

2015-16
Annual Accountability Report

FLORIDA INTERNATIONAL UNIVERSITY

BOT APPROVED ON MARCH 3, 2017



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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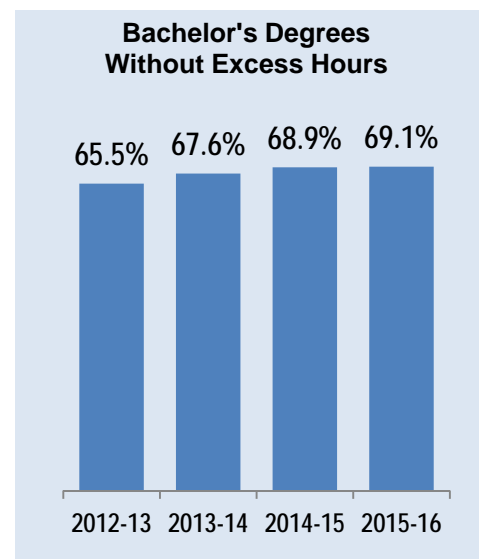
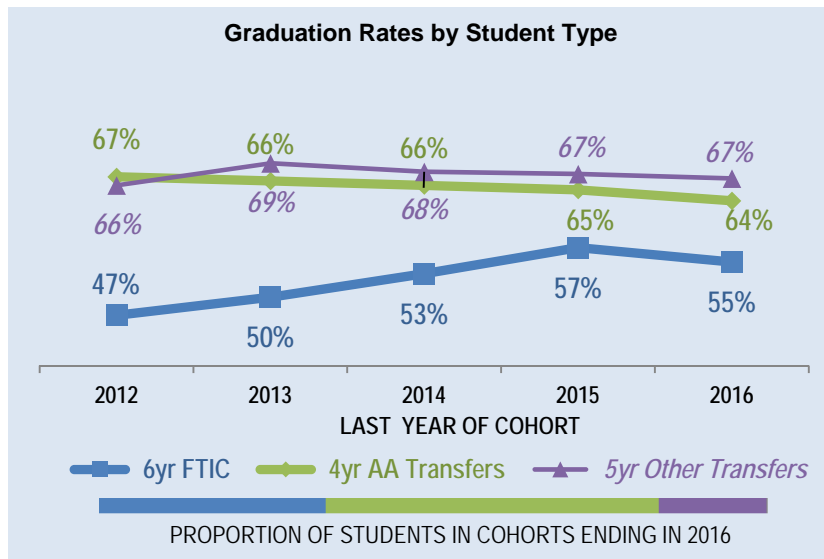
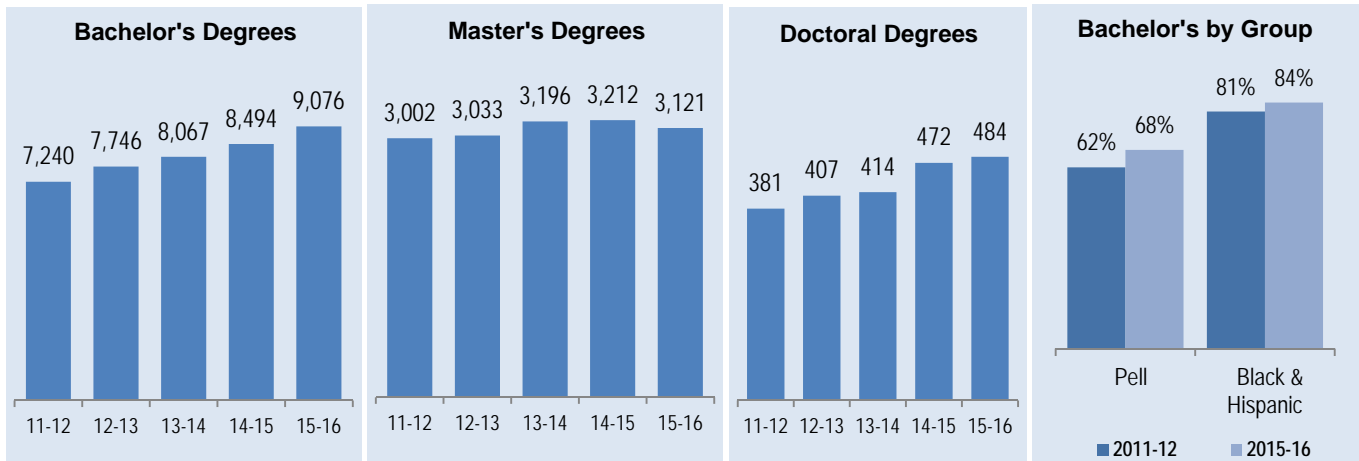
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Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-2015 % Change	Degree Programs Offered			2015 Carnegie Classifications	
				Faculty (Fall 2015)	Full-Time	Part-Time		
TOTAL	54,058	100%	0%	TOTAL (as of Spring 2016)			Basic:	Doctoral Universities: Highest Research Activity
White	5,891	11%	-2%	Baccalaureate	68		Undergraduate Instructional Program:	Balanced arts & sciences/professions
Hispanic	34,400	64%	1%	Master's	88		Graduate Instructional Program:	Research Doctoral: Comprehensive programs
Black	6,755	12%	-4%	Research Doctorate	31		Size and Setting:	Four-year, large, primarily nonresidential
Other	7,012	13%	2%	Professional Doctorate	4		Community Engagement:	Yes
Full-Time	31,998	59%	0%	TOTAL	1,232	30		
Part-Time	22,060	41%	-1%	Tenure & Ten. Track	722	3		
Undergraduate	40,231	74%	3%	Non-Tenured Faculty	510	27		
Graduate	8,460	16%	1%					
Unclassified	5,367	10%	-19%					

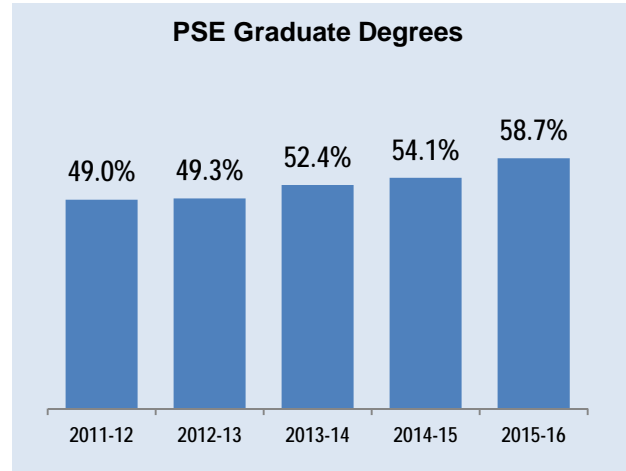
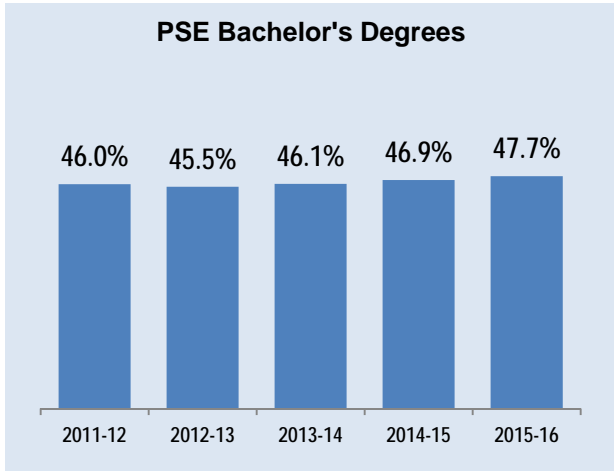
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



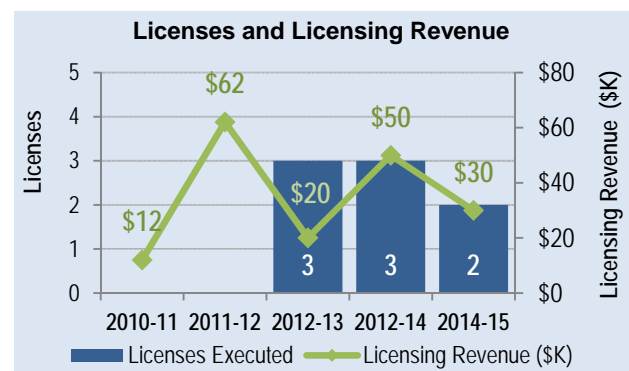
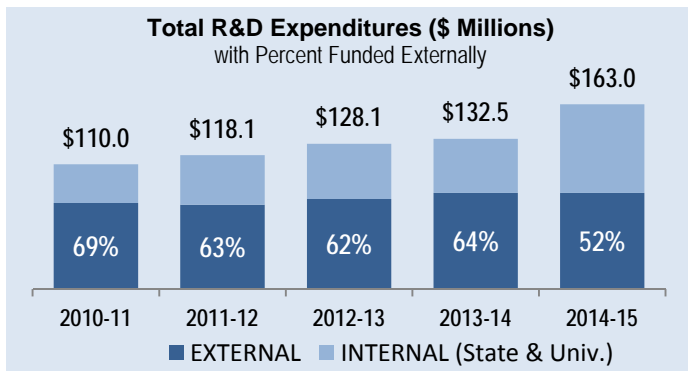


Dashboard

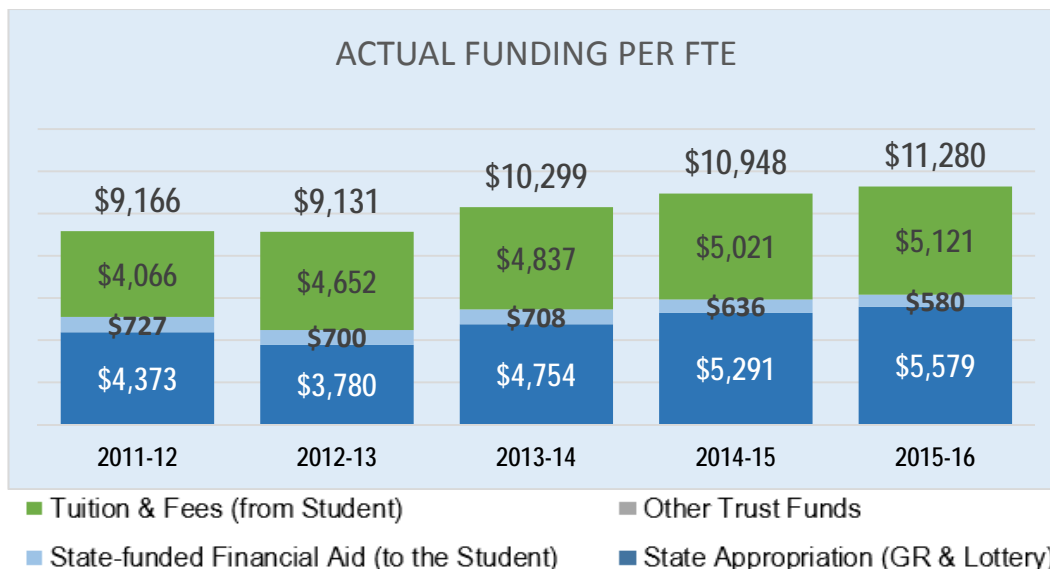
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

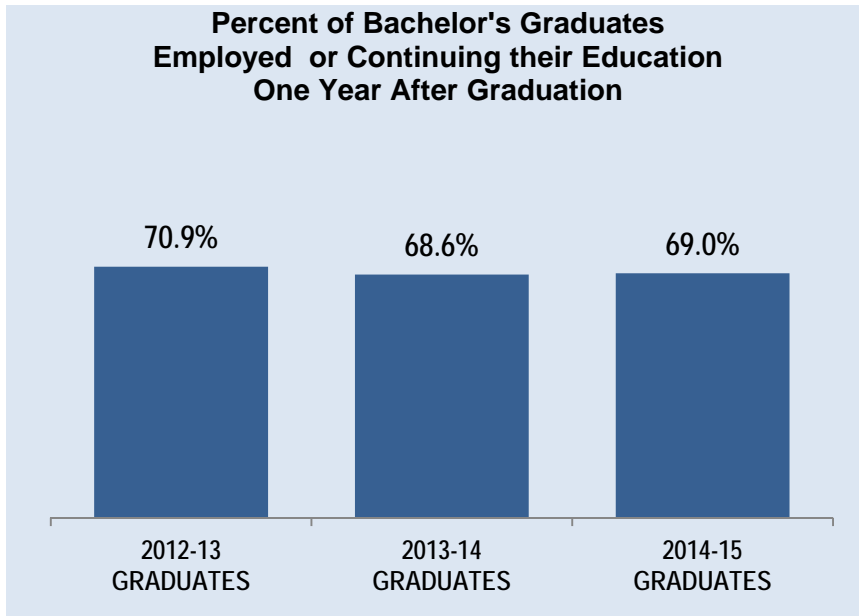


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do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



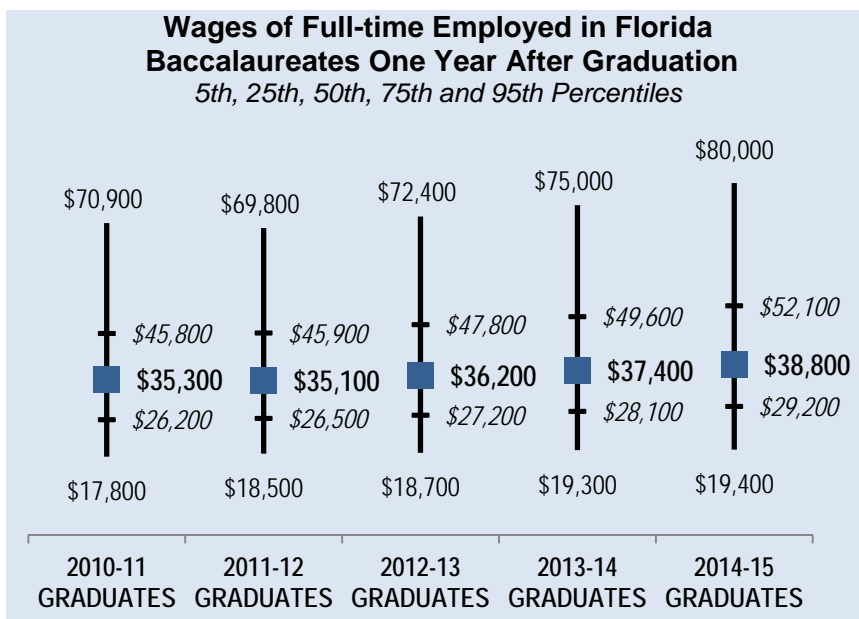
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 88% of the total 2014-15 graduating class.

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



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 55% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	68.6%	69.0%	0.3%pts
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$37,400	\$38,800	3.7%pts
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$17,760	\$17,180	-3.3%pts
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	56.8%	54.8%	-2.0%pts
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	80.4%	80.8%	0.4%pts
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	46.9%	47.7%	0.8%pts
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	51.1%	51.4%	0.3%pts
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	54.1%	58.7%	4.6%pts
		2014-15	2015-16	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	68.9%	69.1%	0.1%pts
		2014-15	2015-16	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Bachelor's Degrees Awarded to Minorities	85.3%	84.2%	-1.1%pts



Key Achievements (2015 -2016)

STUDENT AWARDS/ACHIEVEMENTS

1. Wendy Ruiz, a Senior Political Science major, received a Truman Scholarship to fund her graduate studies. She was the only university student in Florida to receive a Truman Scholarship in 2016. She is the daughter of farm workers and is a first generation student who wants to help more first generation students be successful in college.
2. The Steven J. Green School's Model United Nations Program is the highest ranked team from a public university, continues to be the highest ranked team in Florida, and is ranked number four in the nation.
3. The FIU chapter of Beta Alpha Psi was recognized as being among the top 1% of all 317 College of Business student chapters in the world.

FACULTY AWARDS/ACHIEVEMENTS

1. Civil and Environmental Engineering Professor Atorod Azizinamini was named a 2015 White House Transportation Champion of Change for his work on Accelerated Bridge Construction.
2. Computing and Information Sciences Professor Geoffrey Smith was a co-author on the paper recognized by the National Security Administration as the Best Scientific Cybersecurity Paper of the Year.
3. Electrical and Computer Engineering Professor Sakhrat Khizroev was co-author on a paper on wireless brain stimulation that was selected by *Discover* magazine as the 48th most important scientific paper published across all scientific disciplines in 2015.

PROGRAM AWARDS/ACHIEVEMENTS

1. The College of Law placed first for the third consecutive year in the Florida Bar passage rate, being more than 20 percentage points above state average in the most recent examination and had the highest graduate employment rate in the state at 82%.
2. The College of Business was ranked by *U.S. News & World Report* as number 5 in the nation for its undergraduate International Business program.
3. FIU's Wall of Wind hurricane simulator was designated an NSF National Experimental Facility under the National Hazards Engineering Research Infrastructure and awarded \$4.1 M.

RESEARCH AWARDS/ACHIEVEMENTS

1. The Department of Energy awarded the Applied Research Center \$20 million over the next five years for research on environmental remediation and science and technology workforce development.
2. The National Institutes of Health awarded \$12.8 million to FIU for participation in the multi-site Adolescent Brain Development Study that will follow the development of more than 10,000 nine to ten year old children. FIU is the lead site for MRI and neuroimaging.
3. The US Department of Transportation awarded FIU \$7.5 million over five years for its Accelerated Bridge Construction University Transportation Center, which with state and private sector matches will result in over \$10 million for research directed toward repairing critical national infrastructure.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FIU was ranked #2 in Florida in *Forbes* "America's Best Large Employers" and is one of only 25 four-year institutions to make the *Chronicle of Higher Education's* "Great Colleges to Work For" Honor Roll.
2. FIU was designated an Ashoka Changemaker Campus. Such universities represent higher education globally; model campus-wide excellence in social innovation and changemaking; and are committed to transforming the field of higher education. Only 37 colleges and universities across seven countries are recognized as Changemaker Campuses.
3. FIU received the 2016 Andrew Heiskell Award from the Institute of International Education for Internationalizing the Campus through our Global Learning for Global Citizenship initiative.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

The Hollo School of Real Estate in the College of Business was ranked number 1 in the US and number 2 in the world based on the published research of its faculty by the *Journal of Real Estate Literature*.

FIU's Online MBA was ranked number 13 in the world by the *Financial Times*.

The Herbert Wertheim College of Medicine (HWCOC) is one of 21 medical schools selected to join the AMA's Accelerating Change in Medical Education Consortium to study how to reshape future physician training to improve health outcomes. The HWCOC is the youngest college of medicine among the selected schools, which also includes the oldest in the US.

The Comparative and International Education Society (CIES), a 60-year old scholarly association dedicated to increasing the understanding of educational issues, trends, and policies through comparative, cross-cultural, and international perspectives, moved its Executive Office to FIU in recognition of our leadership in international education.

FIU's leadership in International Education was further highlighted by the Fulbright Program, the flagship international educational exchange program sponsored by the U.S. government, holding its 70th anniversary celebration at FIU. The Department of State recognized FIU as a top producer of Fulbright Scholars for 2015-16. FIU is 16th in the number of faculty and administrators who have been Fulbright Scholars.

FIU has received a grant from the European Commission to establish a Jean Monnet Centre of Excellence. The FIU Center is one of 33 centers around the globe. FIU will serve as a clearinghouse for research and teaching on the European Union, create synergies with existing programs and expertise around FIU and South Florida, and offer specific expertise on the relations between Europe, Miami and Latin America.

The Florida Department of Education ranked FIU's Reading Education master's program as the No. 1 teacher preparation program in the State of Florida. The program was the only teacher preparation program to earn maximum scores in the areas of student achievement on statewide assessments; student achievement on statewide assessment by subgroups; teacher annual evaluations; teacher retention; and teacher placement.

Recognizing the contributions a diverse faculty can make to the strength and reputation of academic programs, FIU obtained a \$3.2 million National Science Foundation ADVANCE Institutional Transformation Grant to allow the development of strategies to create a more diverse faculty at FIU through hiring women and minority professors in STEM, as well as in the social and behavioral sciences.

To strengthen cross-disciplinary collaboration, enhance efficiency, and improve quality, two smaller academic units were integrated into larger colleges. The College of Education became the School of Education and Human Development within the expanded College of Arts, Sciences and Education while the School of Journalism was integrated with the College of Architecture + The Arts' Department of Communication to become the School of Communication and Journalism in the expanded College of Communication, Architecture + The Arts.



INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

During the 2015-2016 academic year, FIU awarded 13,165 degrees across its 191 degree programs. This reflects an increase of 987 total degrees produced from the prior year (8.1% increase).

In prior years FIU has reported on the success of our Mastery Math Lab, a computer-assisted, adaptive program of algebra instruction and exercises. This year we opened a second lab with 128 student stations offering adaptive instruction to 2,050 students in Finite Math, Social Choice Math, and Introduction to Statistics for Behavioral Sciences. These students are supported by 23 Learning Assistants who have backgrounds in finite mathematics or statistics. Students enrolled in these three courses are required to spend two hours/week in the Mastery Math Lab. Having the Mastery Math Labs available and requiring student presence two hours/week led to significant increases in passing rates. Within classes there is evidence that increases in lab attendance correlates with increases in passing rate.

After initial success in reforming College Algebra, FIU developed a comprehensive, multi-year plan to improve the performance of 17 high enrollment (>1,600), high failure (>15%), high impact (strong predictor of dropping out or delayed graduation) courses. Annually over 40,000 students enroll in these 17 courses. In addition to several lower-division math courses, these include General Biology, General Chemistry, Introduction to Psychology, Fundamentals of Micro and Macroeconomics, and English Composition. Although the emphasis of the redesign varies considerably, most course teams have examined course goals to identify the extent to which they include both content and affective goals (such as motivation or self-efficacy), given that research on first-year students confirms that their learning and performance are shaped by multiple varied factors. Other key redesign elements include frequent collaboration among the faculty who teach the courses, resulting in more effective assignments and assessments; increased formative feedback throughout, so students know how they are performing and can adjust their academic behaviors; and active pedagogy, often co-facilitated by undergraduate learning assistants.

We have previously noted FIU's leadership in using Learning Assistants to enhance student learning, particularly in STEM classes. This year that leadership was further recognized by the *Chronicle of Higher Education* that featured one of FIU's 325 Learning Assistants, Randy Juste, who noted how working as a Learning Assistant not only helped other students, but made him a better student.

In the first 5 gateway courses, D, F, Withdrawal, and Incomplete (DFWI) grades decreased an average of 7.7% from Fall 2012 to Fall 2015, with greatest improvement in Chemistry and College Algebra. For new FTICs, these courses had an average reduction in DFWI rates from 43-47% to 31%, a 12-16% improvement. At the individual instructor level, improvements are often even more pronounced. A recent analysis indicates that College Algebra reform efforts have increased the FTIC cohort retention rate by 2 percentage points based in large part on increases in the passing rate, and similar analyses are underway for all other gateway courses.

FIU became the first university in the state to offer a dedicated master's degree program in disaster management, a one-year graduate professional degree program designed to prepare a new generation of emergency management and international humanitarian assistance leaders. FIU Emergency Management and the Herbert Wertheim College of Medicine have partnered with the Florida Advanced Surgical Transport (FIU-FAST) Team to treat and evacuate critical care patients in the event of a terrorist attack, natural disaster, or other major incident.



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

During the 2014-2015 academic year, FIU awarded 6,724 degrees in STEM and other programs of Strategic Emphasis. This represents a growth of 481 degrees in these categories compared to the prior year (7.7% increase).

The National Science Foundation awarded FIU and its two partner metropolitan universities (UCF, USF) a \$5 million, five-year grant in support of the collaborative Florida IT Pathways to Success project that recruits, retains, and provides scholarships and other support to academically talented students in IT-related disciplines. Each university will receive \$1 million in student scholarships to remove financial barriers to student success and increase the number of graduates in computer and information technology. The three institutions comprising the Florida Consortium of Metropolitan Research Universities produce about 65 percent of the IT graduates in the State University System (SUS).

The Department of Education awarded FIU \$1.25 million to pay for the tuition of nine students per year through 2020 who are accepted into the accelerated Master of Science in Special Education program. Students who graduate from this 12-month program earn an autism endorsement from Florida. According to the latest data from the U.S. Centers for Disease Control and Prevention, about one in 68 children have been identified with Autism Spectrum Disorder.

Based on the latest available Federal IPEDS data, the *Hispanic Outlook in Higher Education* ranked FIU number 1 in engineering degrees to Hispanics with almost 100 more than second place UF. Three of the top six were SUS institutions with UCF at number 6.

FIU has gained national prominence in STEM education with one indication being the selection of President Mark B. Rosenberg to chair the National Academies of Sciences, Engineering and Medicine *Committee on Developing Indicators for Undergraduate STEM Education*. The study will focus on the first two years of undergraduate education. The goal is to guide the National Science Foundation, other federal agencies, private foundations and professional organizations on which measures they can track to gauge the status and quality of postsecondary STEM education.

The White House has recognized FIU's Mastery Math Lab and the STEM Transformation Institute as Bright Spots in Hispanic Education, placing them among the top programs in the nation helping to close the achievement gap.

FIU's STEM Transformation Institute opened two state-of-the-art active learning classrooms in the new Academic Health Center 5 and four in Parking Garage 6. In these classrooms, students tackle scientific challenges with a hands-on approach. The classrooms are the first of several designed to house active learning at a financially sustainable scale. In spring 2016, 81 STEM class sections were taught in these classrooms with more than 3,300 students enrolled.

In addition to increasing the number of degrees in STEM and other programs of strategic emphasis, FIU is committed to increasing the rigor and quality of degrees in these areas. For example, biology student Brian Ho was chosen as one of 16 undergraduates across the nation to receive a scholarship from the National Institutes of Health, which includes a one-year, paid research position at an NIH laboratory in Bethesda, Maryland after graduation.



Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU reached new records again this year in research expenditures. Total research expenditures were \$171 M, science and engineering research expenditures were \$134 M, and non-medical science and engineering research expenditures were \$122 M. These amounts represent 5%, 7% and 5% increases respectively.

FIU established a faculty-driven process to identify Preeminent and Emerging Preeminent Programs. The criteria for selection were: alignment with University priorities; research/ creative activities; education outcomes; and costs-to-benefits. The identified Preeminent Programs are: Bridge Engineering Program, Center for Children and Families (focusing on child and youth mental health), Extreme Events Institute, Institute for Water and Environment, and STEM Transformation Institute. Emerging Preeminent programs are: Brain, Behavior and the Environment Program, Health Disparities Program, Kimberly Green Latin American and Caribbean Center, and Tropical Biodiversity, Sustainable Agriculture and Conservation Program. These programs will receive additional support services, opportunities for cluster hires, and priority in space assignment, student support, bridge funding, travel funds, marketing, and governmental relations.

FIU faculty are the lead principal investigators on the international Global FinPrint, Paul G. Allen's \$3.9 M initiative to fill a critical information gap about the diminishing number of sharks and rays. FIU leads a consortium of institutions from US to Australia conducting surveys of sharks, rays, and other types of marine life on coral reefs using baited remote underwater video surveys. The research will improve our understanding of how sharks and rays influence the coral reef ecosystems and how humans impact these species and their habitats.

The Florida Coastal Everglades Long Term Ecological Research program led by FIU and funded by the NSF published more than 100 scientific papers in the past year and has collaborations with more than 30 other universities and NGOs.

FIU's Patricia & Phillip Frost Art Museum was the only site in Florida to host a first edition of William Shakespeare's collected works. As part of the Folger Library's national traveling exhibition *First Folio! The Book that Gave Us Shakespeare*, the rare volume of Shakespeare's plays was on display in 2016 in just one location per state to mark the 400th anniversary of the Bard's death. The University's I-CAVE (Integrated Computer Augmented Virtual Environment) treated guests to Shakespeare's London using the latest virtual technology. The I-CAVE is a new facility composed of five 9-by-5 foot, high-resolution screens arranged in a hexagonal pattern. The National Endowment for the Humanities chose FIU's Department of History as the only Florida recipient of a Humanities in the Public Square grant. The grant funds a series of public events, programs, and conversations showing how the humanities can help us come to terms with the threats to Miami from climate change.

FIU's Center for Children and Families (CCF) was honored with the Life Sciences & Healthcare Award at the 14th Annual Beacon Council Awards. Research is at the core of CCF's mission to combat child mental health disorders. The evidence-based treatments developed through the Center's programs have the potential to benefit millions around the world. Since its founding at FIU in 2010, the Center has helped nearly 7,000 families. Its researchers have secured more than \$70 million in grant funding for cutting-edge research, primarily from federal sources including the NIH and the Institute of Education Sciences.



INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

FIU has become increasingly focused on transferring its extensive research output to commercial activity, economic development, and job creation through its research enterprise. This is best exemplified by the establishment of StartUP FIU, a central innovation hub that includes a business accelerator program, and satellite incubators consisting of FIU Food (an incubator for food based products and companies) and StartUP FIU West Kendall (a partnership with technology based companies).

StartUP FIU's accelerator program (the Empower Accelerator) selected 19 companies for its inaugural cohort from 162 applicants. Among the 19 teams, seven were student led, three were alumni led, and nine were from the South Florida community. Another key initiative of StartUP FIU is to encourage and facilitate the commercialization of FIU inventions. A key component of this effort has been NSF I-Corps teams, whose primary goal is fostering entrepreneurship leading to commercialization of technology funded by the NSF. A five-week mini NSF I-Corps program was held on campus where eight teams each comprising of a PI, an entrepreneurial lead, and a business mentor conducted customer discovery and learned some of the steps required to take an early stage idea to market using lean Launchpad methodologies. One of the teams went on to the national level NSF I-Corps program. Another team that included a professor who had received a patent this year went on to the national I-Corps program exploring the market potential for his capillary micro extraction of volatiles technology.

Invention activities have continued to expand. In the past year there were 70 disclosures, 61 patent applications, and 11 patents awarded (35%, 25%, and 367% increases respectively from 2014-15). Some of the patents awarded this year included patents directed to a method for non-invasive brain stimulation using magneto-electric nanoparticles; a nanotip sensor for detecting chemical and biological particulates; a patent directed to origami folded antennas; and one dealing with capillary microextraction of volatiles (CMV), highlighting the technical and scientific diversity in the inventive ecosystem at FIU.

A small Florida-based startup entered into an agreement with FIU for a patented invention dealing with a three dimensional magnetic memory storage device with the potential to improve storage capabilities in current memory devices. Another company entered into a licensing agreement for an invention from a faculty member in the School of Computing and Information Sciences related to cloud computing. A company based in Coconut Creek, Florida (Innovelix, Inc.) whose technologies are all FIU patented, received a NSF STTR grant in Broward county. The technology is expected to have a significant impact on the development of new conformal wearable battery-less devices that support novel biomonitoring, diagnostic techniques and therapies and enhance our capabilities for disease prevention and treatment. The company, headed by a former FIU postdoctoral fellow in electrical engineering, is entering Phase II tests in collaboration with Banyan Health Systems, Baptist Hospital, and another medical device company that FIU assisted in relocating from Alabama to Hialeah, Florida (Entopsis, Inc).

The NIH awarded FIU a \$9.5 million endowment over five years for an FIU Health Disparities Initiative (FIU-HDI). The research will focus on HIV, substance abuse, and obesity among African Americans, Hispanics, Haitians, and all underserved communities in South Florida and the Caribbean region. In addition, the FIU-HDI will increase the number of doctoral-level trained health disparities researchers. As part of the endowment, FIU will establish a health disparities innovation and technology transfer initiative within the Office of Research and Economic Development.



INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

The National Institutes of Health awarded \$5.4 million to FIU to lead a multi-college, multi-university consortium to explore the role of cocaine use in the progression of liver disease in people with HIV. People who have HIV and are infected with the Hepatitis C virus will be studied using magnetic resonance elastography (MRE), a highly accurate method for diagnosing liver disease. Participating in this research are faculty from the Robert Stempel College of Public Health & Social Work, the Herbert Wertheim College of Medicine, the Mayo Clinic, and the University of Cincinnati.

The National Science Foundation's Centers of Research Excellence in Science and Technology program awarded FIU \$5 million to create a Center for Aquatic Chemistry and the Environment. The Center is a collaboration among researchers from the College of Arts, Sciences & Education, College of Engineering & Computing and the Robert Stempel College of Public Health & Social Work. Center researchers are focused on three key issues: developing innovative methods for detecting environmental contaminants and pollutants; determining the fate and transport of environmental contaminants; and analyzing huge data sets to create predictive models for future environmental contamination and design remediation strategies.

As part of the DEEPEND Consortium, FIU marine scientists are working alongside more than 60 researchers from 16 institutions to understand the Gulf of Mexico and the impacts of the Deepwater Horizon oil spill on the Gulf. The DEEPEND Consortium is part of the Gulf of Mexico Research Initiative, a 10-year initiative focused on increasing knowledge of the Gulf of Mexico, oil and oil dispersants; advancing technology and modeling; training future scientists; engaging and informing the public by making all data available online through an open-access repository; and creating an overall preparedness for future oil spills.

Rookery Bay National Estuarine Research Reserve and FIU have established a new partnership that will serve FIU students as well as citizens of Collier County and surrounding areas. This unique educational and research partnership will enhance the environmental understanding necessary to manage the reserve's 110,000 acres. Nine joint reserve-FIU staff positions have been created for scientific research, education, and resource management. A joint research and educational support facility is being planned to house future education and research programs from FIU adjacent to the reserve's headquarters and Rookery Bay Environmental Learning Center campus in Naples.

An FIU researcher is the chief scientist of a multimillion-dollar U.S. Arctic GEOTRACES initiative. GEOTRACES will map out the geochemistry of the Arctic Ocean as part of an international, collaborative effort including the United States, Canada, Germany and scientists from several other nations. The U.S. portion consists of a team of 51 scientists, students, and technicians conducting experiments that will help provide the most comprehensive understanding of the Arctic's chemical composition ever.

NIH/NIEHS awarded FIU \$2.5 million to better understand how juvenile lead exposure results in adult schizophrenia and other mental disorders. The goal is to determine the developmental trajectory of interneuron loss produced by chronic lead exposure and downstream effects on cognitive function. This is a collaborative project with Columbia University and Beth Israel Deaconess Medical Center.



Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

FIU opened a new, 3,000 square-foot MakerBot Innovation Lab, a collaborative makerspace for students and other innovators. Housed at FIU's Miami Beach Urban Studios, the lab is supported by \$185,000 from the John S. and James L. Knight Foundation. The MakerBot Innovation Lab has 3D printers and 3D scanners that support a range of activities from dual enrollment programs for local high school students, to for-credit classes for FIU students and start-up programs for recent graduates. Community members can also use the space to develop new products, ideas and tools, conduct research, or launch personal projects. The College of Communication, Architecture + The Arts is the only arts/design college in the nation to house a MakerBot Innovation Lab.

The Nicole Wertheim College of Nursing and Health Sciences received \$1.45 M from the U.S. Department of Health and Human Services to fund a nurse-managed, school-based, primary healthcare clinic at Miami Northwestern Senior High School in Liberty City. The College worked in partnership with Miami-Dade County Public Schools (M-DCPS), a youth social services organization, and a local community health center to plan the operation of the facility, which will provide services after school and on Saturdays. FIU provides the team of certified nurse practitioners who offer preventive care, vaccines, flu shots and health screenings at the clinic to Miami Northwestern High School students and families, including those associated with nearby primary schools as well as other residents of the local community.

With a local philanthropist's \$2 million donation, the Education Effect, a groundbreaking partnership between FIU and M-DCPS aimed at student achievement, is expanding into the historic Little Haiti community. The Education Effect was first launched at Miami Northwestern Senior High School and later expanded to Booker T. Washington Senior High School in Overtown. The program's successes include increased graduation rates from 64 percent to 82 percent at Northwestern and improved state school grades from "F" to "B." A multidisciplinary team will connect the school, students, and parents with University expertise, resources, and research-based programs that address pressing educational and social needs, including developing parent engagement programs, interventions by the Center for Children and Families, exposing children to college experiences, and professional development activities for teachers.

The Association for Medical Education in Europe (AMEE), the leading international association for medical education, has recognized the FIU Herbert Wertheim College of Medicine's unique approach to medical education, which focuses on community-based social accountability and the social determinants of health, by giving it an ASPIRE-to-Excellence Award in Social Responsibility.



INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The School for Environment, Arts and Society (SEAS) engages the public through participatory community events such as Our Common Future, Ocean Life Family Science Nights, and Speaking Sustainably series. SEAS also enhances public environmental literacy through K-12 programs including EcoAcademy, Coastline to Classroom, Discover Our Backyard, Meet the Scientists, Mangrove Restoration, and Tree Campus USA. SEAS continues to partner with the Miami Heat to coordinate Beach Sweep coastal clean-up and with Miami-Dade County to lead Baynanza. SEAS helped to create an undergraduate and graduate internship program sponsored by the City of Miami Beach.

Aquarius Reef Base, the world's only operating undersea research laboratory, sits in about 60 feet of water within a sandy expanse at the base of Conch Reef, some four miles from shore off Key Largo. It is situated within a specially designated research-only zone within the Florida Keys National Marine Sanctuary. Aquarius Reef Base provides live, real-time virtual field trips for thousands of K-12 students and reaches millions of people worldwide through its real-time streaming video.

The Dan Marino Foundation (DMF) teamed up with FIU EMBRACE to provide educational opportunities to young adults with autism spectrum disorder (ASD) and other developmental disabilities. FIU EMBRACE is a University-wide initiative aimed at improving the overall health and well-being of adults with ASD, intellectual disabilities, and other neurodevelopmental disorders. For more than 25 years, DMF has worked to empower individuals with ASD and other developmental disabilities. DMF programs operate under the auspices of FIU EMBRACE. The partnership maximizes post-secondary education opportunities for students with ASD and other developmental disabilities. DMF programs focus on education, technology, career advancement, and independence.

FIU in Washington, D.C. (FIU in DC) opened in June 2016. Located just a few blocks from Union Station and Capitol Hill, FIU in DC., 440 1st Street NW, is a research-focused, engaged solutions center – and a home away from home – for alumni, students, and staff to convene and collaborate. Complete with state-of-the-art teaching and conferencing technologies, the 3,500-square-foot space includes a welcome center, multipurpose space, a board room, classroom, and four co-working spaces. The Steven J. Green School of International and Public Affairs and other colleges and schools offer short-term courses there to current students and alumni. The space is available for FIU partners from Miami to engage in Washington, D.C. as well. An estimated 2,463 FIU alumni live in the D.C. metro area and among them more than 1,900 work in the federal government, research, education, media and communications, and program and project management. This year, 32 employment referrals have been made, six employment offers accepted and 56 students have found internships in D.C. Increasing student internships and employment will be a strong focus for FIU in DC.

President Rosenberg is Chairman of the Greater Miami Chamber of Commerce (GMCC) for 2016-17. The GMCC is one of Florida's leading business associations and for over a hundred years has been a social and economic engine for the region. Through the work of President Rosenberg with the GMCC, FIU is connecting students with employers. Across the University, advisory boards have added more local business and community leaders who are providing internships and jobs in their companies and connecting FIU with other companies and individuals to build more pipelines to good jobs for our students. FIU is also working with industry groups, such as the Marine Industries of South Florida, to align training with industry needs and connect students with potential employers.



INCREASE COMMUNITY AND BUSINESS WORKFORCE

FIU's new \$3 million Tech Station reflects the kind of creative workspaces that companies have begun offering their employees, and that are essential ingredients in the tech industry. An important aspect of Tech Station's initiatives is partnerships with companies that can help mentor students and also recruit potential employees from among FIU's students. One example is the Ultimate Software Innovation Showcase in Tech Station. Ultimate Software has hired more than 100 FIU students. Adam Rogers, Ultimate Software's chief technology officer, stated "Since we started, we've grown from four employees to more than 2,600 employees and we could not have done it without the talent in South Florida, but more specifically, we could have not done it without the work with FIU. That is the absolute truth."

Nearly 250 students from all over the state and across the country spent March 4-6, 2016 at Tech Station for the first large-scale, student-led hackathon hosted at FIU. They developed more than 30 projects, including a Smart Mirror that can bring up a live news feed and information about the weather and maps; an app that helps connect communities face-to-face; and a role-playing game that allows users to learn Spanish, Portuguese or French. The top three inter-university teams at MangoHacks came from Embry-Riddle Aeronautical University, Georgia State University, FIU, FSU and UCF.

StartUP FIU, an initiative aimed at supporting innovation among students, faculty, alumni and community members, encompasses three new incubators and an accelerator program. The initiative also leverages FIU's many existing entrepreneurship resources including the Small Business Development Center, Pino Entrepreneurship Center, AshokaU, Tech Station, and Miami Beach Urban Studios. The launch of StartUP FIU was made possible in large part by grants from the Community Progress Makers Fund/Citi Foundation and the State of Florida Department of Economic Opportunity, totaling nearly \$2 million. FIU's flagship incubator at the Modesto A. Maidique Campus is housed in 10,000 square feet of space. A second incubator, Food FIU, is located at the Biscayne Bay Campus in North Miami. In partnership with the Chaplin School of Hospitality and Tourism Management, Food FIU offers food entrepreneurs access to state-of-the-art commercial kitchen facilities as well as technical expertise from faculty and students, to innovate, test concepts and scale their businesses, providing a pathway to prosperity for many small businesses. The third incubator space is being developed at a commercial building in the West End District, near Tamiami Airport, which is already home to Topp Solutions and Dell/Alienware. One of the things that distinguishes StartUP FIU from other incubators is its inclusive approach: it intentionally mixes entrepreneurs from the University and the community and is not focused on any one particular segment of the economy.

FIU has long recognized the importance of internships in preparing students for the workforce. The number of students obtaining internships has increased significantly in the last few years to reach 5,565 in 2015-16, an 11.6% increase over last year. A few examples are: Maytal Maor who interned at Google and now has a clear career path when she graduates; David Vallejo who interned for Raytheon Missile Systems in Arizona and was offered a full-time job with the company; Alexis Smoot who worked for the Office of Environmental Management in the Department of Energy in Washington, D.C.; Annette Dominguez who interned at blueEnergy, an international organization dedicated to sustainable solutions to complex challenges in Bluefields, Nicaragua, where she helped local residents become energy independent; and Lilian Marrero who interned with NASA's Water Science of Coupled Aquatic Processes and Ecosystems from Space (WaterSCAPES) and with Sullivan International Group, Inc., an applied science, environmental and technology firm, and is now a Department of Energy Fellow in environmental engineering at FIU.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$166,175,715	\$187,401,218	\$212,259,281	\$210,552,575	\$213,176,360
Non-Recurring State Funds	-\$19,291,544	\$3,464,073	\$2,264,694	\$17,151,603	\$28,908,567
Tuition	\$162,663,753	\$174,197,985	\$179,077,551	\$181,021,794	\$184,451,838
Tuition Differential Fee	\$41,710,632	\$44,587,407	\$45,891,646	\$46,571,346	\$47,115,668
Misc. Fees & Fines	\$3,579,822	\$3,799,262	\$4,424,553	\$5,096,209	\$4,384,633
Phosphate/Other TF	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$354,838,378	\$413,449,945	\$443,917,725	\$460,393,527	\$478,037,066
COLLEGE OF MEDICINE					
Recurring State Funds	\$26,935,242	\$29,501,199	\$30,071,197	\$30,609,224	\$31,901,312
Non-Recurring State Funds	\$0	\$1,041,990	\$800,000	\$800,000	\$0
Tuition	\$10,136,811	\$13,426,050	\$16,589,209	\$17,973,585	\$18,139,400
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$56,325	\$62,562	\$77,340	\$92,390	\$98,108
Phosphate/Other TF	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$37,128,378	\$44,031,801	\$47,537,746	\$49,475,199	\$50,138,820
TOTAL	\$391,966,756	\$457,481,746	\$491,455,471	\$509,868,726	\$528,175,886

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	\$209,483,891	\$230,214,722	\$245,931,420	\$254,674,474	\$265,795,641
Administration and Support	\$39,656,501	\$45,297,225	\$47,550,881	\$45,922,308	\$49,494,681
PO&M	\$34,467,996	\$47,130,842	\$42,408,674	\$49,057,715	\$45,368,215
Student Services	\$31,435,607	\$38,029,543	\$43,657,988	\$44,837,400	\$44,433,251
Library/Audio Visual	\$17,447,900	\$17,794,040	\$18,783,014	\$19,383,311	\$19,657,873
Other	\$8,134,491	\$9,898,087	\$10,145,861	\$9,923,631	\$11,032,654
SUBTOTAL	\$340,626,386	\$388,364,459	\$408,477,838	\$423,798,839	\$435,782,315
COLLEGE OF MEDICINE					
Instruction/Research	\$23,766,823	\$30,373,484	\$34,549,079	\$41,590,569	\$42,822,424
Administration and Support	\$3,794,663	\$4,716,660	\$5,175,971	\$3,314,208	\$2,608,605
PO&M	\$861	\$88,374	\$147,554	\$843,929	\$546,568
Library/Audio Visual	\$1,118,855	\$1,238,406	\$1,319,497	\$1,264,636	\$1,333,452
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$28,681,202	\$36,416,924	\$41,192,101	\$47,013,342	\$47,311,049
TOTAL	\$369,307,588	\$424,781,383	\$449,669,939	\$470,812,181	\$483,093,364

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

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional 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

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR & Lottery)</i>	\$4,373	\$3,780	\$4,754	\$5,291	\$5,579
Tuition & Fees <i>(State-funded Aid)</i>	\$727	\$700	\$708	\$636	\$580
Tuition & Fees <i>(from Student)</i>	\$4,066	\$4,652	\$4,837	\$5,021	\$5,121
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
TOTAL	\$9,166	\$9,131	\$10,299	\$10,948	\$11,280

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

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$26,040	\$25,630	\$25,470	\$25,990	\$27,220
[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student:					
Net Tuition & Fees per 120 Credit Hours	.	.	\$17,550	\$17,760	\$17,180

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	\$171,560,027	\$194,618,454	\$216,995,344	\$205,039,167	\$224,367,658
Expenditures	\$156,387,266	\$166,591,241	\$183,652,149	\$193,094,344	\$203,327,816
Contracts & Grants					
Revenues	\$94,226,072	\$104,513,378	\$122,174,214	\$125,602,205	\$121,087,384
Expenditures	\$87,518,180	\$102,599,067	\$125,821,206	\$129,371,650	\$126,459,667
Local Funds					
Revenues	\$186,396,046	\$190,429,225	\$199,085,874	\$203,129,358	\$208,808,220
Expenditures	\$179,767,448	\$184,742,318	\$195,580,325	\$202,825,337	\$208,515,937
Faculty Practice Plans					
Revenues	\$321,537	\$1,328,794	\$5,080,588	\$6,632,582	\$5,623,769
Expenditures	\$3,900,452	\$3,098,966	\$7,181,102	\$10,184,707	\$5,176,308

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

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$132,554	\$149,384	\$176,500	\$178,750	\$174,061
Gifts Received (\$1000s)	\$15,267	\$24,706	\$21,294	\$23,505	\$27,820
Percentage of Alumni Donors	7.3%	8.6%	6.3%	4.7%	4.9%

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



Section 2 – Personnel

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

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	435	447	465	484	492
Tenure-track Faculty	220	240	241	240	230
Non-Tenure Track Faculty	310	429	472	484	510
Instructors Without Faculty Status	47	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	3,096	3,223	3,406	3,658	3,706
FULL-TIME SUBTOTAL	4,108	4,339	4,584	4,866	4,938
Part-time Employees					
Tenured Faculty	10	6	6	6	3
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	17	28	20	24	27
Instructors Without Faculty Status	665	670	706	763	797
Graduate Assistants/Associates	1,071	1,177	1,223	1,223	1,178
Non-Instructional Employees	83	77	65	81	69
PART-TIME SUBTOTAL	1,846	1,958	2,020	2,097	2,074
TOTAL	5,954	6,297	6,604	6,963	7,012

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	47,966	50,394	52,980	54,099	54,058
UNDERGRADUATE					
FTIC (Regular Admit)	15,612	15,952	16,587	16,766	16,809
FTIC (Profile Admit)	170	132	113	87	123
FCS AA Transfers	11,303	11,810	12,539	13,034	13,717
Other AA Transfers	661	708	787	857	868
Post-Baccalaureates	0	0	0	408	714
Other Undergraduates	7,223	7,615	8,191	7,929	8,000
Subtotal	34,969	36,217	38,217	39,081	40,231
GRADUATE					
Master's	6,271	6,213	5,960	5,929	6,030
Research Doctoral	1,143	1,241	1,301	1,323	1,292
Professional Doctoral	875	960	1,056	1,115	1,138
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	551	511	496	486	477
<i>Medicine</i>	167	281	368	440	475
<i>Nursing Practice</i>	0	11	29	26	26
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	157	157	163	163	160
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Subtotal	8,289	8,414	8,317	8,367	8,460
UNCLASSIFIED					
HS Dual Enrolled	3,513	4,742	5,436	5,608	4,399
Other	1,195	1,021	1,010	1,043	968
Subtotal	4,708	5,763	6,446	6,651	5,367

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



Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	12,113	12,301	12,650	12,395	12,128
UPPER	18,511	18,809	19,650	20,263	20,649
MASTERS (GRAD I)	3,616	3,325	3,040	2,870	2,868
DOCTORAL (GRAD II)	1,261	1,253	1,254	1,237	1,211
TOTAL	35,502	35,688	36,595	36,765	36,857
NON-RESIDENT FUNDABLE					
LOWER	751	751	923	976	1,008
UPPER	1,007	1,042	1,142	1,330	1,481
MASTERS (GRAD I)	772	780	817	808	779
DOCTORAL (GRAD II)	566	602	668	671	692
TOTAL	3,096	3,174	3,550	3,784	3,960
TOTAL FUNDABLE					
LOWER	12,864	13,052	13,574	13,371	13,136
UPPER	19,519	19,851	20,793	21,593	22,130
MASTERS (GRAD I)	4,388	4,105	3,857	3,678	3,647
DOCTORAL (GRAD II)	1,827	1,855	1,922	1,907	1,903
TOTAL	38,598	38,862	40,145	40,549	40,817
TOTAL NON-FUNDABLE					
LOWER	430	407	524	558	583
UPPER	738	821	747	735	663
MASTERS (GRAD I)	1,683	1,975	2,175	2,413	2,569
DOCTORAL (GRAD II)	6	10	13	18	9
TOTAL	2,856	3,213	3,458	3,723	3,825
TOTAL					
LOWER	13,294	13,459	14,098	13,929	13,719
UPPER	20,256	20,671	21,539	22,328	22,793
MASTERS (GRAD I)	6,071	6,080	6,032	6,090	6,216
DOCTORAL (GRAD II)	1,833	1,865	1,935	1,925	1,913
TOTAL	41,454	42,076	43,604	44,272	44,641

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



Section 3 – Enrollment *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	11,166	11,196	11,623	11,223	10,746
UPPER	15,249	15,285	14,929	14,385	13,717
MASTERS (GRAD I)	4,740	4,656	4,559	4,567	4,515
DOCTORAL (GRAD II)	1,779	1,796	1,879	1,869	1,848
TOTAL	32,935	32,934	32,990	32,044	30,826
DISTANCE LEARNING					
LOWER	1,746	1,812	2,166	2,253	2,363
UPPER	4,917	5,292	6,230	6,939	7,594
MASTERS (GRAD I)	1,297	1,387	1,429	1,461	1,625
DOCTORAL (GRAD II)	19	35	39	41	46
TOTAL	7,978	8,525	9,864	10,694	11,627
HYBRID					
LOWER	381	451	308	453	610
UPPER	90	94	381	1,004	1,482
MASTERS (GRAD I)	35	37	44	62	77
DOCTORAL (GRAD II)	34	34	16	15	19
TOTAL	540	617	749	1,534	2,188
TOTAL					
LOWER	13,294	13,459	14,098	13,929	13,719
UPPER	20,256	20,671	21,539	22,328	22,793
MASTERS (GRAD I)	6,071	6,080	6,032	6,090	6,216
DOCTORAL (GRAD II)	1,832	1,865	1,935	1,925	1,913
TOTAL	41,453	42,076	43,604	44,272	44,641

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **Traditional** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. **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).

Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	14	11	11	12	13
Undergraduate	539	547	575	628	680
Master's (GRAD 1)	128	140	165	163	179
Doctoral (GRAD 2)	5	12	10	10	10
Subtotal	686	710	761	813	882
DEPENDENTS					
Unclassified	1	1	1	0	4
Undergraduate	104	122	160	172	194
Master's (GRAD 1)	19	29	22	17	28
Doctoral (GRAD 2)	2	2	5	5	6
Subtotal	126	154	188	194	232
NON-MILITARY					
Unclassified	4,693	5,751	6,434	6,639	5,350
Undergraduate	34,326	35,548	37,482	38,281	39,357
Master's (GRAD 1)	6,810	6,801	6,610	6,649	6,750
Doctoral (GRAD 2)	1,325	1,430	1,505	1,523	1,487
Subtotal	47,154	49,530	52,031	53,092	52,944
TOTAL	47,966	50,394	52,980	54,099	54,058

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

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	17,185	17,172	18,537	18,717	19,184
Percent with Pell Grant	51.5%	49.7%	51.0%	51.1%	51.4%

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



Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Latin American and Caribbean Studies	05.0134	Bachelors	6/3/2015	2016 SPRING	
Biochemistry	26.0202	Bachelors	12/9/2015	2016 FALL	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Architecture	04.0201	Bachelors	-	2014 SPRING	
Landscape Architecture	04.0601	Bachelors	-	2014 SPRING	
Italian Language and Literature	16.0902	Bachelors	-	2011 SPRING	
Interior Design	50.0408	Bachelors	-	2014 SPRING	
New Programs Considered By University But Not Approved					
None					

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

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	4,180	4,127	4,301	3,782	3,798
% Retained <i>with Any GPA</i>	82%	83%	84%	87%	88%
% Retained <i>with GPA 2.0 or higher</i>	72.7%	75.5%	76.9%	80.4%	80.8%

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

http://www.flbog.edu/about/budget/performance_funding.php.

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	3,889	3,231	3,102	2,946	3,752
% Graduated	49%	52%	54%	58%	56%
% Still Enrolled	12%	11%	11%	10%	9%
% Success Rate	61%	63%	65%	67%	65%

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



Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates (Full-time only)	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	3,102	2,946	3,752	4,180	4,127
Same University	24%	28%	25%	27%	28%
Other University in SUS	1%	2%	1%	2%	2%
Total from System	25%	30%	26%	29%	30%

6 – Year Rates (Full- & Part-time)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	4,271	3,505	3,341	3,127	3,943
Same University	47.2%	49.8%	53.1%	56.8%	54.8%
Other University in SUS	4%	4%	4%	5%	4%
Total from System	51%	54%	57%	62%	59%

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	3,072	3,101	3,027	3,294	3,367
Same University	22%	21%	22%	22%	23%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	1,975	2,705	3,072	3,101	3,027
Same University	62%	61%	64%	65%	64%

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

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
<i>Cohort Size</i>	1,150	1,820	2,517	2,346	2,562
Same University	62%	57%	56%	58%	61%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	7,240	7,746	8,067	8,494	9,076
Second Majors	557	714	641	567	584
TOTAL	7,797	8,460	8,708	9,061	9,660

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]**

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	1,221	1,315	1,398	1,550	1,738
HEALTH	389	392	540	595	587
GLOBALIZATION	810	941	865	812	817
EDUCATION	386	406	357	351	377
GAP ANALYSIS	784	797	854	942	1,088
SUBTOTAL	3,590	3,851	4,014	4,250	4,607
PSE PERCENT OF TOTAL	46.0%	45.5%	46.1%	46.9%	47.7%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	854	844	873	915	1,020
Percentage of Degrees	12.83%	11.88%	11.79%	11.71%	12.22%
Hispanic					
Number of Degrees	4,549	5,007	5,348	5,754	6,009
Percentage of Degrees	68.32%	70.46%	72.20%	73.61%	71.97%
Pell-Grant Recipients					
Number of Degrees	4,143	4,584	4,999	5,334	5,759
Percentage of Degrees	62%	64%	66%	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

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	37%	39%	44%	50%	52%
AA Transfers	71%	79%	79%	79%	78%
Other Transfers	60%	74%	75%	75%	74%
TOTAL	56%	65.5%	67.6%	68.9%	69.1%

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

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	2,325	2,451	2,506	2,556	2,556
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	44%	48%	48%	48%	47%
30 to 49 Students	33%	31%	31%	30%	32%
50 to 99 Students	16%	15%	15%	16%	16%
100 or More Students	7%	7%	7%	6%	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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	60%	61%	60%	62%	63%
Adjunct Faculty	32%	31%	31%	29%	30%
Graduate Students	5%	5%	5%	4%	4%
Other Instructors	3%	4%	4%	5%	4%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	27	26	27	26	25

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2011	2012	2013	2014	2015*
Examinees	149	223	175	168	138
First-time Pass Rate	94%	95%	89%	82%	88%
<i>National Benchmark</i>	89%	92%	85%	85%	87%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing. Note*: The 2015 data was revised on (2017-06-19) to fix a copy/paste error. Previously, the 2015 rate incorrectly reported 168 examinees and a pass rate of 82%.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	70.9%	68.6%	69.0%
Employed (Full-time) or Enrolled	68%	72%	78%	76%	76%
<i>Percent Found</i>	87%	89%	89%	88%	88%
<i>Number of States/Districts Searched</i>	1	36	38	39	41

Notes: **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.

The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php. For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

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

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$17,800	\$18,500	\$18,700	\$19,300	\$19,400
25th PERCENTILE WAGE	\$26,200	\$26,500	\$27,200	\$28,100	\$29,200
MEDIAN WAGE	\$35,300	\$35,100	\$36,200	\$37,400	\$38,800
75th PERCENTILE WAGE	\$45,800	\$45,900	\$47,800	\$49,600	\$52,100
95th PERCENTILE WAGE	\$70,900	\$69,800	\$72,400	\$75,000	\$80,000
<i>Percent Found</i>	51%	49%	51%	55%	55%
<i>Number of States/Districts Searched</i>	1	1	1	39	41

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

Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as “WRIS 2”). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Juris Master	22.0201	Masters	12/9/2015	2016 FALL		
Logistics Engineering	14.2701	Masters	3/11/2016	2016 FALL		
Marketing	52.1401	Masters	6/3/2015	2016 SPRING		
Terminated Programs						
Taxation	52.1601	Masters	6/3/2015	2015 FALL		
Programs Suspended for New Enrollments						
None						
New Programs Considered By University But Not Approved						

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

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16*
First Majors	3,383	3,440	3,610	3,684	3,605
Second majors	0	0	0	0	0
TOTAL	3,383	3,440	3,610	3,684	3,605
Masters and Specialist (1st majors)	3,002	3,033	3,196	3,212	3,121
Research Doctoral (1st majors)	151	156	159	189	151
Professional Doctoral (1st majors)	230	251	255	283	333
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	185	168	157	145	157
<i>Medicine</i>	0	33	43	80	108
<i>Nursing Practice</i>	0	0	9	4	14
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	45	50	46	54	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 some of the Professional Doctoral degrees. Note*: This table was revised on (2017-06-23) to fix a copy/paste error.

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	509	553	638	625	649
HEALTH	487	534	475	547	564
GLOBALIZATION	188	207	269	281	296
EDUCATION	237	166	192	201	268
GAP ANALYSIS	236	235	319	339	340
SUBTOTAL	1,657	1,695	1,893	1,993	2,117
PSE PERCENT OF TOTAL	49.0%	49.3%	52.4%	54.1%	58.7%

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

	2012	2013	2014	2015	2016
Examinees	172	158	142	136	138
First-time Pass Rate	81%	85%	79%	84%	87%
<i>State Benchmark</i>	81%	80%	74%	69%	66%

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

	2012	2013	2014	2015	2016 Preliminary
Examinees	35	43	81	108	114
First-time Pass Rate	97%	100%	100%	99%	99%
<i>National Benchmark</i>	96%	97%	96%	96%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	1	37	43	80	108
First-time Pass Rate	*	100%	100%	96%	94%
<i>National Benchmark</i>	98%	98%	97%	95%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	.	34	43	80	108
First-time Pass Rate	.	92%	100%	98%	98%
<i>National Benchmark</i>	97%	98%	96%	96%	97%

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



Section 5 – Graduate Education *(continued)*

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

Physical Therapy: National Physical Therapy Examinations

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	125	143	139	151	151
First-time Pass Rate	74%	71%	71%	75%	81%
<i>National Benchmark</i>	89%	89%	89%	90%	91%

Occupational Therapy: National Board for Certification in Occupational Therapy Exam

	2011	2012	2013	2014	2015
Examinees			47	58	50
'New Graduate' Pass Rate	.	.	94%	95%	96%
<i>System Average</i>	.	.	96%	97%	93%

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. 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

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) (\$ 1,000s)	\$110,006	\$118,058	\$128,070	\$132,531	\$163,033
Federally Funded (\$ 1,000s)	\$65,446	\$69,402	\$72,357	\$78,961	\$76,528
Percent Funded From External Sources	69%	63%	62%	64%	52%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$173,511	\$180,241	\$186,419	\$187,721	\$225,184
Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	15	20	33	37	52
Licenses & Options Executed	0	0	3	3	2
Licensing Income Received (\$)	\$12,000	\$62,034	\$20,000	\$50,000	\$30,000
Number of Start-Up Companies	0	0	1	2	2
	2011	2012	2013	2014	2015
Utility Patents Issued	3	1	2	3	6

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



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 2016)	Fiscal Year 2015-16
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		61	37
Value of Competitive Grants Applied For (\$)		\$25,383,433	\$28,919,075
Number of Competitive Grants Received		42	26
Value of Competitive Grants Received (\$)		\$16,472,925	\$14,081,379
Total Research Expenditures (\$)		\$10,193,690	\$4,310,979
Number of Publications in Refereed Journals From Center Research		162	9
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		59	8
Collaborations with Private Industry		85	8
Collaborations with K-12 Education Systems/Schools		0	0
Undergraduate and Graduate Students Supported with Center Funds		73	3
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		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		\$428,815	\$155,038