

2013-14  
Annual Accountability Report

# FLORIDA INTERNATIONAL UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



## TABLE OF CONTENTS

### **EXECUTIVE SUMMARY**

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 5
NARRATIVE	p. 6

### **DATA TABLES**

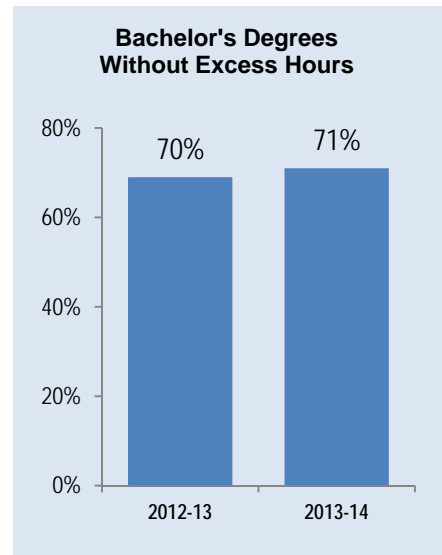
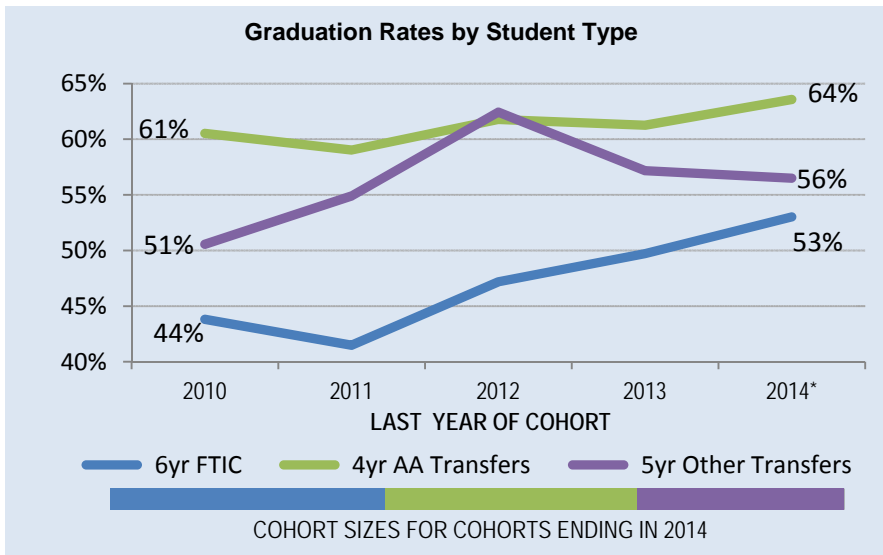
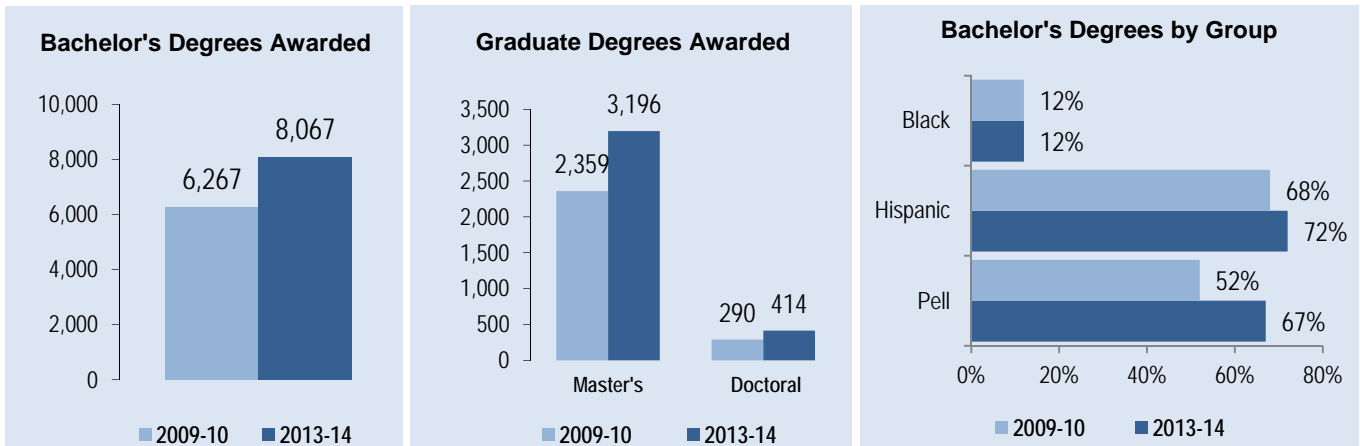
SECTION 1. FINANCIAL RESOURCES	p. 16
SECTION 2. PERSONNEL	p. 20
SECTION 3. ENROLLMENT	p. 21
SECTION 4. UNDERGRADUATE EDUCATION	p. 25
SECTION 5. GRADUATE EDUCATION	p. 34
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 37



# Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				TOTAL (as of Spring 2014)	183			
TOTAL	52,980	100%	5%	TOTAL (as of Spring 2014)	183		Basic:	Research Universities (high research activity)
White	6,209	12%	-1%	Baccalaureate	62		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Hispanic	33,259	63%	7%	Master's	87		Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)
Black	6,833	13%	3%	Research Doctorate	30		Size and Setting:	Large four-year, primarily nonresidential
Other	6,679	13%	3%	Professional Doctorate	4		Community Engagement:	Curricular Engagement and Outreach and Partnerships
Full-Time	32,031	60%	6%	Faculty (Fall 2013)		Full-Time		
Part-Time	20,949	40%	3%			Part-Time		
Undergraduate	38,217	72%	6%	TOTAL	1,178	26		
Graduate	8,317	16%	-1%	Tenure & Ten. Track	706	6		
Unclassified	6,446	12%	12%	Non-Tenured Faculty	472	20		

## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

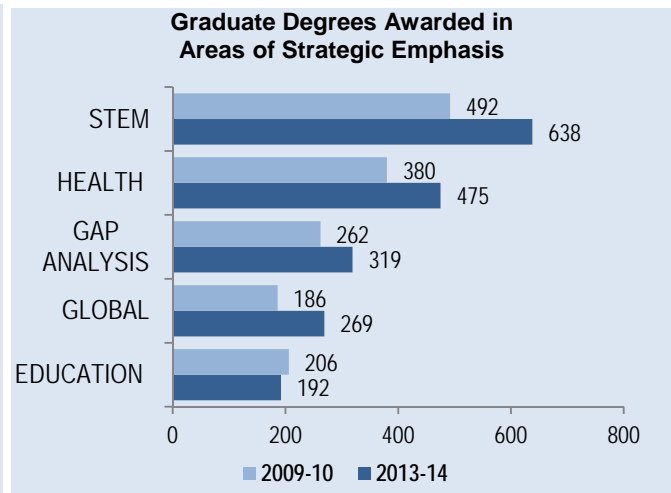
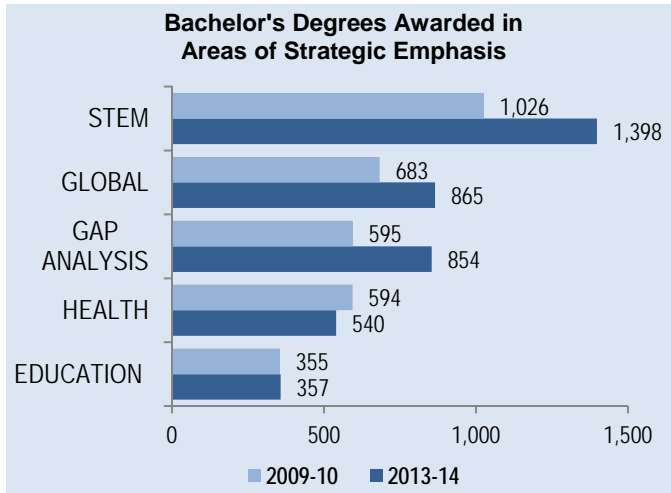


\* Based on 2013 preliminary data



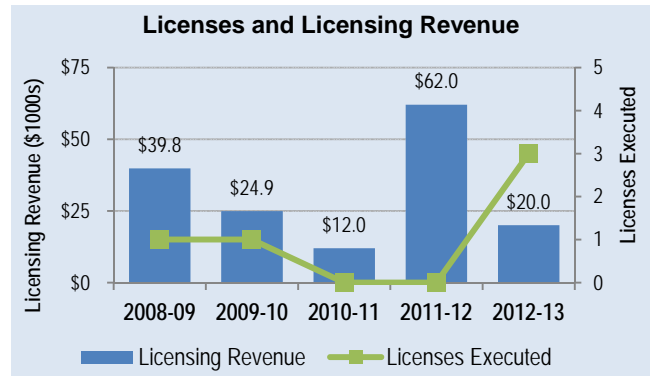
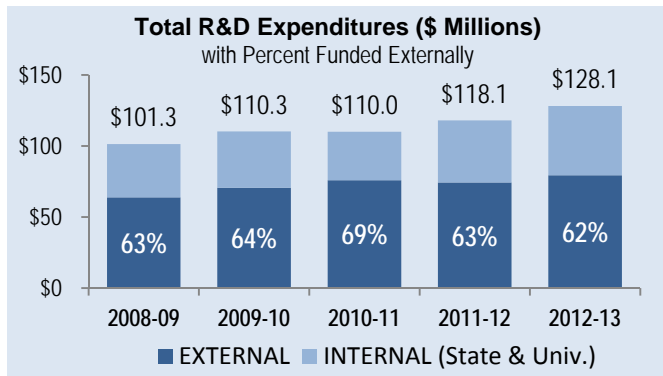
# Dashboard

## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

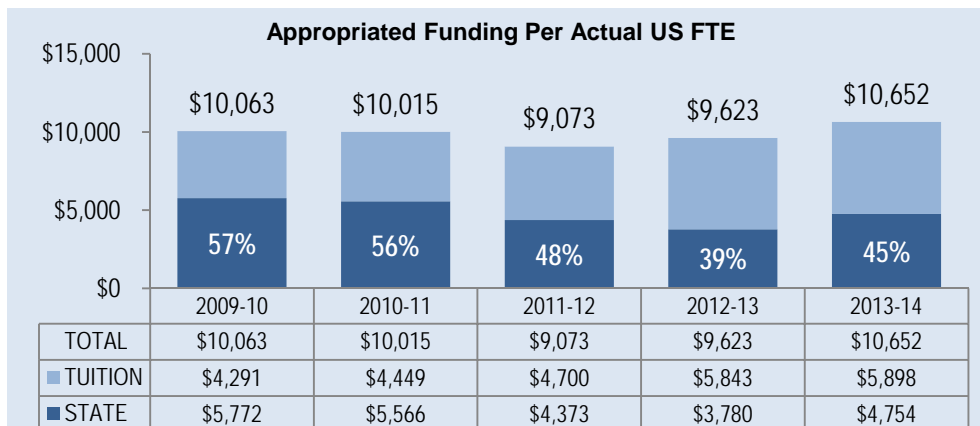


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES

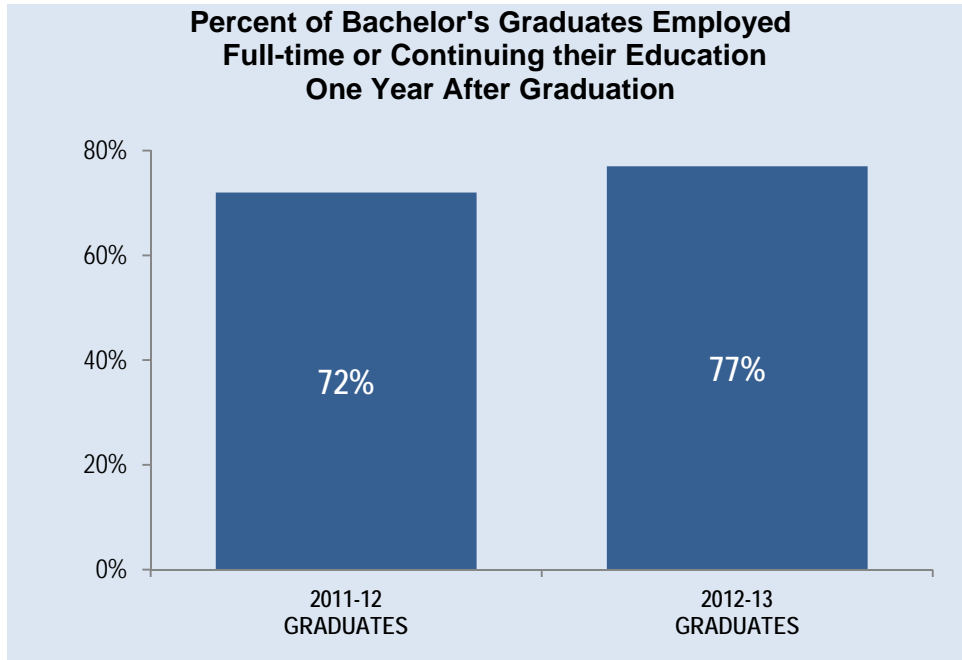


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

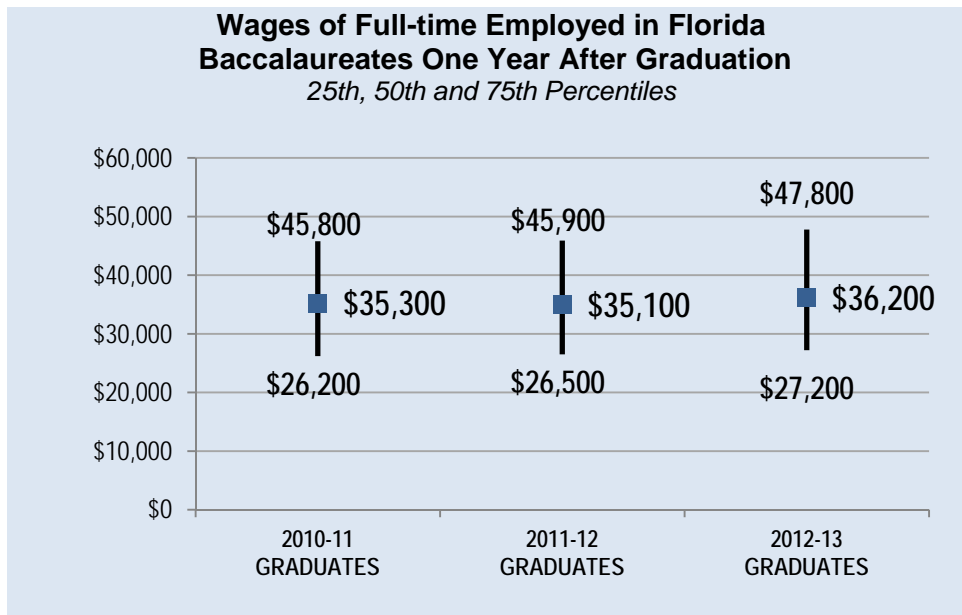


# Dashboard

## POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 89% and 91% of the total graduating class for 2011-12 and 2012-13, respectively. For more details see table 40 within this report.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 51%, 49% and 51% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



## Key Achievements (2013 -2014)

### STUDENT AWARDS/ACHIEVEMENTS

1. FIU's undergraduate construction management student team won second place overall in the Associated Builders and Contractors (ABC) student chapter Construction Management Competition held in Las Vegas, Nevada. The team competed amongst nationally renowned construction management programs such as Auburn University, Clemson University, Colorado State, Georgia Tech, Purdue University and University of Florida among others.
2. Two FIU doctoral students were named National Science Foundation (NSF) fellows as part of the NSF Graduate Research Fellowship Program in recognition of their outstanding research.
3. A recent graduate of FIU's Chaplin School of Hospitality and Tourism Management won the Badia Spices competition with her original "Holy Smokes" spice blend, which Badia has launched.

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Pedro "Joe" Greer, associate dean for Community Engagement at FIU's Herbert Wertheim College of Medicine (HWCOC), was awarded the 2014 National Jefferson Award for Greatest Public Service Benefiting the Disadvantaged. Governor Scott also named him a "Great Floridian." This honor denotes a significant contribution to the progress and prosperity of Florida.
2. Dr. Georg Petroianu, chair, Department of Cellular Biology and Pharmacology at FIU's HWCOC, was inducted into the Academy of Pharmacology Educators of the American Society for Pharmacology and Experimental Therapeutics, the highest honor for a pharmacology educator.
3. Denise Duhamel, professor of FIU's Creative Writing program, was named a 2014 Guggenheim Fellow; one of only three awarded within the state of Florida this year.

### PROGRAM AWARDS/ACHIEVEMENTS

1. FIU's College of Law moved into the Top 100 in the *U.S. News & World Report* 2015 edition of Best Law Schools and ranked second in Florida for the success of its graduates in job attainment.
2. FIU's Undergraduate International Business program moved from 11th to 8th in the *U.S. News and World Report* 2015 edition of Best Colleges.
3. FIU's College of Law and the Herbert Wertheim College of Medicine were ranked 1st and 9th, respectively, for diversity practices by HispanicBusiness.com.

### RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Angela Laird, associate professor of FIU's Department of Physics, was named one of the world's most highly cited researchers by Thomson Reuters in its report, "The world's most influential scientific minds of 2014."
2. Dr. Madhavan Nair, distinguished professor of FIU's Department of Immunology (HWCOC), received the Joseph Wybran Award from the Society of NeuroImmune Pharmacology.
3. Kate MacMillin, assistant professor, and Dr. Juliet Pinto, associate professor of FIU's School of Journalism and Mass Communication, produced the documentary "South Florida's Rising Seas" which received local and national recognition and won first prize at the DocMiami Film Festival.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FIU's Graduation Success Initiative (GSI) was recognized with the Most Visible Progress (MVP) award by the Association of Public and Land Grant Universities (APLU).
2. The Council of Graduate Schools awarded FIU for Innovation in Promoting Success in Graduate Education for its Academy of Graduates for Integrative Learning Experiences (AGILE) model.
3. FIU was ranked a top 25 National University (24th out of 277 higher education institutions) in the annual ranking by *Washington Monthly* for the university's contributions to the public good.



# Narrative

## INTRODUCTION

Miami-Dade County voters sent a strong message on November 4, 2014, in a rare (as per public university practices) referendum on their public university's role in their community. The voters made it clear that they want FIU to expand—to provide more and better educational opportunities for their community, by a near landslide vote of 65 percent in favor. The 2013-14 year marked a significant milestone for this work – as all of the university's efforts culminated and coalesced in working with our community partners and the Miami-Dade Commission. This positive vote caps a five-year strategic plan that pivoted around inserting FIU into the greater Miami community through an expansion of access to eligible qualified students; new win-win partnerships with high profile community institutions; and a solutions-center approach to significant problems in the community associated with K-12 student achievement, health, transportation, environment, and global affairs.

We are justifiably proud of this unprecedented public support because it is complemented by significant gain in BOG priorities, including FIU's graduation rates, high employability and major growth in research funding. FIU is committed to increasing access to higher education and successful degree completion for our students who are typically underrepresented in degrees at all levels of higher education. Enrollment at FIU accounts for 16 percent of the total enrollment in the State University System (SUS). FIU awards 14 percent of the total degrees awarded in the SUS.

Our demography is our destiny. FIU graduates more Hispanics than any other university in the country and continues to be the national leader in awarding STEM bachelor's degrees to underrepresented minorities. Eighty percent of our students are from minority backgrounds, making FIU a national leader for the development of creative teaching and learning programs targeting student academic success.

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

FIU is committed to excellence while promoting access and diversity for qualified students. According to the Diverse Issues of Higher Education's report "Top Producers of Minorities Degrees 2014," FIU is the leader in the State of Florida and the nation in awarding bachelors and masters degrees to Hispanics and is ranked second in total minority bachelor's degree production for all disciplines combined.

According to recently-released rankings of national universities by *Washington Monthly*, FIU ranked 24th out of 277 higher education institutions for its contributions to the public good. The University also ranked 38th in federal work-study funds allocated to service, 47th in graduation rate and 16th in community service participation and hours served. FIU was again named one of the world's best new universities according to *Times Higher Education* (THE) magazine 2014 rankings of top 100 universities under 50 years old. FIU is the only university in Florida to make this list.

FIU's College of Law was ranked among the top 100 in the *U.S. News and World Report* 2015 edition of Best Law Schools. The *Hispanic Business Magazine* ranked FIU Law the #1 College of Law for Hispanics in the country. FIU's College of Law and the Herbert Wertheim College of Medicine were ranked 1st and 9th respectively for diversity practices by HispanicBusiness.com. Our undergraduate International Business program continues to be ranked in the top 10 programs (#8) in the nation by *U.S. News and World Report*. *Bloomberg Businessweek* ranked our full-time MBA Program #56 in the



country; marking the first time we have been ranked among the top 100 in this very prestigious report. FIU's College of Business was ranked in the highly respected University of Texas Dallas 100 (#99); a respected measure of business schools' research productivity.

### **INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY**

During the academic year 2013-14, FIU awarded nearly 12,500 total degrees, a four percent increase over 2012-13. Seventy-five percent of our total degrees were awarded to minority students and 86 percent were awarded to residents of the state of Florida. FIU total degrees account for 14 percent of the degrees awarded in the SUS.

#### **Graduation Success Initiative (GSI)**

FIU's Graduation Success Initiative (GSI) has been recognized with the Most Visible Progress (MVP) award by the Association of Public and Land Grant Universities (APLU) during the 2013-14 year. This recognition celebrates FIU's continued focus on increasing our graduation rate and the success of our students. FIU's six-year graduation rate for our FTICs stands at 53 percent (2008 cohort) and is currently one of the best graduation rates in the nation for a minority-serving institution.

The GSI, a program implemented in 2011 at FIU, is now supported by 62 undergraduate academic advisors. GSI helps students find the right major early on, make steady progress toward their academic goal and finish on time, which can mean anywhere between four and six years, depending on the student's ability to limit outside work and enroll full-time.

#### **AGILE**

FIU's University Graduate School received the Educational Testing Service (ETS)/Council of Graduate Schools' (CGS) award for Innovation in Promoting Success in Graduate Education: From Admission through Completion. This award recognizes FIU for its efforts to help students complete their graduate degrees. FIU won for its new program Academy of Graduates for Integrative Learning Experiences (AGILE) that helps underrepresented minority Ph.D. students with their professional development and completion of their degrees. The award comes with a grant of \$20,000 per year for two years.

#### **Fostering Panther Pride**

National statistics indicate that less than 10 percent of foster care youth enroll in college and less than three percent graduate with a degree. Given our metropolitan location, during the fall of 2013, we strengthened our efforts to assist former foster care and homeless youth by creating Fostering Panther Pride, a comprehensive program that provides customized services to help students succeed academically and graduate. Historically, nearly a third of the former foster care and homeless students at FIU were on academic probation with grade point averages of less than 2.0. The program includes: academic support, mentoring, career development, financial literacy and other opportunities. In developing solutions to identify and diminish the barriers to college success for this population, FIU is developing a model for state and national replication. We are prepared to step up our involvement for our former foster care students who are eligible for and deserving of a fair chance at a university education.

#### **Mastery Mathematics Laboratory**

The Mastery Math Laboratory, established in fall 2012 and aimed at improving student performance in College Algebra – a critical course for predicting graduation success – continues to be successful at raising the passing rate from 33 percent in 2012 to 54 percent in 2013, and to 63 percent in 2014. It is expected to improve the passing rate to 73 percent or above by 2016. Access to the lab was also provided to low performing students from Miami-Dade County Public Schools to help stimulate an increase in their end-of-course pass rates.





### **Algebra Online Math Pilot**

The Online Math Project implemented a fully redesigned, state-of-the-art online College Algebra course in 2013-14. The new version of the course includes active learning instruction and online Learning Assistants. The redesigned course resulted in a pass rate of 64 percent, better than the 63 percent pass rate for face-to-face Mastery Math Algebra and markedly improved from the previous (historical) pass rate of 14 percent for online Algebra courses.

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

### **Degree Production in STEM**

FIU continues its efforts to increase production of STEM degrees and to improve recruitment efforts to attract students who are underrepresented in these fields. FIU STEM degrees account for 11 percent of the total STEM degrees awarded in the SUS. In 2013-14, FIU awarded 1,398 STEM bachelor's degrees, a six percent increase over the previous year. Out of those, 78 percent were earned by underrepresented minorities. We are proud to continue to be the national leader in awarding STEM bachelor's degrees to underrepresented minorities. At the graduate level, 51 percent of the 638 STEM degrees were awarded to underrepresented minorities.

We are also expanding our STEM degree offerings. A new professional science master's (PSM) degree in Forensic Science was approved in 2013 and enrolled its first cohort in fall of 2014. The degree is an innovative PSM degree that combines forensic science with business management and leadership training. We also recruited the first cohort of students into the professional master's degree in Environmental Policy and Management. This 36-credit professional degree prepares students for careers in the private and public sectors in environmental policy and management. Students pursue advanced training in science, while developing valuable business skills. We continue to leverage our strength with industry needs. Notably, the professional science master's programs combine rigorous study in science or mathematics with coursework in management, policy, or law, to align with the needs of Florida's emergent workforce.

### **STEM Transformation Institute**

We have been purposeful in our efforts to broaden STEM education and research. Our STEM Transformation Institute was awarded a \$1.45 million grant from the National Math and Science Initiative to replicate its successful UTeach program in Miami. UTeach is a secondary STEM teacher preparation initiative that produces highly qualified math and science educators across the country. With this grant, FIU will create FIUTeach which reaffirms FIU's commitment to math and science learning in South Florida. Our goal is to advance over 50 students each year towards graduation, so that they may enter the school system as well-prepared mathematics and science teachers. FIUTeach maximizes career opportunities for our graduates while serving our community, as the majority of our teachers will be employed in local public schools.

### **Degree Production in other Areas of Strategic Emphasis**

FIU continues to increase degree production in disciplines designated as areas of strategic emphasis. FIU's total degrees awarded in areas of strategic emphasis accounts for 13 percent of the total degrees awarded in targeted areas in the SUS. In the area of "Globalization," the University awarded 1,134 total degrees in the academic year 2013-14. We achieved a 14 percent increase in the area of "Gap Analysis" where FIU awarded 1,173 total degrees. Finally, in the area of "Health," FIU awarded 1,015 total degrees which represents a 10 percent increase from the previous year.



## Nursing - Veterans Affairs Partnerships

FIU's Nicole Wertheim College of Nursing and Health Sciences developed a focus on educating its students to better serve veterans in addition to providing opportunities for veterans to become nurses through the Veterans Affairs Nursing Academic Partnership (VANAP) and the FIU Medic-to-Nurse program. VANAP was funded for \$8.25 million and is tailored to promote innovation in nursing education and practice that will enable substantive change in the way that VA facilities and nursing schools collaborate to treat and care for this unique military patient population. The FIU Medic-to-Nurse program is a special project funded jointly by the Nicole Wertheim College of Nursing and Health Sciences and a grant from the Health Resources Services Administration.

## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

FIU faculty continue to engage in fundamental and applied research and scholarship that expand the frontiers of science and will ultimately lead to solutions to societal and world challenges. Below are some highlights of accomplishments in this arena:

FIU's **Center for Children and Families (CCF)**, one of FIU's premier centers and among the top in the nation in research and treatment of child and adolescent mental and behavioral health, continued to secure substantial external funding of over \$7M and conduct innovative research of significant scientific impact, as highlighted below:

**Dr. Jonathan Comer**, associate professor of FIU's Department of Psychology and a faculty member within CCF, received significant national media coverage (CBS, NBC, Time Magazine, NPR, Fox, and US News, among others) for his study on the impact of the Boston Marathon bombing and the ripple effects that followed. The study, published in *Pediatrics*, found an even stronger link between broad mental health problems among children with dramatic exposure to the manhunt than among children with similar sensory experience of the bombing itself. Dr. Comer is the Director of the Mental Health Interventions and Technology (MINT) Program, an interdisciplinary clinical research laboratory devoted to expanding the quality, scope and accessibility of mental health care for youth. Dr. Comer was recently named one of the Association for Psychological Science's "rising stars," the second junior faculty member of the CCF to be named on that list.

**Dr. Aaron Mattfeld**, assistant professor of FIU's Department of Psychology and a faculty member within CCF, has focused his research on understanding the neurobiological mechanisms that support learning and memory, and how these mechanisms change as a result of development and neurodevelopmental disorders. In a recently published article in *Brain*, Dr. Mattfeld and collaborators showed for the first time that there are biological differences in the brain pattern of those with persistent or remittent attention deficit hyperactivity disorder (ADHD).

**Dr. Erica D. Musser**, assistant professor of FIU's Department of Psychology and faculty member within CCF, led an FIU study which demonstrated a link between parents with ADHD and their children with ADHD or autism spectrum disorder (ASD). Recently published in the *Journal of Child Psychology and Psychiatry*, the study is the first to find that mothers with ADHD are six times more likely to have children diagnosed with ADHD and two-and-a-half times more likely to have children diagnosed with ASD than mothers who do not have ADHD.



**Dr. Fenfei Leng**, professor of FIU's Department of Chemistry and Biochemistry, and his team published a research article on the DNA topological barrier models. His research made the cover story of *IUBMB Life Journal*—the flagship journal of the International Union of Biochemistry and Molecular Biology.

**Dr. Kirsten Bohn**, professor of FIU's Department of Biology, discovered the rare, trumpet-eared Eumops bat. Dr. Bohn's research recently caught the attention of the editors at *Science* magazine, one of the world's leading outlets for scientific news, commentary and cutting-edge research.

**Dr. Atorod Azizinamini**, professor of FIU's Department of Civil and Environmental Engineering, received a University Transportation Center grant from the U.S. Department of Transportation which will focus research leading to Accelerated Bridge Construction. The mission of the research center will be to reduce the societal costs of bridge construction by reducing the duration of work zones, focusing special attention on preservation, service life, construction costs, education of the profession, and development of a next-generation workforce fully equipped with Accelerated Bridge Construction knowledge.

**Dr. Steve Oberbauer**, professor of FIU's Department of Biology, and his colleagues produced a seminal publication from long-term observational research addressing impacts of climate change in the Florida Everglades and arctic regions. An article published in *PLOS ONE* reported on findings from five years of observations of the carbon balance of the Everglades' ecosystems indicating that changes in El Niño weather patterns will significantly alter the CO<sub>2</sub> dynamics in the Florida Everglades.

#### INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

External funding for research has continued to grow at FIU despite reduced funding from the federal government. For 2013-14, the value of external research awards increased by 12.5 percent to \$116M. This represents the 5th consecutive year of external research awards surpassing the \$100M threshold. Research expenditures reported in 2013-14 reached \$128M (for 2012-13), a growth of 8.5 percent.

FIU is fully engaged in partnering with industry to bring innovation to market, as well as to develop applications that can help solve industry needs and human challenges. FIU signed a **Collaborative Research and Development Agreement (CRADA)** with the National Institutes of Health (NIH) and Bristol Meyers-Squibb. This CRADA, with initial funding of \$600,000, paves the way for collaboration to develop novel pharmaceuticals related to relaxin for treatment of human diseases causing fibrosis of various organs - heart, liver, kidney, lung, etc. In ongoing human clinical trials for acute heart failure, treatment with relaxin led to a reduction of 40 percent in patient mortality, measured six months after the incident. For this work, a patent is shared between the NIH (70 percent) and FIU scientists (30 percent), **Drs. Alexander and Irina Agoulnik** from FIU's Herbert Wertheim College of Medicine.

Using two patents developed at FIU's International Forensics Research Institute (IFRI), **Dr. Jose Almirall**, professor of FIU's Department of Chemistry and Biochemistry, and external partners began incubation of a start-up company called **IAD-x, LLC**. The technologies developed will provide solutions in the forensics field to improve detection of clandestine drugs and explosives in cargo containers.

FIU is a partner with three universities (NC State, University of Virginia and Pennsylvania State) on an NSF-funded **Engineering Research Center (ERC)**. As part of this partnership, FIU has created a Plasma Forming Laboratory to develop the conventional thermal spray process into the next generation nano-manufacturing technique for processing virtually any material including bulk nanomaterials, nanocomposites and coatings. FIU leads the industry membership of the ERC and is currently incubating two companies that are part of the ERC industry membership. One company, PicoCal, Inc. originated in Ann Arbor, Michigan, and the second company, Kytaro, Inc. started in Miami, Florida.



FIU's **College of Business** created "The Garage," a group of nine scholar entrepreneurs, to commercialize FIU intellectual property in the fast growth arena of Technology Assisted Learning, including embedded analytics, adaptive learning, and gamification of learning. The College also inaugurated the Small Business Development Center (SBDC@FIU), located at the FIU Downtown on Brickell location, with an \$800,000 grant from the federal government. During its first nine months, the SBDC served over 300 client companies, created 10 new companies, and helped client companies to obtain \$2.3M in new capital investments representing the creation of \$3 for every dollar invested in the SBDC@FIU.

Researchers in **FIU's Adaptive Neural Systems Laboratory** have developed an advanced prosthetic system, a neural-enabled prosthetic hand that will provide sensory feedback to upper extremity amputees using sensors embedded in the prosthetic. Led by **Dr. Ranu Jung**, chair of FIU's Department of Biomedical Engineering, the laboratory is funded by the NIH and the Department of Defense's DARPA. Dr. Jung's group had one non-provisional patent application titled "Low Noise Analog Electronic Circuit Design for Recording Peripheral Nerve Activity."

#### INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Scientists from FIU's **Southeast Environmental Research Center (SERC)** have expanded their research through the transfer of the operation of the **Aquarius Reef Base** (the world's only underwater laboratory) from the National Oceanic and Atmospheric Administration (NOAA) to FIU. Located in the Florida Keys National Marine Sanctuary, at a depth of 63 feet, the laboratory received over \$2M of research funding from NOAA, the National Aeronautics and Space Administration (NASA) and private industry. Through an initial \$1.25M philanthropic gift, the Medina Aquarius Program was established. The program will be dedicated to the study and preservation of marine ecosystems worldwide.

FIU's **International Hurricane Research Center (IHRC)** houses the Hurricane Mitigation State of Florida Center of Excellence which operates the Wall of Wind laboratory, the largest and most powerful university research facility of its kind capable of simulating a Category 5 hurricane. FIU has signed a Memorandum of Understanding (MOU) with Allied Prefer, LLC; an international company with a base of operations in Ft. Myers, Florida. This MOU addresses the creation of a startup company that will focus on manufacturing a patented type of roof created by the Wall of Wind scientific team using a new material developed by Allied Prefer, LLC.

FIU's **Extreme Events Institute**, which includes IHRC, received a \$1.9M grant from the US Agency for International Development (USAID) to expand the Institute's research in disaster risk management in the Americas. This research is conducted in conjunction with existing disaster mitigation of the IHRC, which includes the development of better models for storm surge prediction.

FIU's **Global Water for Sustainability (GLOWS)** is a consortium of international organizations led by FIU working to increase social, economic and environmental benefits to people of the developing world. It provides expertise across the policy, governance, educational and technical dimensions of integrated water resources management. GLOWS is an integral component of FIU's School of Environment, Arts and Society within the College of Arts and Sciences and has conducted projects in Peru, Ecuador, India, Morocco, Rwanda, Tanzania, Kenya and the Republic of Georgia. Its WA-WASH program implements technologies and procedures to help increase access to safe water, enhance sanitation, improve hygiene, and assist in policy-making in Ghana, Niger and Burkina Faso. With a new \$1M project in Haiti funded by the Inter-American Development Bank, GLOWS has expanded its research to the Americas.



**Dr. Madhavan Nair**, professor at FIU's Herbert Wertheim College of Medicine, received a \$1.8M grant from the National Institute of Health to continue his cutting-edge research on magnetic nanocarriers to eradicate HIV from latently infected central nervous system cells.

**Dr. Stavros Georgakopolous**, professor of FIU's Department of Electrical and Computer Engineering, received \$800,000 in funding from the US Department of Defense and Northrup Grumman Corporation for research in the development of perpetually reconfigurable and multi-band "origami folding/unfolding" electromagnetic systems for cognitive intelligence applications; essentially, the development of 2D and 3D antennas and antenna arrays with intelligence applications. This work is in collaboration with researchers at Georgia Tech, with the sharing of a patent between FIU and Georgia Tech.

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

#### ACCESS

Our groundbreaking partnership with Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the nation, has significantly increased its impact through 18 working groups focused on various key issues facing our public schools. From fall 2009 to present, dual enrollment courses, which enable high school students to earn college credit, have expanded from 425 to over 6,000 instances of enrollment; the number of courses offered has increased from 16 to 127 and the number of participating schools has increased from six to 38. Joint grant applications have increased by 210 percent and awards have increased by 51 percent with \$18M awarded. The ACCESS partnership has received national attention as a model for school transformation with recent visits to FIU and M-DCPS schools from two White House advisors on education.

#### MAST@FIU

Fall 2013 marked yet another milestone for FIU, Miami-Dade County Public Schools (M-DCPS) and the students in our community. Together FIU President Mark B. Rosenberg and M-DCPS Superintendent Alberto M. Carvalho opened MAST@FIU located on FIU's Biscayne Bay Campus (BBC) in North Miami Beach. MAST@FIU is the only four-year high school on a university campus in the Miami-Dade County Public School system. MAST@FIU emphasizes the sciences and leverages leading FIU faculty in the School of Environment, Arts and Society and the School of Journalism and Mass Communication, with a focus on communication and research to enrich the students' learning experience. This partnership supports the state objectives to have more highly-qualified STEM graduates in Florida.

#### The Education Effect

The Education Effect is an innovative university community school partnership between Miami-Dade County Public Schools (M-DCPS) and FIU that began at Miami Northwestern Senior High School in Liberty City in 2011. The program has a focus on improving teaching and learning, promoting 100 percent graduation, college and career readiness, and increasing the engagement of parents and the community. Since the partnership began, the school has achieved its first-ever "A" grade, up from a historical "D/F" grade; graduation rates have increased from 64 percent to 80 percent; and the percentage of students earning a 3.0 GPA or higher has increased from 11 percent to 45 percent. In early 2014, The Education Effect expanded to Booker T. Washington Senior High School in Overtown, an economically disadvantaged and predominantly African American community in Miami. Special emphasis has been placed on Science, Technology, Engineering and Math (STEM), including enhancing the school's existing Engineering Academy.



## INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

### **Life Sciences South Florida**

Led by FIU and comprised of 19 institutions including higher education, business development councils and research institutions, the Life Sciences South Florida (LSSF) consortium continues to support the enhancement of the life sciences industry in South Florida and the improvement of K-20 education in STEM. Each year, LSSF organizes the STEM Undergraduate Research Symposium, which encourages students from across the region to explore careers in STEM and present the findings of their original research. In 2013-14, representatives from Enterprise Florida, the Scripps Research Institute, the Vaccine and Gene Therapy Institute of Florida, Torrey Pines Institute for Molecular Studies, Medtronic and Life Sciences & Technology HUB hosted webinars attended by more than 150 people.

### **Stocker AstroScience Center**

In fall 2013, faculty and staff inaugurated FIU's newest research center. Made possible by a transformational gift from Dr. Carl Stocker, the Stocker AstroScience Center will expand research and educational opportunities for students while offering community members up-close encounters with the stars through public events. The highlight of the center is a Southeastern Association for Research in Astronomy (SARA) control room. SARA is a consortium of 10 universities that are actively engaged in astronomical research.

### **Bat Communication Lab**

Known as the Miami Bat Squad, and led by Biology professor Dr. Kirsten Bohn, the group has enlisted over 100 community volunteers at local sites in search of the rare, trumpet-eared, Eumops Florida Bonneted Bat. This species was recently discovered by Dr. Bohn and is now listed as endangered by the U.S. Fish and Wildlife Department, thanks to her research and the work of community volunteers.

### **School of Environment, Arts and Society**

FIU's School of Environment, Arts and Society (SEAS) engages the public through participatory community events such as the Ocean Life, Our Common Future, Speaking Sustainably and the Eat, Think and Be Merry Lecture Series, Family Science Nights, and the Environmental Film 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 also developed a Sea Level Initiative (SLI) that includes over 60 faculty across most academic units at FIU. The SLI is collaborating with the City of Miami Beach to develop best practices and solutions for sea level rise in the areas of flood control; saltwater intrusion; ecosystem services; built infrastructure; urban design, economic tradeoffs; legal frameworks; and communications. In addition to the research initiatives previously noted, the Aquarius Reef Base has provided live and real-time virtual fieldtrips for thousands of K-12 students and reached millions of people worldwide.

### **Center for Children and Families**

Dr. William E. Pelham, Jr., director of FIU's Center for Children and Families (CCF), and his team form one of the world's leading clinical and translational research centers focused on child and adolescent mental health. Recognized for their pioneer work in the treatment of children and adolescents with Attention Deficit Hyperactivity Disorder (ADHD), CCF staff members work with children, parents, educators and physicians in order to develop plans for treatment, based on the needs of each child. In its first four years at FIU, the Center has already treated more than 4,000 families in South Florida, worked with nearly 350 schools in Miami-Dade County and generated nearly \$40M dollars in research funding. Additionally, CCF is making mental health care resources more accessible for families locally, throughout the state, and nationally through its Effective Child Therapy Online Education website ([www.effectivechildtherapy.FIU.edu](http://www.effectivechildtherapy.FIU.edu)). Created in collaboration with the American Psychological



Association's Society of Clinical Child and Adolescent Psychology and The Children's Trust, the website offers video resources for parents and professionals about evidence-based practices that promote child and adolescent mental health.

## INCREASE COMMUNITY AND BUSINESS WORKFORCE

### Talent Development Network

In response to the need to build and retain talent in South Florida, FIU partnered with economic development leaders and Miami's seven major educational institutions to launch a regional talent development network. The Talent Development Network will provide local college students with on-the-job experience in one of seven target industries identified by One Community One Goal, the industry strategic plan developed by The Beacon Council: aviation, creative design, hospitality and tourism, international banking and finance, information technology, life sciences and health care, and trade and logistics. Beyond creating an internship culture in South Florida, the initiative seeks to address the historic disconnect between local academic institutions and economic development strategies.

### Royal Caribbean Cruise Lines Partnership

Our innovative public-private partnership with the renowned global cruise vacation company Royal Caribbean Cruise Lines (RCL) will advance unprecedented experiential learning and research opportunities for university students and faculty. Building on each entity's assets as engaged anchor institutions locally and globally, the partnership will commence with in-depth experiences for students and faculty in FIU's College of Architecture and the Arts and Chaplin School of Hospitality and Tourism Management. The partnership includes paid internship opportunities for FIU students in arts management, theatre, design and hospitality/tourism management, as well as, a state of the art facility for RCL production training on FIU's Biscayne Bay Campus. FIU faculty and students will also have access to RCL customer data to annually engage in at least eight research projects, including predictive analytics, related to RCL's business operations.

### Academic Leaders Council

As part of the One Community One Goal Strategic Plan for county-wide economic growth, FIU and the Academic Leaders Council support the growth of seven target industries by ensuring students are graduating with the skills required by industry. FIU commenced the efforts with the trade and logistics industry, as this sector is forecasting exponential growth. In early 2014, FIU hosted the first in a series of industry events for students, a Trade and Logistics Day attended by more than 75 students. Industry representatives included C.H. Robinson, Hellmann Worldwide Logistics, Interport Group of Companies, Ryder Systems and Wal-Mart.

### Internships

Internships continue to be a strong focus at every level of the University. For the 2013-14 academic year, FIU registered its fourth consecutive year of increases in students participating in academic and non-academic internships with 4,737 internships. Through internships, students gain real-world experience and a first-hand opportunity to try out their chosen career while strengthening their resume with actual work experience. We successfully expanded internship opportunities through a concerted effort to engage local chambers of commerce, professional industry associations, and government agencies at the local and national level. Some of our most successful internship initiatives include partnerships with Baptist Health South Florida, Chrysler, Deloitte, Florida Power and Light, Marriott, Miami-Dade County, Miami-Dade County Public Schools, Miami Veterans Administration Healthcare System, OHL, Scripps Howard Foundation, Target and Ultimate Software.



## Data Tables

### FINANCIAL RESOURCES

---

- Table 1A. Education and General Revenues
- Table 1B. Education and General Expenditures
- Table 1C. Funding per Student FTE
- Table 1D. Other Budget Entities
- Table 1E. Voluntary Support of Higher Education
- Table 1F. Tuition Differential Fee

### PERSONNEL

---

- Table 2A. Personnel Headcount

### ENROLLMENT

---

- Table 3A. Headcount Enrollment by Student Type
- Table 3B. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Method of Instruction
- Table 3D. Headcount Enrollment by Military Status and Student Level
- Table 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

### UNDERGRADUATE EDUCATION

---

- Table 4A. Baccalaureate Degree Program Changes in AY 2013-2014
- Table 4B. Retention Rates
- Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
- Table 4D. Full- and Part-time FTIC Graduation Rates
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing (NCLEX)
- Table 4O. Post-Graduation Metrics

### GRADUATE EDUCATION

---

- Table 5A. Graduate Degree Program Changes in AY 2013-2014
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

### RESEARCH & ECONOMIC DEVELOPMENT

---

- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence





## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues**

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$185,414,169	\$166,562,455	\$166,175,715	\$187,401,218	\$212,630,085
Non-Recurring State Funds	\$3,456,924	\$2,242,351	-\$19,291,544	\$3,464,073	\$2,264,694
Tuition	\$146,292,913	\$155,824,885	\$162,663,753	\$174,197,985	\$175,924,140
Tuition Differential Fee	\$15,411,111	\$25,308,323	\$41,710,632	\$44,587,407	\$44,806,690
Misc. Fees & Fines	\$3,456,746	\$3,845,967	\$3,579,822	\$3,799,262	\$3,998,791
Federal Stimulus Funds	\$13,635,669	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$367,667,532</b>	<b>\$353,783,981</b>	<b>\$354,838,378</b>	<b>\$413,449,945</b>	<b>\$439,624,400</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$24,210,077	\$26,293,035	\$26,935,242	\$29,501,199	\$30,068,321
Non-Recurring State Funds	\$1,000,000	\$0	\$0	\$1,041,990	\$800,000
Tuition	\$2,427,750	\$5,375,235	\$10,136,811	\$13,426,050	\$16,670,486
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$62,695	\$57,900	\$56,325	\$62,562	\$62,350
Federal Stimulus Funds	\$859,244	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$28,559,766</b>	<b>\$31,726,170</b>	<b>\$37,128,378</b>	<b>\$44,031,801</b>	<b>\$47,601,157</b>
<b>TOTAL</b>	<b>\$396,227,298</b>	<b>\$385,510,151</b>	<b>\$391,966,756</b>	<b>\$457,481,746</b>	<b>\$487,225,557</b>

**Recurring State Funds:** State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative. Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



**Section 1 – Financial Resources** *(continued)*

**TABLE 1B. University Education and General Expenditures**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$191,817,340	\$202,821,253	\$209,483,891	\$230,214,722	\$245,931,420
Administration and Support	\$47,261,433	\$43,330,392	\$39,656,501	\$45,297,225	\$47,550,881
PO&M	\$35,425,984	\$42,977,285	\$34,467,996	\$47,130,842	\$42,408,674
Student Services	\$21,874,231	\$27,054,912	\$31,435,607	\$38,029,543	\$43,657,988
Library/Audio Visual	\$15,859,075	\$15,807,267	\$17,447,900	\$17,794,040	\$18,783,014
Other	\$4,183,420	\$4,187,486	\$8,134,491	\$9,898,087	\$10,145,861
<b>TOTAL</b>	<b>\$316,421,483</b>	<b>\$336,178,595</b>	<b>\$340,626,386</b>	<b>\$388,364,459</b>	<b>\$408,477,838</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$15,034,872	\$20,073,882	\$23,766,823	\$30,373,484	\$34,549,079
Administration and Support	\$3,199,046	\$4,029,269	\$3,794,663	\$4,716,660	\$5,175,971
PO&M	\$0	\$0	\$861	\$88,374	\$147,554
Library/Audio Visual	\$928,007	\$1,067,332	\$1,118,855	\$1,238,406	\$1,319,497
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$19,161,925</b>	<b>\$25,170,483</b>	<b>\$28,681,202</b>	<b>\$36,416,924</b>	<b>\$41,192,101</b>
<b>TOTAL</b>	<b>\$335,583,408</b>	<b>\$361,349,078</b>	<b>\$369,307,588</b>	<b>\$424,781,383</b>	<b>\$449,669,939</b>

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

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
<b>Appropriated Funding per FTE</b>					
General Revenue	\$4,731	\$4,526	\$3,675	\$3,252	\$4,139
Lottery Funds	\$621	\$665	\$698	\$528	\$615
Tuition & Fees	\$4,291	\$4,449	\$4,700	\$5,843	\$5,898
Other Trust Funds	\$420	\$375	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$10,063</b>	<b>\$10,015</b>	<b>\$9,073</b>	<b>\$9,623</b>	<b>\$10,652</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$4,077	\$4,539	\$4,793	\$5,351	\$5,544
<b>TOTAL</b>	<b>\$9,848</b>	<b>\$10,105</b>	<b>\$9,166</b>	<b>\$9,131</b>	<b>\$10,299</b>

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

**TABLE 1D. University Other Budget Entities**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
<b>Auxiliary Enterprises</b>					
Revenues	\$148,386,976	\$163,393,424	\$171,560,027	\$194,618,454	\$216,995,344
Expenditures	\$114,372,229	\$127,641,069	\$156,387,266	\$166,591,241	\$183,652,149
<b>Contracts &amp; Grants</b>					
Revenues	\$88,864,089	\$91,229,784	\$94,226,072	\$104,513,378	\$122,174,214
Expenditures	\$83,468,637	\$86,572,638	\$87,518,180	\$102,599,067	\$125,821,206
<b>Local Funds</b>					
Revenues	\$135,314,838	\$175,793,527	\$186,396,046	\$190,429,225	\$199,085,874
Expenditures	\$134,813,829	\$175,001,783	\$179,767,448	\$184,742,318	\$195,580,325
<b>Faculty Practice Plans</b>					
Revenues	\$9,922	\$19,789	\$321,537	\$1,328,794	\$5,080,588
Expenditures	\$39,848	\$236,450	\$3,900,452	\$3,098,966	\$7,181,102

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



## Section 1 – Financial Resources *(continued)*

**TABLE 1E. Voluntary Support of Higher Education**

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$95,259	\$135,996	\$132,554	\$149,384	\$176,500
Gifts Received (\$1000s)	\$38,667	\$40,548	\$15,267	\$24,706	\$21,294
Percentage of Alumni Donors	6.7%	6.1%	7.3%	8.6%	6.3%

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](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

**TABLE 1F. Tuition Differential Fees (TDF)**

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$25,308,323	\$41,710,632	\$44,587,407
Students Receiving TDF Funded Award	5,735	10,624	8,833
Total Value of TDF Funded Financial Aid Awards	\$636	\$1,206	\$1,863

### Florida Student Assistance Grant (FSAG) Eligible Students

	2011-12	2012-13	2013-14
Number of Eligible Students	12,238	12,945	14,083
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	\$0	\$0	\$0

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



## Section 2 – Personnel

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

	2009	2010	2011	2012	2013
<b>Full-time Employees</b>					
Tenured Faculty	432	438	435	447	465
Tenure-track Faculty	201	196	220	240	241
Non-Tenure Track Faculty	191	210	310	429	472
Instructors Without Faculty Status	47	47	47	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	2,645	2,763	3,096	3,223	3,406
<b>FULL-TIME SUBTOTAL</b>	<b>3,516</b>	<b>3,654</b>	<b>4,108</b>	<b>4,339</b>	<b>4,584</b>
<b>Part-time Employees</b>					
Tenured Faculty	15	6	10	6	6
Tenure-track Faculty	3	0	0	0	0
Non-Tenure Track Faculty	9	9	17	28	20
Instructors Without Faculty Status	656	664	665	670	706
Graduate Assistants/Associates	990	1,038	1,071	1,177	1,223
Non-Instructional Employees	62	63	83	77	65
<b>PART-TIME SUBTOTAL</b>	<b>1,735</b>	<b>1,780</b>	<b>1,846</b>	<b>1,958</b>	<b>2,020</b>
<b>TOTAL</b>	<b>5,251</b>	<b>5,434</b>	<b>5,954</b>	<b>6,297</b>	<b>6,604</b>

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>TOTAL</b>	<b>40,455</b>	<b>44,010</b>	<b>47,966</b>	<b>50,394</b>	<b>52,980</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	14,849	15,056	15,636	15,994	16,661
FTIC (Profile Admit)	397	240	170	133	114
AA Transfers	9,233	10,782	11,961	12,514	13,322
Other Transfers	6,398	6,784	7,202	7,576	8,120
<b>Subtotal</b>	<b>30,877</b>	<b>32,862</b>	<b>34,969</b>	<b>36,217</b>	<b>38,217</b>
<b>GRADUATE</b>					
Master's	5,401	5,939	6,271	6,213	5,960
Research Doctoral	1,091	1,134	1,143	1,241	1,301
Professional Doctoral	807	824	875	960	1,056
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>620</i>	<i>587</i>	<i>551</i>	<i>511</i>	<i>496</i>
<i>Medicine</i>	<i>43</i>	<i>85</i>	<i>167</i>	<i>281</i>	<i>368</i>
<i>Nursing Practice</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>11</i>	<i>29</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>144</i>	<i>152</i>	<i>157</i>	<i>157</i>	<i>163</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<b>Subtotal</b>	<b>7,299</b>	<b>7,897</b>	<b>8,289</b>	<b>8,414</b>	<b>8,317</b>
<b>UNCLASSIFIED</b>					
	<b>2,279</b>	<b>3,251</b>	<b>4,708</b>	<b>5,763</b>	<b>6,446</b>

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.



**Section 3 – Enrollment** *(continued)*

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

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
Lower-Division	7,860	9,084	7,860	9,225	.	9,488
Upper-Division	11,682	13,883	11,682	14,106	.	14,738
Master's (GRAD I)	2,588	2,712	2,588	2,494	.	2,280
Doctoral (GRAD II)	818	945	818	940	.	941
<b>Subtotal</b>	<b>22,948</b>	<b>26,625</b>	<b>22,948</b>	<b>26,765</b>	.	<b>27,447</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower-Division	.	563	.	563	.	693
Upper-Division	.	756	.	781	.	857
Master's (GRAD I)	.	579	.	585	.	613
Doctoral (GRAD II)	.	424	.	451	.	501
<b>Subtotal</b>	<b>2,138</b>	<b>2,322</b>	<b>2,138</b>	<b>2,380</b>		<b>2,663</b>
<b>TOTAL FTE</b>						
Lower-Division	.	9,647	.	9,788	7,860	10,181
Upper-Division	.	14,639	.	14,887	11,682	15,595
Master's (GRAD I)	.	3,291	.	3,078	4,216	2,893
Doctoral (GRAD II)	.	1,370	.	1,391	1,328	1,441
<b>Total</b>	<b>25,086</b>	<b>28,947</b>	<b>25,086</b>	<b>29,145</b>	<b>25,086</b>	<b>30,109</b>
<b>Total (US Definition)</b>	<b>33,448</b>	<b>38,596</b>	<b>33,448</b>	<b>38,861</b>	<b>33,448</b>	<b>40,146</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



**Section 3 – Enrollment** *(continued)*

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

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

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





**Section 3 – Enrollment** *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>MILITARY</b>				
Unclassified	6	14	11	11
Undergraduate	402	539	547	575
Master's (GRAD 1)	88	122	130	151
Doctoral (GRAD 2)	11	11	22	24
<b>Subtotal</b>	<b>507</b>	<b>686</b>	<b>710</b>	<b>761</b>
<b>ELIGIBLE DEPENDENT</b>				
Unclassified	0	1	1	1
Undergraduate	9	104	122	160
Master's (GRAD 1)	1	18	28	20
Doctoral (GRAD 2)	0	3	3	7
<b>Subtotal</b>	<b>10</b>	<b>126</b>	<b>154</b>	<b>188</b>
<b>NON-MILITARY</b>				
Unclassified	3,206	4,693	5,751	6,434
Undergraduate	32,490	34,326	35,548	37,482
Master's (GRAD 1)	5,811	6,099	6,020	5,762
Doctoral (GRAD 2)	1,986	2,036	2,211	2,353
<b>Subtotal</b>	<b>43,493</b>	<b>47,154</b>	<b>49,530</b>	<b>52,031</b>
<b>TOTAL</b>	<b>44,010</b>	<b>47,966</b>	<b>50,394</b>	<b>52,980</b>

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. FIU staff have revised graduate counts to correct how Law and Medicine students' classification level is reported in the State University Database System (SUDS).

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	11,532	14,468	17,185	17,172	18,537
Percent with Pell Grant	39%	46%	51%	50%	51%

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 (excludes Non-Resident Aliens). The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of undergraduate students that received a Pell Grant award (excluding non-resident aliens from both the numerator and denominator).



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Interdisciplinary Studies	30.9999	Bachelors	12-Jun-13	2013 FALL	
<b>Terminated Programs</b>					
None					
<b>Programs Suspended for New Enrollments</b>					
Architecture	4.0201	Bachelors	-	2014 SPRING	
Landscape Architecture	4.0601	Bachelors	-	2014 SPRING	
Italian Language and Literature	16.0902	Bachelors	-	2011 SPRING	
Interior Design	50.0408	Bachelors	-	2014 SPRING	
<b>New Programs Considered By University But Not Approved</b>					
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, 2013 and May 4, 2014.

**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*

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	2,949	3,756	4,191	4,142	4,316*
% Retained	83%	82%	82%	83%	84%
% Retained <i>with GPA of 2.0 or higher</i>	75%	73%	73%	75%	76%

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

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	3,372	3,967	3,889	3,234	3,106
% Graduated	46%	44%	49%	52%	54%
% Still Enrolled	16%	13%	12%	11%	11%
% Success Rate	61%	57%	61%	63%	65%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4D. FTIC Graduation Rates** *(includes Full- and Part-time students)*

<b>4 – Year Rates</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14 Preliminary</b>
Cohort Size	4,271	3,508	3,346*	3,129	3,948*
Same University	18%	19%	23%	27%	24%
Other SUS University	1%	1%	1%	2%	2%
Total from System	19%	21%	24%	29%	26%

<b>6 – Year Rates</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14 Preliminary</b>
Cohort Size	3,788	4,550	4,271	3,508	3,346*
Same University	44%	41%	47%	50%	53%
Other SUS University	3%	3%	4%	4%	4%
Total from System	47%	45%	51%	54%	57%

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data 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. FIU staff calculated a different cohort size. BOG and FIU staff will work to resolve the difference in the coming months.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4E. AA Transfer Graduation Rates**

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	1,975	2,705	3,072*	3,101	3,026*
Same University	20%	20%	22%	21%	22%
Other SUS University	0%	0%	0%	0%	0%
Total from System	20%	20%	22%	22%	22%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	1,439	1,247	1,975	2,705	3,072*
Same University	61%	59%	62%	61%	64%
Other SUS University	1%	2%	1%	1%	1%
Total from System	62%	61%	63%	63%	65%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. FIU staff calculated a different cohort size. BOG and FIU staff will work to resolve the difference in the coming months.

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

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2009-14 Preliminary
Cohort Size	1,511	1,490	1,150	1,820	2,517*
Same University	51%	55%	62%	57%	56%*
Other SUS University	2%	2%	2%	2%	1%
Total from System	53%	57%	64%	59%	58%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. Note\*: The data above was calculated by Board of Governors staff analysis of the State University Database System (SUDS). FIU staff calculated a different cohort size and graduation rate. BOG and FIU staff will work to resolve the differences in the coming months.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4G. Baccalaureate Degrees Awarded**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>TOTAL</b> (First Majors)	6,267	6,637	7,240	7,746	8,067
<b>TOTAL</b> (Second Majors)	347	440	557	714	641

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 (i.e., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (i.e., 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]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	1,026	1,151	1,221	1,315	1,398
HEALTH	594	402	389	392	540
GLOBALIZATION	683	806	810	941	865
EDUCATION	355	356	386	406	357
GAP ANALYSIS	595	730	784	797	854
<b>SUBTOTAL</b>	<b>3,253</b>	<b>3,445</b>	<b>3,590</b>	<b>3,851</b>	<b>4,014</b>
<b>PSE PERCENT OF TOTAL</b>	<b>49%</b>	<b>49%</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>

Notes: 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/](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**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Non-Hispanic Black</b>					
Number of Degrees	720	764	854	844	873
Percentage of Degrees	12%	13%	13%	12%	12%
<b>Hispanic</b>					
Number of Degrees	3,919	4,156	4,549	5,007	5,346
Percentage of Degrees	68%	68%	68%	70%	72%
<b>Pell-Grant Recipients</b>					
Number of Degrees	3,001	3,524	4,154	4,628	5,057
Percentage of Degrees	52%	57%	62%	64%	67%

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**

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	41%	36%	37%	40%	44%
AA Transfers	80%	71%	71%	86%	85%
Other Transfers	65%	63%	60%	77%	78%
<b>TOTAL</b>	<b>60%</b>	<b>55%</b>	<b>56%</b>	<b>70%</b>	<b>71%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (i.e., 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, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note\*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	2,371	2,395	2,325	2,451	2,506
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	47%	45%	44%	48%	48%
30 to 49 Students	32%	33%	33%	31%	31%
50 to 99 Students	16%	16%	16%	15%	15%
100 or More Students	5%	6%	7%	7%	7%

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





**Section 4 – Undergraduate Education** *(continued)*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	60%	58%	60%	61%	61%*
Adjunct Faculty	32%	33%	32%	31%	31%
Graduate Students	6%	6%	5%	5%	5%
Other Instructors	2%	3%	3%	4%	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. FIU staff note\*: 2013-14 Faculty is 60%.

**TABLE 4M. Student/Faculty Ratio**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	26.6	27.7	27.0	26.0	26.7

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**

	2009	2010	2011	2012	2013
Examinees	165	192	149	223	175
First-time Pass Rate	94%	90%	94%	95%	89%
<i>National Benchmark</i>	<i>90%</i>	<i>89%</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>

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



## Section 4 – Undergraduate Education *(continued)*

**TABLE 40. Post-Graduation Metrics**

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

	2008-09	2009-10	2010-11*	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	68%	72%	77%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>87%</i>	<i>89%</i>	<i>91%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. 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.

Note\*: Non-Florida employment data was not available for the 2010-11 graduates.

**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](http://www.flbog.edu/about/budget/performance_funding.php).

For more information about WRIS2 see: [http://www.doleta.gov/performance/wris\\_2.cfm](http://www.doleta.gov/performance/wris_2.cfm).

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$35,300	\$35,100	\$36,200
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>51%</i>	<i>49%</i>	<i>51%</i>

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



## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2013-14**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
Advanced Family Nurse Practitioner	51.3805	Masters	12-Jun-13	2013 FALL		
Advanced Psychiatric Nursing Practitioner	51.3810	Masters	12-Jun-13	2013 FALL		
Advanced Child Nurse Practitioner	51.3809	Masters	12-Jun-13	2013 FALL		
Physician Assistant Studies	51.0912	Masters	27-Mar-14	2015 FALL		
Environmental Policy and Management (PSM)	03.0201	Masters	9-Jan-14	2014 FALL		
Forensic Sciences (PSM)	43.0106	Masters	9-Jan-14	2014 FALL		
Nurse Anesthetist	51.3804	Masters	12-Jun-13	2013 FALL		
Advanced Adult Gerontology Nurse Practitioner	51.3803	Masters	12-Jun-13	2013 FALL		
<b>Terminated Programs</b>						
None						
<b>Programs Suspended for New Enrollments</b>						
None						
<b>New Programs Considered By University But Not Approved</b>						
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, 2013 and May 4, 2014.

**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**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>TOTAL</b> (First Majors)	<b>2,649</b>	<b>2,971</b>	<b>3,383</b>	<b>3,440</b>	<b>3,610</b>
<b>TOTAL</b> (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	2,359	2,597	3,002	3,033	3,196
Research Doctoral (first majors)	114	148	151	156	159
Professional Doctoral (first majors)	176	226	230	251	255
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	144	177	185	168	157
<i>Medicine</i>	0	0	0	33	43
<i>Nursing Practice</i>	0	0	0	0	9
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	32	49	45	50	46
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0

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

**TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis**  
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	492	472	509	553	638
HEALTH	380	496	487	534	475
GLOBALIZATION	186	172	188	207	269
EDUCATION	206	225	237	166	192
GAP ANALYSIS	262	226	236	235	319
<b>SUBTOTAL</b>	<b>1,526</b>	<b>1,591</b>	<b>1,657</b>	<b>1,695</b>	<b>1,893</b>
<b>PSE PERCENT OF TOTAL</b>	<b>58%</b>	<b>54%</b>	<b>49%</b>	<b>49%</b>	<b>52%</b>

Notes: 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/](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**

	2010	2011	2012	2013	2014
Examinees	136	168	172	158	142
First-time Pass Rate	81%	89%	81%	85%	79%
<i>State Benchmark*</i>	79%	82%	81%	80%	74%

Note\*: excludes non-Florida schools.

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

	2010	2011	2012	2013	2014 Preliminary
Examinees	.	2	35	43	81
First-time Pass Rate	.	*	97%	100%	100%
<i>National Benchmark</i>	.	96%	96%	96%	96%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	.	.	1	37	43
First-time Pass Rate	.	.	*	100%	100%
<i>National Benchmark</i>	.	.	98%	98%	97%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	.	.	.	34	43
First-time Pass Rate	.	.	.	92%	100%
<i>National Benchmark</i>	.	.	.	98%	96%

**Physical Therapy: National Physical Therapy Examinations**

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	89	91	125	143	139
First-time Pass Rate	64%	75%	74%	71%	71%
<i>National Benchmark</i>	87%	87%	89%	89%	90%

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

	2009	2010	2011	2012	2013
Examinees	.	.	.	.	47
New Graduate Pass Rate*	.	.	.	.	94%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. Note\*: The National Board for Certification in Occupational Therapy (OTR) no longer reports the first-time pass rate for the OT exam; instead, they provide a 'New Graduate' pass rate which reports the ultimate pass rate, which is the percentage of graduates who pass the exam regardless of how many times the exam is taken. In 2013, the NBCOT began only reporting those graduates who take and pass the exam within a calendar year of their graduation date – instead of the calendar year as reported in previous years. In addition, NBCOT has suspended the reporting of a national pass rate.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$101,322	\$110,271	\$110,006	\$118,058	\$128,070
Federally Funded (\$ 1,000s)	\$57,371	\$62,580	\$65,446	\$69,402	\$72,357
Percent Funded From External Sources	63%	64%	69%	63%	62%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$156,845	\$174,204	\$173,511	\$180,241	\$186,419
<b>Technology Transfer</b>					
Invention Disclosures	16	24	15	20	33
U.S. Patents Issued	1	1	3	1	1
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	2	2	5	2	0
Licenses/ Options Executed	1	1	0	0	3
Licensing Income Received (\$)	\$39,819	\$24,942	\$12,000	\$62,034	\$20,000
Number of Start-Up Companies	0	0	0	0	1

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



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

**TABLE 6B. Centers of Excellence**

Name of Center:	Center of Excellence for Hurricane Damage Mitigation and Product Development	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2008		
<b>Research Effectiveness</b>			
<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		50	4
Value of Competitive Grants Applied For (\$)		\$17,360,002	\$677,836
Number of Competitive Grants Received		35	2
Value of Competitive Grants Received (\$)		\$11,439,620	\$290,469
Total Research Expenditures (\$)		\$9,890,098	\$420,923
Number of Publications in Refereed Journals From Center Research		136	43
Number of Invention Disclosures		2	1
Number of Licenses/Options Executed		0	0
Licensing Income Received (\$)		\$0	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		43	9
Collaborations with Private Industry		70	15
Collaborations with K-12 Education Systems/Schools		0	
Undergraduate and Graduate Students Supported with Center Funds		65	8
<b>Economic Development Effectiveness</b>			
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		\$184,609	\$116,009
<b>Narrative Comments on next page.</b>			



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

**TABLE 6B. Centers of Excellence** *(continued)*

Name of Center	Center of Excellence for Hurricane Damage Mitigation and Product Development
Narrative Comments [Most Recent Year]:	
<p>In addition to regular activities such as publishing papers, attending professional conferences, training undergraduate and graduate students, IHRC faculty and staff members have also been involved in the following research and service activities: 1. Working with the Florida Division of Emergency Management, IHRC has completed 5 projects including (a) Full-scale testing to evaluate the performance of standing seam metal roofs under simulated wind loading , (b) Codification of wind-induced loads on rooftop solar panels, (c) Continuation of research on the wind resistance of discontinuous roofing systems, (d) Investigating temporary residents' perceptions of coastal vulnerability and preferences for risk mitigation (f) Education and outreach programs to convey the benefits of various hurricane loss mitigation devices and techniques. 2. IHRC has updated the Public Hurricane Loss model for the State of Florida and successfully passed the rigorous review of the state committee. Additional funding has been secured through the state to enhance the current model with a flooding component. 3. IHRC continues to work with the National Hurricane Center and the National Ocean Service of NOAA to convert the Coastal and Estuarine Storm Tide model for operational real-time forecast of storm surges. 4. The IHRC has interactive mitigation exhibits showcasing the Wall of Wind at both the Miami Science Museum and the National Building Museum in Washington D.C.</p>	