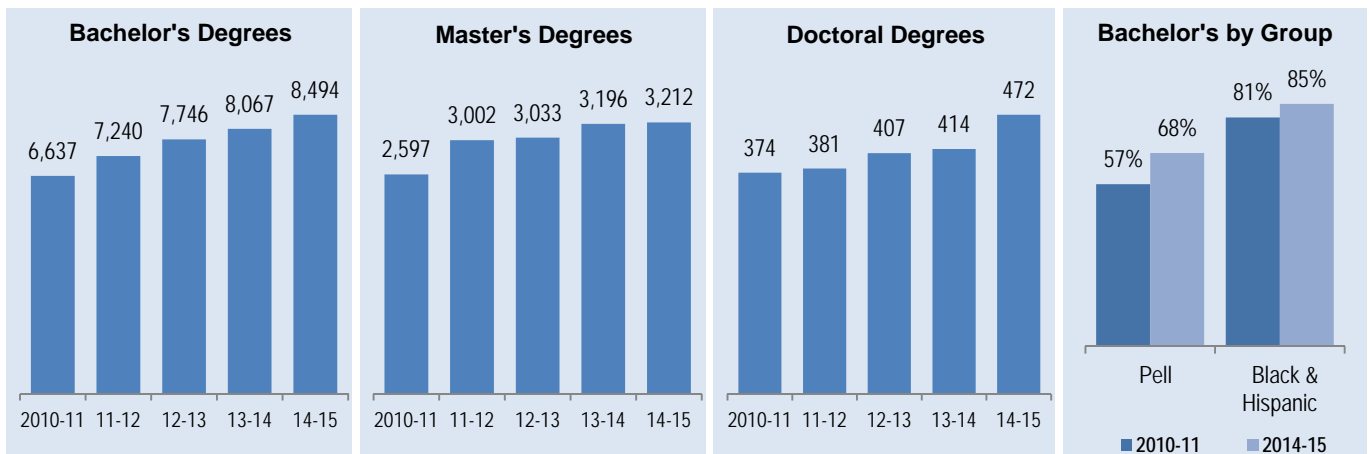
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Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered			2015 Carnegie Classifications		
				TOTAL (as of Spring 2015)	Full-Time	Part-Time	Basic:	Undergraduate Instructional Program:	Graduate Instructional Program:
TOTAL	54,099	100%	2%	TOTAL	1,208	30	Doctoral Universities: Highest Research Activity		
White	6,014	11%	-3%	Baccalaureate	62		Balanced arts & sciences/professions, high graduate		
Hispanic	34,141	63%	3%	Master's & Specialist's	87		Research Doctoral: Comprehensive programs, with medical		
Black	7,042	13%	3%	Research Doctorate	30		Four-year, large, primarily nonresidential		
Other	6,902	13%	3%	Professional Doctorate	4		Yes		
Full-Time	31,913	59%	1%	Faculty (Fall 2014)					
Part-Time	22,186	41%	4%	TOTAL	1,208	30			
Undergraduate	39,081	72%	2%	Tenure & Ten. Track	724	6			
Graduate	8,367	15%	1%	Non-Tenured Faculty	484	24			
Unclassified	6,651	12%	3%						

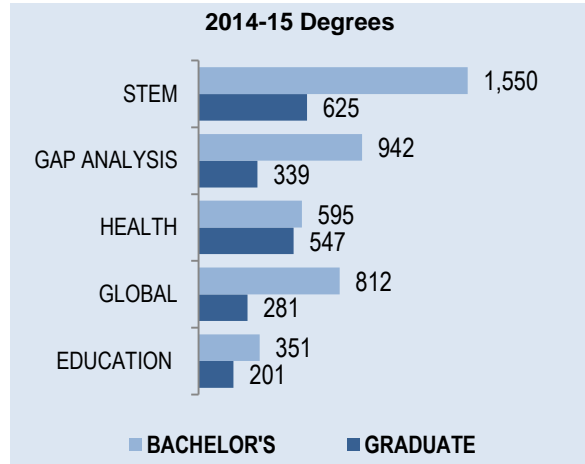
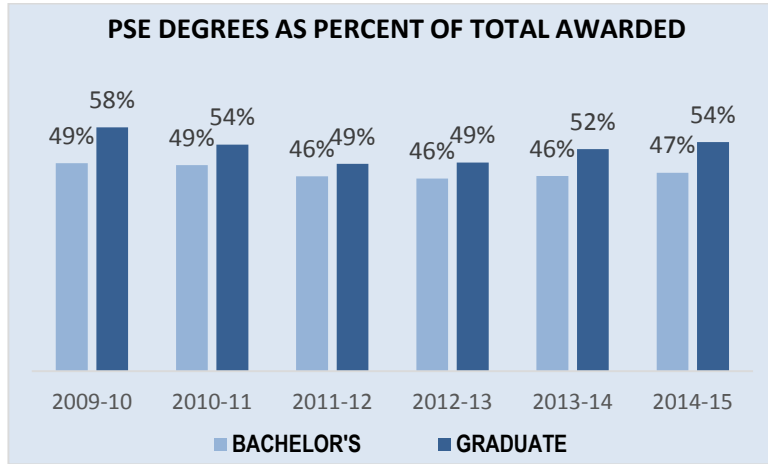
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



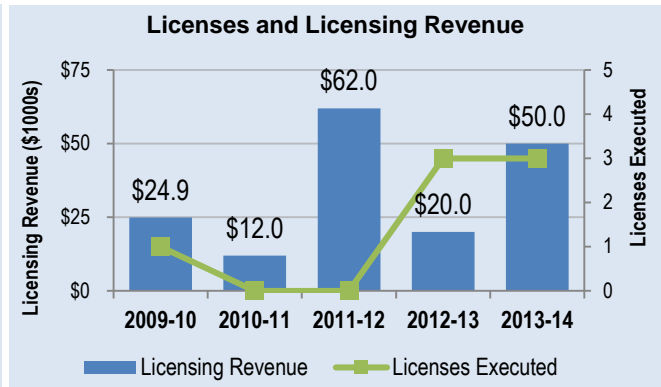
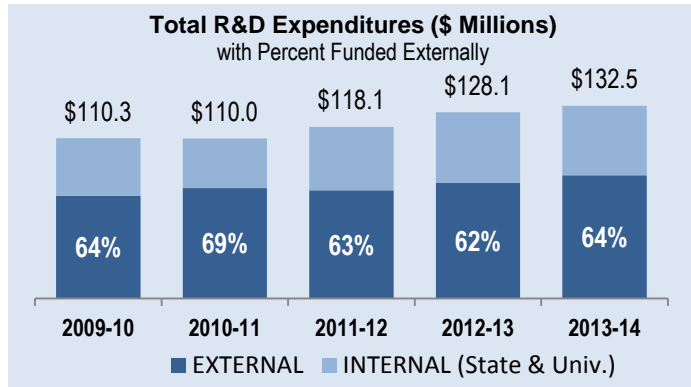


Dashboard

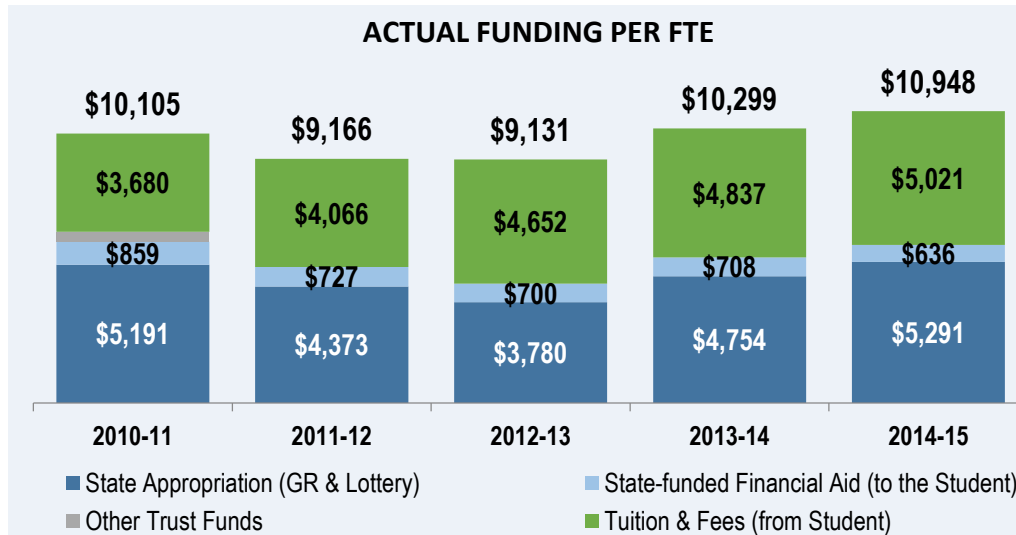
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



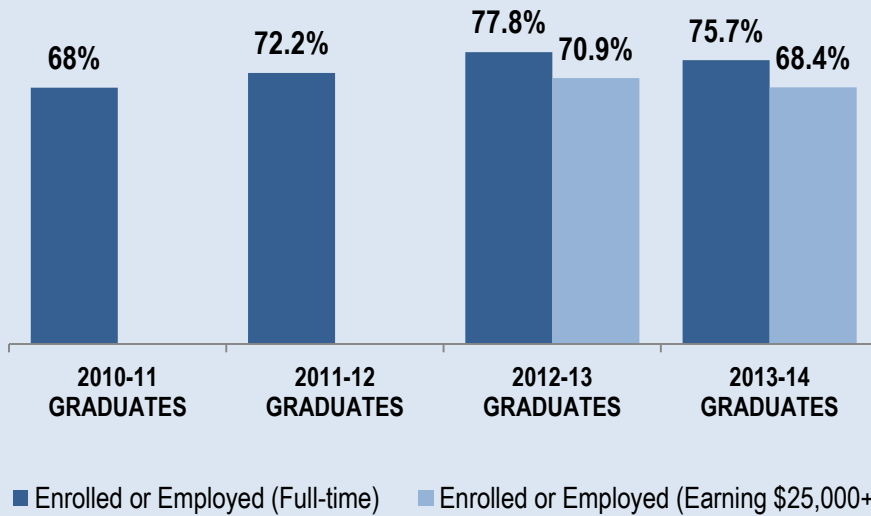
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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



Dashboard

POST-GRADUATION METRICS

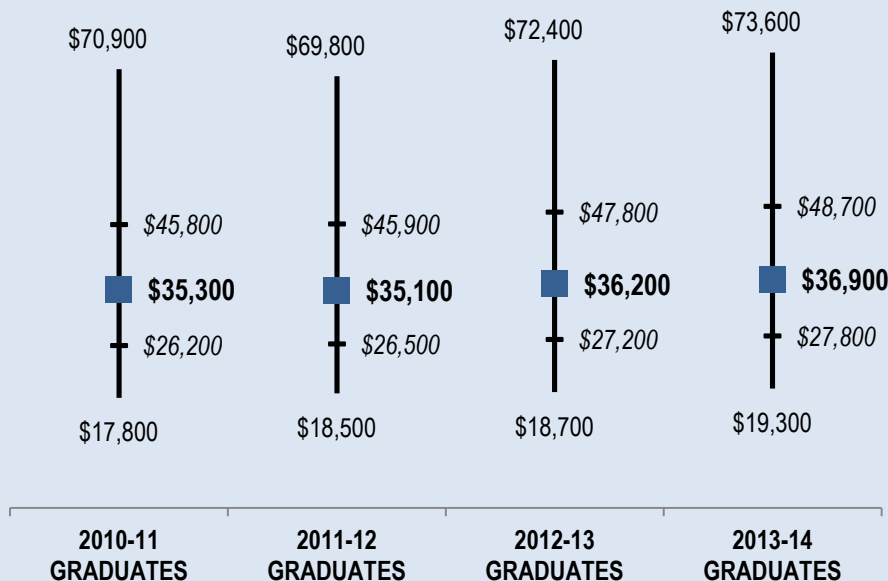
**Percent of Bachelor's Graduates
Employed or Continuing their Education
One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 87% of the total 2013-14 graduating class.

See Table 40 within this report for additional information about this metric.

**Wages of Full-time Employed in Florida
Baccalaureates One Year After Graduation**
5th, 25th, 50th, 75th and 95th Percentiles



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 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. In 2013-14, these data accounted for 51% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	77.82%	75.67%	-2.2%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$36,200	\$36,900	1.9%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	\$25,470	\$25,990	2.0%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	53.10%	56.83%	3.7%pts
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	76.87%	80.38%	3.5%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	46.10%	46.90%	0.8%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	50.96%	50.53%	-0.4%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	52.44%	54.10%	1.7%pts
		2013-14	2014-15	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	67.62%	68.93%	1.3%pts
		2013-14	2014-15	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Bachelor's Degrees Awarded to Minorities	6,221	6,669	7.2%



Key Achievements (2014 -2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Computer Science majors Nathan Mackay, Alan Nieto, and Giuseppe Vietri finished in third place out of the 26 schools that competed in the Institute of Electrical and Electronics Engineers Region 3 SoutheastCon Conference.
2. Herbert Wertheim College of Medicine students Nicole Colwell and Jason Alvarez were selected to the prestigious Medical Research Scholars Program at the NIH.
3. Start-up *Pat Miner*, consisting of FIU PhD students Arturo Castellanos and Longhui Zhang, was one of only five innovative emerging companies from the Florida University System selected to participate in a pitch competition at eMerge Americas.

FACULTY AWARDS/ACHIEVEMENTS

1. Barry Rosen, distinguished professor of Cellular Biology and Pharmacology in the Herbert Wertheim College of Medicine was awarded the distinction of Fellow of the American Association for the Advancement of Science (AAAS).
2. Dr. Marianna Baum, professor of Dietetics & Nutrition was selected by the American Red Cross as the recipient of the Cervera Real Estate Ambassador Award for her work in the field of HIV.
3. The Paul G. Allen Family Foundation awarded Drs. Michael Heithaus (Dean of the College of Arts, Sciences and Education), and Demian Chapman (professor of Biological Sciences) a \$3.97M grant to lead the first global, multi-institutional effort to map populations of reef-associated sharks and rays.

PROGRAM AWARDS/ACHIEVEMENTS

1. Ambassador Steven J. Green, his wife Dorothea, daughter Kimberly, and the Green Family Foundation, made a \$20 million gift to help propel the Steven J. Green School of International and Public Affairs forward as one of the world's top academic centers.
2. FIU's Department of Interior Architecture has been ranked among the top 10 interior architecture degree programs in the nation, and first among universities in Florida by *DesignIntelligence*.
3. *U.S. News & World Report* placed the College of Business at No.15 among the top business schools for its International MBA.

RESEARCH AWARDS/ACHIEVEMENTS

1. This year six FIU Faculty members were recipients of the prestigious National Science Foundation (NSF) Early Career Development (CAREER) Awards.
2. Dr. David Kadko, through a NSF-funded grant, led a team of international researchers in an Arctic Ocean study of the current state of Arctic processes, to understand the interconnectivity within the Arctic system and the trajectory of Arctic changes due to global climate change.
3. FIU's International Forensic Research Institute (IFRI) was awarded five grants and two fellowships from the National Institute of Justice, the highest of any university in the US.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. Provost Kenneth G. Furton and College of Law Dean R. Alexander Acosta accepted the Congressional Hispanic Leadership Institute's Maestro Award for FIU's commitment to Latino youth.
2. SAVE Dade honored President Mark B. Rosenberg as its second Champion of Equality in recognition of FIU's work in providing an open campus climate that is safe and accepting for all members of the University community regardless of sexual orientation.
3. FIU received five Florida Campus Compact awards, including one for the university's partnership with Miami-Dade County Public Schools.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

From our opening day enrollment of fewer than 6,000 students to our current Panther family that is 54,000 students and more than 200,000 alumni strong, FIU has prepared generations of students not only to fill good jobs but to create good jobs. We have grown into an anchor institution and a solutions center for our community and beyond. According to the most recent system accountability report, FIU graduates command higher salaries than graduates of any other university in the State University System. And they are employed or attending graduate school at higher rates as well. This is still only the beginning for our ambitious institution. We are blazing a trail. We are taking responsibility. We are making an impact.

We have come this far thanks to outstanding students, world-class faculty, dedicated staff, successful and steadfast alumni and the support of our donors and community. All of them are telling and living the FIU story, helping us to become one of the world's great research universities. The quality of our programs is truly indicative of this. FIU ensures that its students and faculty have access to state of the art learning tools and technologies to be able to secure their futures.

Our focus on improving learning tools is exemplified by the launching of **Tech Station** by our School of Computing and Information Sciences. Tech Station is inspired by companies such as Microsoft, Apple, Amazon, Google, and HP, all of which were started in small garages. Tech Station is a platform for student innovation, advanced skills training, and computer science and information technology program recruitment and degree completion. Tech Station consists of a \$3 million, 8,000 sq. ft. facility build-out that reflects trends in the industry to provide tech professionals with creative and inspiring workspaces.

Large scale computing power is a fundamental tool for student training and research driven solutions. To address this important need, the **Instructional and Research Computing Center (IRCC)** was established to provide technologies for faculty and students to enhance their academic curriculum and research. The IRCC offers a High-Performance Computational (HPC) resource that allows faculty, along with their students, to examine more complex scientific and engineering problems that would otherwise be impossible to solve without this large-scale computing power. The IRCC offers instructional-specific technologies such as an on-demand virtual computing lab (VCL). Using the VCL, faculty can create classes that use virtual server technologies, which allow for computer labs to be conducted remotely. It allows students to launch a virtual server in our VCL Cloud at any time to further work on their classroom assignments.

FIU has a long track record of environmental research through centers such as the International Hurricane Center (IHRC), the Extreme Events Institute (EEI), and the Southeast Environmental Research Center (SERC). The EEI recently received an NSF National Hazards Research Infrastructure grant, and SERC has had the NSF funded Florida Coastal Everglades Long Term Ecological Research Program since 2000. As SERC's environmental and climate change research has expanded, this year FIU created the **Institute for Water and the Environment (InWE)** and the **Sea Level Solutions Center (SLC)**. Both SERC and SLC will be housed within InWE in order to enhance research productivity, and more importantly translate the research into specific solutions to address sea level rise in South Florida and our state.

Finally, FIU's focus on student success was the driving force for a multi-disciplinary faculty research team from the FIU Libraries, the Global Learning Office, Academic Planning and Accountability and



seven academic disciplines to conduct a year-long research project examining the influence of instructional collaboration between library and discipline faculty on students' information literacy gains. This study was selected as part of the **National Leadership Demonstration Grant** by the Institute of Museum and Library Services (IMLS). The results, presented at the American Library Association conference, demonstrated a strong correlation between faculty collaboration and students' information literacy gains.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

FIU remains committed to improving the quality aspects of teaching and learning that have served the basis of our **Graduation Success Initiative (GSI)** launched in Fall 2012. During the 2014-2015 academic year FIU awarded 12,745 degrees across its 183 degree programs. This is an increase of 427 total degrees produced from the prior year.

The **STEM Transformation Institute (STI)** has been FIU's leader in pedagogy and curriculum transformation to improve learning and degree productivity. A keystone of the STI has been the **Learning Assistant (LA)** program, which provides undergraduates with the opportunity to experience the rewards of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. LAs serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition to active learning. With funding from the NSF, the Howard Hughes Medical Institute (HHMI), the Office of Naval Research, the U.S. Department of Education and various foundations, the STI has expanded the LA program from the initial Physics department into Mathematics, Chemistry, Earth & Environment, Biology, Biomedical Engineering, Electrical and Computer Engineering, Mechanical Engineering and Computer Science. These efforts will positively impact undergraduate student success in STEM. We remain a national model for advising and curricular redesign as well as improving our teaching and learning strategies. As a result of these efforts, FIU hosts the nation's largest LA program, with 239 LAs serving in 155 course sections across ten STEM departments, impacting over 10,075 enrolled students.

Our efforts on improving degree productivity in mathematics courses have also included the creation of the **Mastery Math Lab**. The Lab has produced improvements in the pass rates for college algebra while simultaneously improving institutional efficiencies. As compared to the prior year, the successful efforts of the Mastery Math Lab were directly attributable to over 900 students not having to retake a course.

Finally, we highlight two other initiatives focusing on student success and degree productivity in critical areas. First, a new master's degree in **Cybersecurity** was approved jointly between Computer Science and Electrical and Computer Engineering for enrollment of the first cohort in fall of 2015. The program offers a broad and in-depth technical study of the ever-changing landscape of cybersecurity to address the critical security needs facing our nation and the world today. It will prepare graduates to advance into a PhD program or assume leadership positions in the information technology industry that are in high demand according to the U.S. Bureau of Labor, which projects employment of computer system analysts to grow 25 percent from 2012 to 2022. Second, through a redesign of curricular offerings, the Nicole Wertheim College of Nursing and Health Sciences graduate students are now able to receive MSN and DNP degrees concurrently through a newly established **dual admissions program**. This new program option allows graduate nursing students to become nurse practitioners while also studying to receive their doctorate of nursing practice degrees. Students will be able to complete both degrees in three years, and will be able to specialize to become adult gerontology, child, family or psychiatric/mental health nurse practitioners. This program aims to address critical needs in nursing health care as well as the need for nursing educators.



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

In 2014, the **American Society for Engineering Education (ASEE)** ranked FIU #49 nationally for master's degrees awarded in Engineering and Computing. Specifically, FIU ranked #5 for Computer Science, #10 for Computer Engineering, #13 for Electrical Engineering and #49 in Civil Engineering. FIU was ranked #2 for bachelor's degrees awarded to Hispanics and #5 for degrees awarded to African-Americans. Not far behind, FIU was also ranked #45 for degrees awarded to females. Additionally, FIU is the top university in the continental U.S. in graduating Hispanics with bachelor's and master's degrees in science, technology, engineering and math (STEM), according to **Excelencia in Education**. In fact, FIU awards more bachelor's and master's degrees to Hispanics than any other institution.

As an anchor institution in our community, FIU has focused on responding to local and state needs in critical and strategic areas. The **One Community One Goal (OCOG) Academic Leaders Council (ALC)**, chaired by President Rosenberg, is in its third year of working to fulfill OCOG's vision of a "world-class educational ecosystem" as the foundation for economic success. This includes building and retaining local talent, aligning curriculum to industry needs and better preparing graduates for high-paying jobs in key targeted industries. Each institution has implemented strategies to leverage and advance the seven OCOG targeted industries – Aviation, Banking & Finance, Creative Design, Hospitality & Tourism, Information Technology, Life Sciences & Health Care and Trade & Logistics. This includes creating new and expanded degree and training programs, as well as hosting conversations between industry and academic leaders to identify and close workforce and skills gaps. Presidents of the seven ALC member institutions convened to discuss college affordability and accessibility in our community, as well as providing increased talent opportunities to our students through paid internships.

Finally, the **STEM Transformation Institute (STI)** 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 serves as a laboratory to create and disseminate best practices regarding STEM education. FIU is also part of the Science-Math Teacher Imperative project of the Association of Public and Land Grant Universities (APLU) to produce large numbers of more highly trained STEM teachers. In 2014-15, the STI trained over 100 science-math secondary education discipline-based majors.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU's scholarship, research and innovation productivity has been in an upward trend for the past five years. Both research expenditures and research awards have increased by 31% from 2009 to 2014. The annual number of grant applications have increased by 24% during the same period and the amount of funding requested in these applications grew from \$344M to \$509M, a 48% increase. This level of productivity, including faculty per-capita research productivity and research doctorate production (25% increase in same timeframe) recently culminated with FIU achieving the designation of "highest research activity" by the **Carnegie Foundation for the Advancement of Teaching**. This places FIU at the top tier of research universities, a distinction attained by only 2.5 percent of all universities. It also makes FIU one of 43 public universities nationwide designated as both "highest research activity" and "community engaged" by the Carnegie Foundation for the Advancement of Teaching.

Our growth in research has resulted in large increases in patent disclosures in technological innovation areas by our faculty, as well as greater focus on achievements in key areas of environmental and child mental health research. In the innovation arena, Dr. Ranu Jung, Interim Dean of the College of Engineering and Computing and Professor in the department of Biomedical Engineering, was granted a



U.S. patent for the development of a communication interface system between sensors in a prosthetic arm or leg and a neural stimulator for restoring sensation to amputees. Unlike current systems, Jung's work facilitates the communication of information from multiple hardware fabricated sensors and multiple modes of sensation. This invention will potentially improve the amputee's quality of sensation and control over their prosthetic. Increased control over the prosthetic limb will directly enhance the amputee's ability to perform daily tasks and will help to improve their overall quality of life.

In the environmental research area, FIU is a **Sea Level Solutions Center**. FIU's leading environmental researchers, including Dr. Evelyn Gaiser, executive director of SEAS and director of the Florida Coastal Everglades Long Term Ecological Research (FCE LTER) program, met with White House officials in April 2015 to advocate for greater interagency coordination with South Florida research and adaptation partners on the emerging threat of rising tides. Much of FIU's work in the Everglades is based on research conducted within the FCE LTER, which studies how hydrology, climate and human activities interact with ecosystem and population dynamics in the Everglades. FIU researchers are also engaged in conservation efforts and embarked on the largest-ever attempt to *survey the world's shark populations*. Predators are disappearing from the oceans in alarming numbers with nearly a quarter of shark, ray and skate species threatened with extinction. The lack of comprehensive and up-to-date data on species abundance and distribution is hindering efforts to protect and replenish these ecologically important marine animals. By deploying baited underwater video equipment, researchers hope to catch the ocean's top predators on camera in their natural habitats. More than 400 reef locations will be surveyed during the three-year project dubbed **Global FinPrint**. The project is funded by the **Paul G. Allen Family Foundation** (\$3.97M). This funding allowed FIU to recruit internationally recognized shark expert Dr. Demian Chapman.

FIU's research growth was particularly illustrated by the success during 2014-2015 of six FIU faculty members who were recipients of the prestigious **National Science Foundation (NSF) Early Career Development (CAREER) Awards**. This was the most CAREER awards of any university in the SUS. The CAREER awards support the research as well as undergraduate students. The research of these FIU CAREER awardees will lead to innovative research in key strategic areas for FIU, including the health of the coral reef, sea level rise, cyber security, unmanned aerial vehicles, and nanomedicine.

Finally, in the child mental health area, FIU's Center for Children and Families (CCF) is leading the way to improve child mental health and to assist Miami-Dade County Public Schools. This year a study led by psychologist Erica D. Musser from the CCF broke new ground in the understanding of the link between parents with **attention deficit hyperactivity disorder (ADHD)** and their children with ADHD or autism spectrum disorder (ASD). Recently published in the *Journal of Child Psychology and Psychiatry*, the study is the first to find that mothers with ADHD are six times more likely to have children diagnosed with ADHD and two-and-a-half times more likely to have children diagnosed with ASD than mothers who do not have ADHD.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Awards received during FY 2014-2015 increased by 2%, from \$115.8M last fiscal year to \$118.1M. The amount of funding requested during FY 2014-2015 was \$509M, which represented an 8.11% increase from the prior FY request of \$471M, and a 48% increase from the prior six years (\$344M). There were 962 grant applications, a 1% increase from the prior FY and a 24% increase from the prior six years (776 proposals). Patent applications increased by 14.3%, from 35 to 40. During FY 2014-2015, three patents were granted and two licenses were executed. Additionally, invention disclosures by FIU faculty increased by 40.5%—from 37 in FY 2013-2014 to 52 invention disclosures in 2014-2015. FIU received



\$40,000 in licensing income and one start-up company (EnerMaster) was created during 2014-2015, based on a professor's (Electrical Engineering) energy management system technology.

In the innovation and technology transfer area, three FIU teams participated in the National Science Foundation's (NSF) Innovation Corps Teams (I-Corps) programs. Teams representing FIU technologies finished first (Dr. Ranu Jung, Biomedical Engineering) and second place (Dr. Anuradha Godavarty, Biomedical Engineering) in the annual **StartUp Quest Pitch Day** in Broward. Dr. Godavarty's technology also won "Sweet 16 Finalist" (out of 85 entries from around the state) in the 6th Annual Cade Museum competition. The latter is an annual competition for early-stage inventors and entrepreneurs in Florida. **Dogs and drones are being used to battle deadly avocado fungus:** FIU is active in using technology to secure the agricultural future of South Florida. Redbay ambrosia beetles are on the move in Florida and are a major concern for the state's multimillion dollar avocado industry. FIU researchers from the **International Forensic Research Institute (IFRI)** are using a combination of drones and dogs to stop the deadly fungus spread by these invasive pests. Detection is a major challenge as diseased trees begin to wilt within two weeks of infection and by the time symptoms are visible the trees cannot be saved and the fungus has likely spread to nearby trees via root grafting. This combination of drones and specially trained dogs provides pin point accuracy as canines are capable of detecting the disease before symptoms appear and the tree can be saved through treatment.

FIU continues to lead the way in environmental research through the efforts of its research centers. Twice during 2014-2015, **NASA** went to the bottom of the sea for a seven- and a nine-day mission at **FIU's Aquarius Reef Base**. Four astronauts participated in NASA's Extreme Environment Mission Operations 18 and 19 (NEEMO), conducting activities on the ocean floor that will inform future International Space Station and exploration activities. FIU has also been named a major research, monitoring and education partner of the Florida Keys National Marine Sanctuary under an agreement with the National Oceanic and Atmospheric Administration (NOAA). The partnership strengthens FIU's commitment to be engaged with the local community, to help lead the development of a vibrant economy, to create strong educational opportunities, and to preserve and protect our environment.

Oceanographer, Dr. David Kadko, from **FIU's Applied Research Center (ARC)**, is the chief scientist of a multimillion-dollar NSF-funded U.S. Arctic GEOTRACES initiative. He is leading a team of 51 scientists, students and technicians conducting experiments that will help provide the most comprehensive understanding to date of the Arctic's chemical composition. The initiative to map the geochemistry of the Arctic Ocean is part of an international, collaborative effort between the United States, Canada, Germany and scientists from several other nations. The team of scientists spent approximately 65 days on the Geotraces Summer 2015 expedition on board the US Coast Guard research icebreaker Healy. The team will be analyzing the data for several years.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

As FIU's research enterprise has grown, and as we have focused on innovation and using basic research to inform solutions to societal challenges, FIU has focused on increasing collaboration with industry and other external partners to support FIU's research. This year, FIU initiated important partnerships with **Florida Power & Light Company (FPL), the National Tropical Botanical Garden (NTBG), Banyan Health Systems and Baptist Health South Florida.**

FIU and **FPL** formed a new partnership to build a commercial-scale distributed solar power facility that will both generate electricity for FPL's 4.8 million customers and serve as an innovative research operation. The project involves the installation of more than 5,700 solar panels on 23 canopy-like structures that will be built in the parking lot of the university's Engineering Center. Using data from the



1.6-megawatt solar array, faculty and students from FIU's College of Engineering and Computing will study the effects of distributed solar photovoltaic (PV) generation on the electric grid in real-life South Florida conditions. This innovative solar project builds on FIU's relationship with FPL, and will provide FIU's engineering students with the opportunity to make a direct contribution to the growth of solar energy in our state, while gaining invaluable experience working side by side with professionals from one of the most forward-thinking utilities in the nation. This public-private partnership aligns with FIU's *BeyondPossible2020* strategic plan by establishing a state-of-the-art core facility expanding our energy research and scholarship preeminence. This partnership has already led to new research funding from FPL to FIU Faculty and a new NSF CAREER award.

FIU and the **National Tropical Botanical Garden (NTBG)** joined forces to create the **International Center for Tropical Botany (ICTB)** at The Kampong in Coconut Grove, Florida. The Center's headquarters will be built on land donated to FIU from NTBG, and will be adjacent to The Kampong, the NTBG's only garden outside of Hawaii. Scientists at the center will lead efforts to preserve and study tropical plants for future generations. The ICTB research has a strong focus on the economic uses of tropical plants. The Center is supported by a \$2.5 million gift from the William R. Kenan Jr. Charitable Trust and a matching \$2.5 million gift from the Batchelor Foundation. The ICTB will leverage FIU's global expertise in tropical studies to further our efforts in conservation and sustainability.

In partnership with Banyan Health System's BRIC (Banyan Research and Innovation Center), **FIU's** Community-Based Intervention Research Group (C-BIRG) established a multi-disciplinary institute—the **Florida International University-Banyan Research Institute for Dissemination, Grants and Evaluation, FIU-BRIDGE**. The partnership folds BRIC grants into FIU-BRIDGE, and will provide research space for FIU-BRIDGE at Banyan locations. The institute will expand the breadth and depth of rigorous community-based research on prevention and treatment of health, substance abuse and mental health among children and adults.

Baptist Health South Florida and FIU have agreed to establish an academic translational cancer research center laboratory under the direction of Dr. Jeff Boyd who is regarded both nationally and internationally as one of the leading scientists in the study of the molecular genetics of women's cancers. The generous \$1.2M gift will assist Dr. Boyd and his research team to continue their focus on finding better methods of diagnosis, more effective treatments and eventually a cure.

Finally, FIU researchers have a long history of partnering with other universities in seeking research funding. This year faculty from FIU's Department of Electrical Engineering, led by professor Osama Mohamed, partnered with researchers from four universities (**Carnegie Mellon University, Lehigh University, the University of Arkansas at Fayetteville, the University of Arkansas at Little Rock**) and **Arkansas Electric Cooperative Corporation** as an industry partner in a project funded by the U.S. Department of Energy (\$15.3M) to conduct research to improve cybersecurity of electrical grid systems.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

As a Carnegie classified "community engaged" university, FIU has focused on bringing our research, scholarship and teaching to the community. For example, this year marks the four-year anniversary of our partnership with Miami-Dade County Public Schools (M-DCPS) at **Miami Northwestern High School (MNW)**. Funded by grants from the JPMorgan Chase Foundation, over the past four years, FIU's Education Effect has worked in collaboration with M-DCPS — as well as parents, teachers,



administrators and the community — and supported the school's efforts to boost student achievement, promote 100 percent graduation and ensure that students are college and career ready. The partnership has been a success. The school has moved from a historic D/F grade to an A or B ranking. Ten percent more students are going on to post-secondary education — and receiving millions of dollars in scholarships. This year's 345 graduates received more than 400 acceptance letters for college. Combined, they have earned nearly \$5 million in scholarships to continue their education. The number of MNW students enrolled at FIU has climbed as well — from 17 in 2010 to 58 in 2015.

FIU's engagement with Miami Northwestern High is a result of the nationally recognized partnership between FIU and Miami-Dade County Public Schools (M-DCPS), **Achieving Community Collaboration in Education and Student Success (ACCESS)**, currently in its fifth year. More than 150 individuals from both institutions are working in issue-specific groups to address the diverse educational needs and opportunities in our region. Significant effort is being made to evaluate longitudinal data and assess the impact of our collective efforts towards student achievement, graduation and post-secondary enrollment. A strategic visioning session was held in May 2015 to further define the direction for the work and create a framework for decision-making. Four pillars were identified that will link the partnership to institutional strategic priorities and goals: 1) Operational Accelerators 2) Enhancing Student Potential 3) Pathways to Student Success and 4) Educator Empowerment and Development. One significant area of collaborative success is the **21st Century Community Learning Centers (21st CCLC)** initiative, a key component of the No Child Left Behind Act funded by the Florida Department of Education to provide opportunities for academic enrichment for students at low-performing schools. FIU and M-DCPS have collaborated on five 21st CCLC projects this fiscal year through the College of Education (Projects Silver, Pride, Hope and Panther) as well as the Office for Student Access & Success (EV3 Robotics Program) totaling \$2.1 million for FY 2015. We will continue to collaborate on critical projects such as these to help our students meet state and local academic achievement standards.

In another area of community engagement, the FIU Library **Geographic Information Systems (GIS) Center** and Digital Collections Center has reached out and formed a partnership with the City of Miami Beach, City of Coral Gables, Monroe County Public Libraries, and Wolfson Center of Miami Dade College to centrally host the historical archives in formats of photographs, documents, audio and visual recordings, oral histories of the greater Miami region within FIU's dPanther digital repository system.

Other FIU units have engaged our local community in teaching, reaching out to students. First, the **School of Environment, Arts and Society (SEAS)** engages the public through participatory community events such as Our Common Future, Ocean Life, Family Science Nights and Environmental Film Series. SEAS also enhances public environmental literacy through K-12 programs including EcoAcademy, Coastline to Classroom, Discovery Our Backyard, Meet the Scientists, Mangrove Restoration and Tree Campus USA. Second, the **Stocker AstroScience Center** provides research and educational opportunities for students interested in the field of astronomy. The Center also engages in numerous community outreach programs. Featuring classrooms and research labs, the observatory is capped off by a dome featuring a main telescope with a platform for eight additional telescopes. Third, the College of Engineering and Computing launched "**Engineers on Wheels**," a pilot program to take science and engineering to the local schools. The van program impacted more than 2,500 students, approximated one South Florida school visit every week, to provide students with grade-appropriate, interactive lessons and presentations. The program has received initial support from Fiat-Chrysler Automobiles. Fourth, funded by an NSF sponsored **Research Experience for High School Teachers (RET)**, researchers from the School of Computer Science provided 18 local high school teachers with training on Cyber-enabled technologies. Another NSF-funded RET hosted middle and high school STEM teachers and Community College STEM faculty, trained teachers to advance knowledge and understanding in nanotechnology and develop related curriculum. A workshop coordinated by Professor Kip Irvine and



others entitled "Teaching Mobile Computer Science Principles" trained 10 selected computer teachers from South Florida; a 5-day App Inventor programming workshop for 35 South Florida STEM Teachers, sponsored by the Ultimate Software Academy for Computer Science Education.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

A key component of FIU's community engagement is health and transportation. In health, the **Green Family Foundation NeighborhoodHELP** (Health Education Learning Program) is a core component of the Herbert Wertheim College of Medicine curriculum. The Program sends interdisciplinary teams of FIU students into communities of need to track and monitor the health of families. Each team works with one to two households, and includes a medical student and his or her counterpart in social work, nursing, public health, and law. The Program has the dual role of graduating compassionate physicians, and having a positive social and economic impact on the community through disease prevention. The Program began in 2010, and by 2015 it has conducted a total of 6,098 household visits. In total, 1,033 students conducted household visits. There were 725 households and 1,892 household members participating in the program as of December 2015. This includes 4,383 Primary Care encounters in the Primary Care Mobile Health Center used by the Program, and there have been 740 Mammography Screenings. The Program also has 160 Community Partners. Published research (Southern Medical Association) from the program indicates reductions in emergency room use, increases in annual physical examinations, greater blood pressure monitoring, cervical cytology screenings, and mammograms among the population in the Program.

Also in the health arena, Dr. Tami Thomas, Associate Dean of Academic Affairs in the Nicole Wertheim College of Nursing and Health Sciences, has begun a community engaged research program titled, "**Building Better Health for Florida Families.**" This project supports work sponsored by the National Institutes of Health and the National Institute of Minority Health and Health Disparities. Dr. Thomas and FIU students are working with community leaders in Glades and Hendry County with a new partnership in Okeechobee County.

Finally, in the health area, FIU's **Center for Children and Families (CCF)** continued to be the leading provider of evidence-based services for children with ADHD in Miami and has served 6,640 families since it was established in 2010. The renowned Summer Treatment Program served 233 South Florida children in summer 2015. The CCF Summer Reading Explorers Program, an intervention designed to improve literacy skills in young children, served 1,756 children. Additionally, Dr. Jonathan Comer, also from CCF, the director of the **Mental Health Interventions and Technology (MINT)** is leading the way in telemedicine for people with mental health disorders. MINT searches for technology-based solutions to the treatment of mental health problems such as obsessive-compulsive disorder (OCD) and other disruptive behavior disorders.

FIU has been providing leadership in the community in the critical challenge of transportation through its **University Transportation Center** and the **TIGER** grant, both funded by the US Department of Transportation. FIU's Honors College has provided an innovative partnership with the neighboring City of Sweetwater, an outreach program that is the underpinning of joint efforts including the **UniversityCity Alliance** and the proposed pedestrian walkway and transportation hub serving both communities; which is part of the **TIGER** grant.

Other notable community collaborations this year were generated through our School of Environment, Arts and Society (SEAS) and our Center for Women's and Gender Studies. Collaborations between SEAS and **Zoo Miami** scientific staff resulted in a new graduate workshop in Zoo Conservation Biology to be offered by Zoo Miami staff at FIU through affiliate appointments at FIU. Additionally, partnerships



with the Frost Museum of Science resulted in a plan to strengthen communications training and develop internships for students to contribute to exhibit planning. Additionally, SEAS hired artist Xavier Cortada as Artist in Residence to create materials for communicating sea level rise to the public for the Miami Beach Centennial, including diatom-based commemorative plaques for the awards ceremony and diatom time capsules for city officials. A memorandum of understanding (MOU) was established between FIU and the Deering Estate at Cutler and Deering Foundation to establish a Cultural and Ecological Field Station. SEAS continues to offer robust K-12 and public programs including the EcoAcademy Summer Camp, Family Science nights at schools in Miami-Dade, Broward, and Monroe counties, and a variety of public seminar series and teach-ins.

Finally, SEAS, along with the Center for Women's and Gender Studies hosted the **GeekiWood Conference** on September 27, 2014. The conference offered tools to empower adolescent girls to have a greater appreciation for technology, science, engineering, math (STEM) and the arts. The aim of the conference is to encourage teens, especially girls, to pursue STEM-related areas in their studies as well as future college and career planning. Geeki Girls, Inc. is a non-profit organization. The 2014 GeekiWood Conference was organized with the support of the Miami-Dade County Department of Cultural Affairs and the Cultural Affairs Council, the Miami-Dade County Mayor, and Board of County Commissioners in collaboration with FIU.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

FIU established multiple initiatives to increase internships and employment opportunities for our students. For example, the **Talent Development Network (TDN)**, an internship portal created as a partnership between FIU and six other academic institutions in Miami-Dade County, has made significant strides in its goal of connecting top talent with industry partners. More than 90 employers have registered on TDNmiami.com to post their paid internship positions. Across the seven partner schools, 84 students have applied for 71 available internships. Of the 15 internship positions completed thus far, six were awarded to FIU students. TDN has been featured in local media, as well as the Greater Miami Chamber of Commerce Education Summit panel on "Human Capital Investment: Pathways to Education."

In another student internship effort this year, FIU signed an agreement with the **U.S. Coast Guard** in November 2014 to promote internships, scholarships and career opportunities for FIU students. The Coast Guard Pre-Commissioning Initiative (CSPI) provides up to two years of paid tuition, free books and waived fees, a salary of about \$40,000 a year while attending school and a spot in the Officer Candidate School upon graduation, with a guaranteed job and starting salary of \$60,000 as an officer in the Coast Guard. FIU and the Coast Guard have set a goal of acquiring 30 applicants for the CSPI program and students are provided the opportunity to meet with current Officer Trainees. FIU students have also visited the Coast Guard base in Miami Beach to explore life in the Coast Guard, as well as career opportunities. Additionally, 60 students from FIU's Education Effect schools, Miami Northwestern and Booker T. Washington senior high schools also participated.

In other collaboration to impact business workforce, the School of Computing and Information Sciences has continued its efforts in technology transfer and entrepreneurship. For example a **Business Continuity Information Network** led by Shu-Ching Chen and Steve Luis was strengthened by an NSF US-Japan Big Data and Disaster Research (BDD) grant which will enable a research collaboration to benefit the Business Continuity Information Network. Through the National Science Foundation's Partnerships for Innovation-Accelerating Innovation Research (PFI-AIR) program, led by Dr. Naphtali Rische in collaboration with other researchers from the School of Computing and Information Sciences, the College of Engineering and Computing, and the Herbert Wertheim College of Medicine, researchers are developing academic innovations and then translating that research into viable products for industry.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues *(Not Adjusted for Inflation)*

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$166,562,455	\$166,175,715	\$187,401,218	\$211,459,281	\$210,552,576
Non-Recurring State Funds	\$2,242,351	-\$19,291,544	\$3,464,073	\$3,064,694	\$19,499,436
Tuition	\$155,824,885	\$162,663,753	\$174,197,985	\$179,077,551	\$180,246,517
Tuition Differential Fee	\$25,308,323	\$41,710,632	\$44,587,407	\$45,891,646	\$46,304,387
Misc. Fees & Fines	\$3,845,967	\$3,579,822	\$3,799,262	\$4,424,553	\$4,197,983
SUBTOTAL	\$353,783,981	\$354,838,378	\$413,449,945	\$443,917,725	\$460,800,899
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$26,293,035	\$26,935,242	\$29,501,199	\$30,071,197	\$30,609,224
Non-Recurring State Funds	\$0	\$0	\$1,041,990	\$800,000	\$800,000
Tuition	\$5,375,235	\$10,136,811	\$13,426,050	\$16,589,209	\$18,312,462
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$57,900	\$56,325	\$62,562	\$77,340	\$63,728
SUBTOTAL	\$31,726,170	\$37,128,378	\$44,031,801	\$47,537,746	\$49,785,414
TOTAL	\$385,510,151	\$391,966,756	\$457,481,746	\$491,455,471	\$510,586,313

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Not Adjusted for Inflation)*

	2010-11*	2011-12*	2012-13	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	\$202,821,253	\$209,483,891	\$230,214,722	\$245,931,420	\$254,674,474
Administration and Support	\$43,330,392	\$39,656,501	\$45,297,225	\$47,550,881	\$45,922,308
PO&M	\$42,977,285	\$34,467,996	\$47,130,842	\$42,408,674	\$49,057,715
Student Services	\$27,054,912	\$31,435,607	\$38,029,543	\$43,657,988	\$44,837,400
Library/Audio Visual	\$15,807,267	\$17,447,900	\$17,794,040	\$18,783,014	\$19,383,311
Other	\$4,187,486	\$8,134,491	\$9,898,087	\$10,145,861	\$9,923,631
TOTAL	\$336,178,595	\$340,626,386	\$388,364,459	\$408,477,838	\$423,798,839
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$20,073,882	\$23,766,823	\$30,373,484	\$34,549,079	\$41,590,569
Administration and Support	\$4,029,269	\$3,794,663	\$4,716,660	\$5,175,971	\$3,314,208
PO&M	\$0	\$861	\$88,374	\$147,554	\$843,929
Library/Audio Visual	\$1,067,332	\$1,118,855	\$1,238,406	\$1,319,497	\$1,264,636
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	
Student Services, and Other	\$0	\$0	\$0	\$0	
TOTAL	\$25,170,483	\$28,681,202	\$36,416,924	\$41,192,101	\$47,013,342
TOTAL	\$361,349,078	\$369,307,588	\$424,781,383	\$449,669,939	\$470,812,181

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

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



Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR & Lottery)</i>	\$5,191	\$4,373	\$3,780	\$4,754	\$5,291
Tuition & Fees <i>(State-funded Aid)</i>	\$859	\$727	\$700	\$708	\$636
Tuition & Fees <i>(from Student)</i>	\$3,680	\$4,066	\$4,652	\$4,837	\$5,021
Other Trust Funds	\$375	\$0	\$0	\$0	\$0
TOTAL	\$10,105	\$9,166	\$9,131	\$10,299	\$10,948

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

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	\$27,490	\$26,040	\$25,630	\$25,470*	\$25,990*

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. *This data is not adjusted for inflation.*

Note*: FIU resubmitted the 2013-14 IRD, which resulted in \$4M less in undergraduate expenditures than previously reported.



Section 1 – Financial Resources *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	\$163,393,424	\$171,560,027	\$194,618,454	\$216,995,344	\$205,039,167
Expenditures	\$127,641,069	\$156,387,266	\$166,591,241	\$183,652,149	\$193,094,344
Contracts & Grants					
Revenues	\$91,229,784	\$94,226,072	\$104,513,378	\$122,174,214	\$125,602,205
Expenditures	\$86,572,638	\$87,518,180	\$102,599,067	\$125,821,206	\$129,371,650
Local Funds					
Revenues	\$175,793,527	\$186,396,046	\$190,429,225	\$199,085,874	\$203,129,358
Expenditures	\$175,001,783	\$179,767,448	\$184,742,318	\$195,580,325	\$202,825,337
Faculty Practice Plans					
Revenues	\$19,789	\$321,537	\$1,328,794	\$5,080,588	\$6,632,582
Expenditures	\$236,450	\$3,900,452	\$3,098,966	\$7,181,102	\$10,184,707

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

TABLE 1F. Voluntary Support of Higher Education

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value (\$1000s)	\$135,996	\$132,554	\$149,384	\$176,500	\$178,750
Gifts Received (\$1000s)	\$40,548	\$15,267	\$24,706	\$21,294	\$23,505
Percentage of Alumni Donors	6.1%	7.3%	8.6%	6.3%	4.7%

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. *This data is not adjusted for inflation.*



Section 2 – Personnel

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

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	438	435	447	465	484
Tenure-track Faculty	196	220	240	241	240
Non-Tenure Track Faculty	210	310	429	472	484
Instructors Without Faculty Status	47	47	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	2,763	3,096	3,223	3,406	3,658
FULL-TIME SUBTOTAL	3,654	4,108	4,339	4,584	4,866
Part-time Employees					
Tenured Faculty	6	10	6	6	6
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	9	17	28	20	24
Instructors Without Faculty Status	664	665	670	706	763
Graduate Assistants/Associates	1,038	1,071	1,177	1,223	1,223
Non-Instructional Employees	63	83	77	65	81
PART-TIME SUBTOTAL	1,780	1,846	1,958	2,020	2,097
TOTAL	5,434	5,954	6,297	6,604	6,963

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014*
TOTAL	44,010	47,966	50,394	52,980	54,099
UNDERGRADUATE					
FTIC (Regular Admit)	15,049	15,612	15,952	16,590	16,770
FTIC (Profile Admit)	240	170	132	113	87
AA Transfers	10,782	11,964	12,518	13,326	13,891
Other Transfers	6,791	7,222	7,615	8,188	7,925
Subtotal	32,862	34,968	36,217	38,217	38,673
GRADUATE					
Master's	5,939	6,271	6,213	5,960	5,929
Research Doctoral	1,134	1,143	1,241	1,301	1,323
Professional Doctoral	824	876	960	1,056	1,115
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	587	551	511	496	486
<i>Medicine</i>	85	167	281	368	440
<i>Nursing Practice</i>			11	29	26
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	152	157	157	163	163
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>		1			
Subtotal	7,897	8,290	8,414	8,317	8,367
UNCLASSIFIED					
HS Dual Enrolled	1,935	3,513	4,742	5,436	5,608
Other	1,316	1,195	1,021	1,010	1,451*
Subtotal	3,251	4,708	5,763	6,446	7,059

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Note*: In Fall 2014, students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought. Board staff will review this definition with university staff during the Summer Data Workshop and may revise it for next year's report.



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	7,860	9,225	.	9,488	.	9,296
Upper-Division	11,682	14,106	.	14,738	.	15,197
Master's (GRAD I)	2,588	2,494	.	2,280	.	2,152
Doctoral (GRAD II)	818	940	.	941	.	927
Subtotal	22,948	26,765	.	27,447	.	27,573
NON-FLORIDA RESIDENTS						
Lower-Division	.	563	.	693	.	732
Upper-Division	.	781	.	857	.	997
Master's (GRAD I)	.	585	.	613	.	606
Doctoral (GRAD II)	.	451	.	501	.	503
Subtotal	2,138	2,380	.	2,663	.	2,838
TOTAL FTE						
Lower-Division	.	9,788	7,860	10,181	7,860	10,028
Upper-Division	.	14,887	11,682	15,595	11,682	16,195
Master's (GRAD I)	.	3,078	4,216	2,893	4,216	2,758
Doctoral (GRAD II)	.	1,391	1,328	1,441	1,328	1,430
Total	25,086	29,145	25,086	30,109	25,086	30,411
Total (US Definition)	33,448	38,861	33,448	40,146	33,448	40,548

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 by course level. 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). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **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. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	7,678	8,091	8,149	8,392	8,080
Upper-Division	10,707	10,922	10,899	10,692	10,330
Master's (GRAD 1)	3,123	2,840	2,613	2,408	2,313
Doctoral (GRAD 2)	1,319	1,330	1,339	1,402	1,389
TOTAL	22,827	23,184	22,999	22,894	22,113
HYBRID					
Lower-Division	56	282	334	227	334
Upper-Division	52	67	70	278	732
Master's (GRAD 1)	12	17	28	32	2
Doctoral (GRAD 2)	24	26	26	12	11
TOTAL	145	391	457	549	1,078
DISTANCE LEARNING					
Lower-Division	1,017	1,274	1,306	1,561	1,614
Upper-Division	2,871	3,650	3,919	4,626	5,133
Master's (GRAD 1)	423	434	438	452	443
Doctoral (GRAD 2)	6	14	26	27	30
TOTAL	4,317	5,371	5,689	6,666	7,220
TOTAL					
Lower-Division	8,751	9,647	9,788	10,181	10,028
Upper-Division	13,630	14,639	14,887	15,595	16,195
Master's (GRAD 1)	3,558	3,291	3,078	2,893	2,758
Doctoral (GRAD 2)	1,350	1,370	1,391	1,441	1,430
TOTAL	27,289	28,947	29,145	30,109	30,411

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. 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 tables 3B and 3C.



Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	6	14	11	11	12
Undergraduate	402	539	547	575	628
Master's (GRAD 1)	92	128	140	165	163
Doctoral (GRAD 2)	7	5	12	10	10
Subtotal	507	686	710	761	813
DEPENDENTS					
Unclassified		1	1	1	0
Undergraduate	9	104	122	160	172
Master's (GRAD 1)	1	19	29	22	17
Doctoral (GRAD 2)		2	2	5	5
Subtotal	10	126	154	188	194
NON-MILITARY					
Unclassified	3,206	4,693	5,751	6,434	6,639
Undergraduate	32,490	34,326	35,548	37,482	38,281
Master's (GRAD 1)	6,479	6,810	6,801	6,610	6,649
Doctoral (GRAD 2)	1,318	1,325	1,430	1,505	1,523
Subtotal	43,493	47,154	49,530	52,031	53,092
TOTAL	44,010	47,966	50,394	52,980	54,099

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students. Note: This table counts Law and Medical students as Grad 1 - FIU staff include Law and Medical students as Grad 2. The definition for Student Classification Level will be discussed at the Summer 2016 Data Workshop.

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	14,468	17,185	17,172	18,537	18,717
Percent with Pell Grant	46.18%	51.47%	49.64%	50.96%	50.53%

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



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Architecture	4.0201	Bachelors		SPRING 2014	
Interior Design	50.0408	Bachelors		SPRING 2014	
Italian Language and Literature	16.0902	Bachelors		SPRING 2014	
Landscape Architecture	4.0601	Bachelors		SPRING 2014	
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, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Cohort Size</i>	3,752	4,180	4,127	4,301	3,782
% Retained <i>with Any GPA</i>	82%	82%	83%	84%	87%
% Retained <i>with GPA 2.0 or higher</i>	73%	73%	75%	76.87%	80.38%

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

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

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size</i>	3,967	3,889	3,231	3,102	2,946
% Graduated	44%	49%	52%	54%	58%
% Still Enrolled	13%	12%	11%	11%	10%
% Success Rate	57%	61%	63%	65%	67%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students
(includes Full- and Part-time students)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
Cohort Size	3,505	3,341	3,127	3,943	4,477
Same University	19%	23%	27%	24%	26%
Other University in SUS	1%	1%	2%	1%	2%
Total from System	21%	24%	29%	25%	27%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	4,550	4,271	3,505	3,341	3,127
Same University	41.49%	47.18%	49.76%	53.10%	56.83%
Other University in SUS	3%	4%	4%	4%	5%
Total from System	45%	51%	54%	57%	62%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor’s degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides 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-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.



Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	2,705	3,072	3,101	3,027	3,294
Same University	20%	22%	21%	22%	22%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	1,247	1,975	2,705	3,072	3,101
Same University	59%	62%	61%	64%	65%

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

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	1,490	1,150	1,820	2,517	2,346
Same University	55%	62%	57%	56%	58%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	6,637	7,240	7,746	8,067	8,494
Second Majors	440	557	714	641	567
TOTAL	7,077	7,797	8,460	8,708	9,061

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

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,151	1,221	1,315	1,398	1,550
HEALTH	402	389	392	540	595
GLOBALIZATION	806	810	941	865	812
EDUCATION	356	386	406	357	351
GAP ANALYSIS	730	784	797	854	942
SUBTOTAL	3,445	3,590	3,851	4,014	4,250
PSE PERCENT OF TOTAL	48.68%	46.04%	45.52%	46.10%	46.90%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	764	854	844	873	915
Percentage of Degrees	13%	13%	12%	12%	12%
Hispanic					
Number of Degrees	4,156	4,549	5,007	5,348	5,754
Percentage of Degrees	68%	68%	70%	72%	74%
Pell-Grant Recipients					
Number of Degrees	3,524	4,154	4,628	5,058	5,403
Percentage of Degrees	57%	62%	64%	67%	68%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11*	2011-12*	2012-13	2013-14	2014-15
FTIC	36%	37%	39%	44%	50%
AA Transfers	71%	71%	79%	79%	79%
Other Transfers	63%	60%	74%	75%	75%
TOTAL	55%	56%	65.45%	67.62%	68.93%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	2,395	2,325	2,451	2,506	2,556

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	45%	44%	48%	48%	48%
30 to 49 Students	33%	33%	31%	31%	30%
50 to 99 Students	16%	16%	15%	15%	16%
100 or More Students	6%	7%	7%	7%	6%

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



Section 4 – Undergraduate Education *(continued)*

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	58%	60%	61%	60%	62%
Adjunct Faculty	33%	32%	31%	31%	29%
Graduate Students	6%	5%	5%	5%	4%
Other Instructors	3%	3%	4%	4%	5%

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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	28	27	26	27	26

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2010	2011	2012	2013	2014
Examinees	192	149	223	175	168
First-time Pass Rate	90%	94%	95%	89%	82%
<i>National Benchmark</i>	89%	89%	92%	85%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	68.36%	72.22%	77.82%	75.67%
Enrolled or Employed (Earned \$25,000+)	.	.	70.85%	68.44%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>	87%	89 %	89%	87%

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least \$25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.fbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.

For more information about FEDES see: <http://www.ubalt.edu/ifi/fedes/>.

Median Wages of Bachelor’s Graduates Employed Full-time in Florida, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$17,800	\$18,500	\$18,700	\$19,300
25th PERCENTILE WAGE	\$26,200	\$26,500	\$27,200	\$27,800
MEDIAN WAGE	\$35,300	\$35,100	\$36,200	\$36,900
75th PERCENTILE WAGE	\$45,800	\$45,900	\$47,800	\$48,700
95th PERCENTILE WAGE	\$70,900	\$69,800	\$72,400	\$73,600
<i>Percent Found</i>	51%	49%	51%	51%

Notes: **Median Wage** data is based on Florida’s annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2014-15

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						
Cybersecurity	11.1003	Masters	1/14/2015	2015 FALL		
Disaster Management	43.0302	Masters	1/14/2015	2015 FALL		
International Crime and Justice	43.0104	Research Doctorate	5/12/2014	2015 FALL	11/6/2014	
Terminated Programs						
None						
Programs Suspended for New Enrollments						
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, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	2,971	3,383	3,440	3,610	3,684
Second majors	0	0	0	0	0
TOTAL	2,971	3,383	3,440	3,610	3,684
Masters and Specialist (first majors)	2,597	3,002	3,033	3,196	3,212
Research Doctoral (first majors)	148	151	156	159	189
Professional Doctoral (first majors)	226	230	251	255	283
<i>Dentistry</i>	0	0	0	0	
<i>Law</i>	177	185	168	157	145
<i>Medicine</i>	0	0	33	43	80
<i>Nursing Practice</i>	0	0	0	9	4
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	49	45	50	46	54
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	0	0	0	0	0

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

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

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	472	509	553	638	625
HEALTH	496	487	534	475	547
GLOBALIZATION	172	188	207	269	281
EDUCATION	225	237	166	192	201
GAP ANALYSIS	226	236	235	319	339
SUBTOTAL	1,591	1,657	1,695	1,893	1,993
PSE PERCENT OF TOTAL	53.55%	48.98%	49.27%	52.44%	54.10%

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: Florida Bar Exam

	2011	2012	2013	2014	2015
Examinees	168	172	158	142	136
First-time Pass Rate	89%	81%	85%	79%	84%
<i>State Benchmark</i>	82%	81%	80%	74%	69%

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

	2011	2012	2013	2014	2015 Preliminary
Examinees	2	35	43	81	109
First-time Pass Rate	*	97%	100%	100%	99%
<i>National Benchmark</i>	94%	96%	97%	96%	96%

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	.	1	37	43	80
First-time Pass Rate	.	*	100%	100%	96%
<i>National Benchmark</i>	97%	98%	98%	97%	95%

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	.	.	34	43	80
First-time Pass Rate	.	.	92%	100%	98%
<i>National Benchmark</i>	98%	97%	98%	96%	96%

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Physical Therapy: National Physical Therapy Examinations

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	91	125	143	139	151
First-time Pass Rate	75%	74%	71%	71%	75%
<i>National Benchmark</i>	87%	89%	89%	89%	90%

Occupational Therapy: National Board for Certification in Occupational Therapy Exam

	2010	2011	2012	2013	2014
Examinees				47	58
'New Graduate' Pass Rate	.	.	.	94%	95%
<i>System Average</i>	.	.	.	96%	97%

Note: Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. 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.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$110,271	\$110,006	\$118,058	\$128,070	\$132,531
Federally Funded (\$ 1,000s)	\$62,580	\$65,446	\$69,402	\$72,357	\$78,961
Percent Funded From External Sources	64%	69%	63%	62%	64%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$174,204	\$173,511	\$180,241	\$186,419	\$187,721
Technology Transfer					
Invention Disclosures	24	15	20	33	37
Licenses & Options Executed	1	0	0	3	3
Licensing Income Received (\$)	\$24,942	\$12,000	\$62,034	\$20,000	\$50,000
Number of Start-Up Companies	0	0	0	1	2
	2010	2011	2012	2013	2014
U.S. Patents Issued [REVISED]	2	3	1	2	3

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



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 2015)	Fiscal Year 2014-15
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		57	7
Value of Competitive Grants Applied For (\$)		23,935,944	\$6,575,942
Number of Competitive Grants Received		38	3
Value of Competitive Grants Received (\$)		11,884,806	\$445,186
Total Research Expenditures (\$)		10,179,925	\$289,827
Number of Publications in Refereed Journals From Center Research		153	17
Number of Invention Disclosures		2	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		51	8
Collaborations with Private Industry		77	7
Collaborations with K-12 Education Systems/Schools		0	0
Undergraduate and Graduate Students Supported with Center Funds		70	5
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		273,777	\$89,168
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]:	
<p>In December 2014 the IHRC Wall of Wind team submitted a \$4.1M proposal to the National Science Foundation for a Wind Experimental Facility under the Natural Hazards Engineering Research infrastructure (NHERI) program. In September 2015 FIU received notification that it had been selected as one of two national wind facilities. This prestigious NSF award represents unprecedented recognition of FIU’s prominence in wind engineering and natural hazards and the University’s potential to generate new knowledge on wind damage and rain intrusion. 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 5 projects including (a) performance of building envelope systems under hurricane conditions , (b) investigation and incorporation of WOW testing outputs in the Florida Public Hurricane Loss Model, (c) the role of effective and well-enforced building codes in reducing wind driven losses: the case of Florida , (d) 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. Additional funding has been secured through the state to enhance the current model with a flooding component. 3. IHRC continues to work with the NOAA's National Hurricane Center and the National Ocean Service to convert the Coastal and Estuarine Storm Tide model for operational real-time forecast of storm surges. In addition FIU and NHC are collaborating on an international scale to bring storm surge modeling and vulnerability analysis to countries such as the Philippines, Haiti, Dominican Republic and Mexico. 4. The IHRC has interactive mitigation exhibits showcasing the Wall of Wind at both the Miami Science Museum and the National Building Museum in Washington D.C.</p>	