ANALYSIS OF DEGREE PRODUCTION GOALS AND INSTITUTIONAL PLANS FOR BOARD OF GOVERNORS STRATEGIC PLANNING WORKSHOP

Submitted To:

DR. NANCY MCKEE
DIVISION OF COLLEGES AND UNIVERSITIES
FLORIDA DEPARTMENT OF EDUCATION

Submitted By:

MGT OF AMERICA, INC.
2123 CENTRE POINTE BLVD.
TALLAHASSEE, FLORIDA 32308

February 9, 2005

INTRODUCTION

This package of materials has been compiled for consideration at the Strategic Planning Workshop to be held by the Florida Board of Governors on February 24, 2005. These materials represent the product of the work of MGT of America, Inc., staff of the Division of Colleges and Universities, and the individual universities toward analyzing planning efforts related to reaching the BOG goals for degree production. The materials in this package have been developed since the November 18, 2004, meeting of the Board of Governors Strategic Planning Committee when preliminary results were reported.

Included in this package of degree production materials are the following:

- A copy of MGT presentation materials to be discussed at the workshop
- A paper describing the sources of data and the methodology used in the analyses of BOG degree production goals and institutional plans
- Tables displaying comparisons between BOG degree production goals and institutional plans for overall degrees by level and for degrees in targeted programs, planned enrollments, and planned new programs
- Excerpts from comments submitted by each institution pertaining to general concerns about degree production goals and specific concerns about the analyses prepared by MGT
- Supplemental material to assist in the understanding of analyses, including the Y-Axis Strategic Planning for the State University System, the Scope of Services for Phases 1 and 2, and an SUS Program Inventory.

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SECTION 1:

PRESENTATION

Analysis of Degree Production Goals and Institutional Plans for the Florida State University System

Presented by:
Dr. Cynthia Balogh

MGT of America

February 24, 2005

Purpose of Degree Production Analysis

- **Phase 1 Assignment (November Report)**
  - Develop analysis of key challenges facing BOG in meeting degree production goals and goals for targeted programs identified in Y-Axis by FY 2012-13
    - To attain the national average in degrees awarded per capita by level by 2012-13 (relevant population base -- 18-34 year old population), and
    - To award 50% of all degrees in nine targeted programs identified by BOG and other groups as critical for development of state's economy
  - Review plans for meeting BOG goal for building world-class academic programs and research capacity
  - Recommend strategies for reaching BOG Y-Axis goals by FY 2012-13

Purpose of Degree Production Analysis (cont'd)

- **Phase 2 Assignment (February Report)**
  - Revise summaries of university degree plans with observations of key challenges
  - Reflect institutional corrections and revisions to degree production plans
  - Expand methodology to analyze targeted programs degree production
  - Suggest adjustments to bring goals and plans into alignment

Background

- Universities submitted plans (June 2004) for each year between 2003-04 and 2012-13 to include:
  - Degree production by level
  - Degree production by major
- Amendments to degree production plans received by January 1, 2005, for inclusion in Phase 2
- Additional amendments or revisions noted during site visits and submitted in letters from institutions (February 1, 2005)
- 2003-04 degrees granted data were preliminary
- Numbers are dynamic; institutions are revising plans

Methodology for Degree Production Analysis by Level

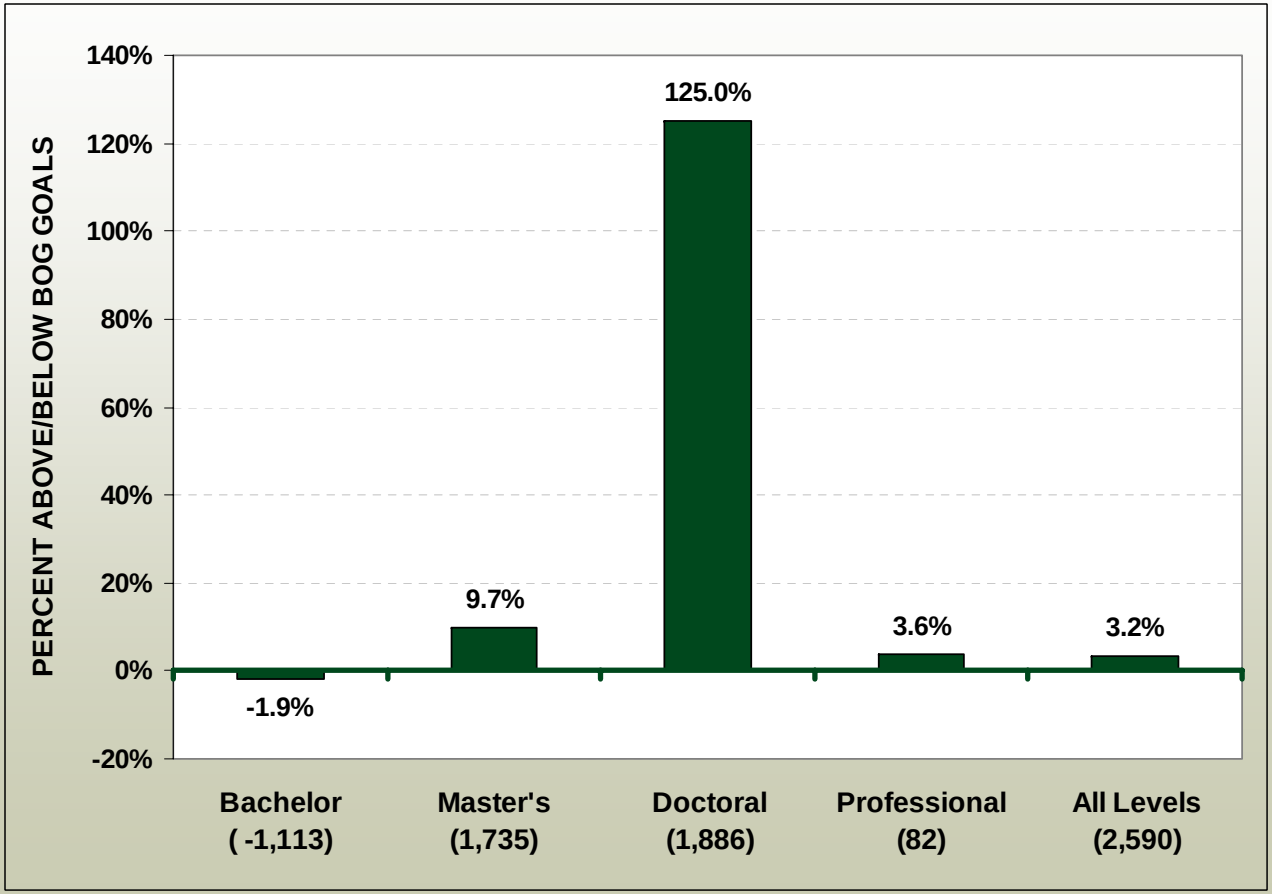
- Utilized degrees awarded data submitted by SUS institutions (June 2004, revised by January 1, 2005)
- Compared summation of institutional plans to BOG goals for degrees awarded by level as defined in Y-Axis (August 2004)

Findings – Degree Production by Level

- Institutional plans closely match overall BOG degree production goals for 3 degree levels
  - Bachelor's degrees
  - Master's degrees
  - First Professional degrees
- Institutional plans greatly exceed 2012-13 BOG goal for doctoral degree production

Findings – Degree Production by Level (cont'd)

Degree Production by Level, 2012-13



Findings – Degree Production by Level (cont'd)

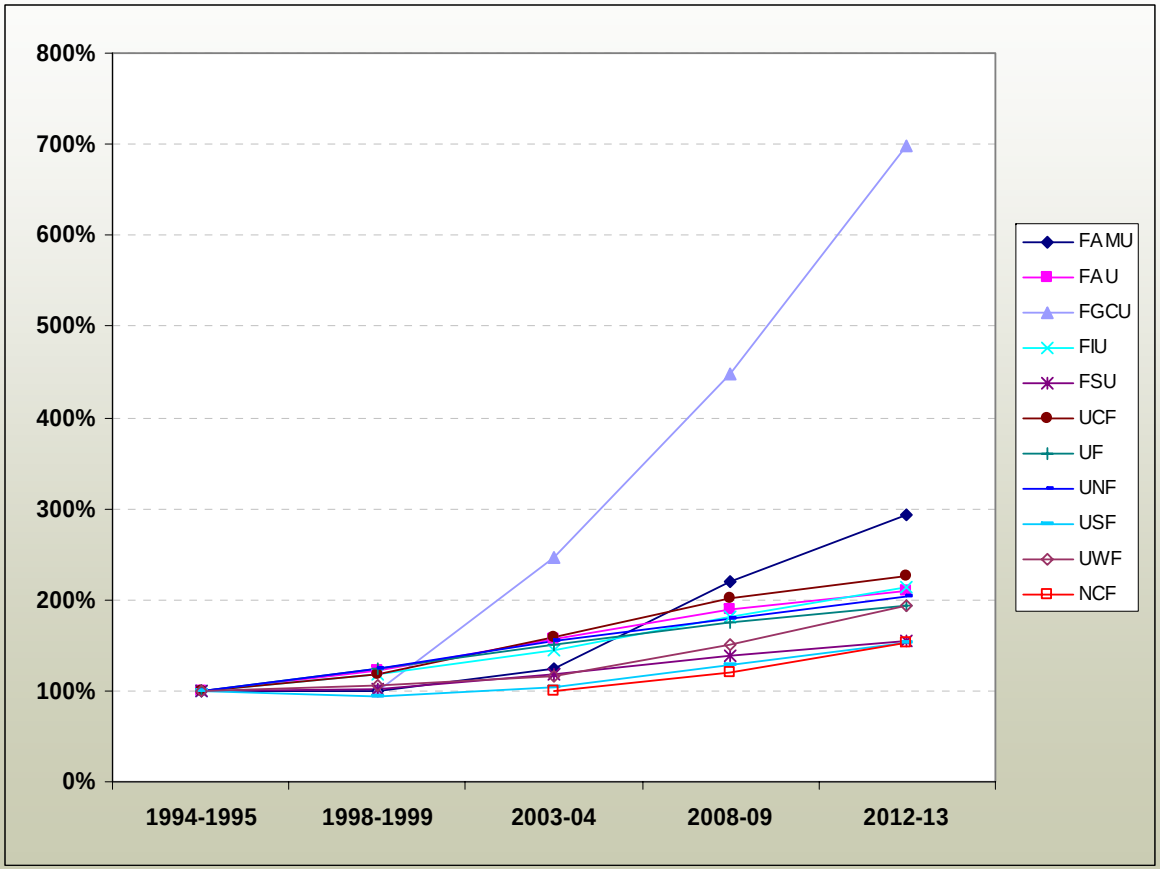
- Institutional plans show varying degrees of aggressiveness for growth in degree production through 2012-13
- Goal to be at national average in degree production is appropriate for bachelor's degrees as an interim goal for 2012-13
- Goal to be at national average in degree production is modest for master's and 1st professional degrees for 2012-13

Findings – Degree Production by Level (cont'd)

- Goal and analysis at doctoral level complicated by awards in two general types of degrees:
  - Research-focused degrees (typically Ph.D.s)
  - Professional practice-focused degrees (e.g., Pharm.D., D.P.T.) (Note: Distinctions among doctoral, master's, and 1st professional currently under review nationally)
- Realizing goals for building world-class academic programs and research capacity is related to doctoral research activity
- Goal to be at national average in doctoral degree production is modest and does not appear to support research goals

Findings – Degree Production by Level (cont'd)

Projected Growth Rate in Total Degree Production, 1994-95 to 2012-13



Institutional Responses – Degree Production by Level

- Tie expectation for growth to:
  - Mission variation
  - Size of institution
  - Institutional maturity
  - Population served
  - Geographic access
  - Funding enrollment growth
- Address issue of minority access

Institutional Responses – Degree Production by Level (cont'd)

- Analyze production of research-focused doctoral degrees separate from professional practice-focused doctoral degrees
- Relate doctoral degree production goals to world class research goals
- Relate performance goals, performance monitoring, and resource allocation

Challenges for BOG – Degree Production by Level

- Ensuring that institutions realize their growth plans
- Further analyzing goals and plans for doctoral degree production and world class academic programs and research capacity
- Addressing minority access

Methodology for Analysis of Degree Production by Targeted Area by Level

- Goal: To award 50% of all degrees in nine targeted programs identified by BOG and other groups as critical for development of state's economy
- For analysis, BOG goal to award 50% of degrees in nine targeted programs was applied to each degree level

Methodology for Analysis of Degree Production by Targeted Area by Level (cont'd)

Degree Production Goal of Targeted Programs by Level

Degree level	Y-Axis Degree Goal	Target Programs Goal (50% of degree goal)
Bachelor's	58,622	29,311
Master's	17,845	8,923
Doctoral	1,508	754
First Professional	2,278	1,139
Total	***80,253***	***40,127***

Methodology for Analysis of Degree Production by Targeted Area by Level (cont'd)

- For analysis, BOG goal was imputed across nine targeted program areas in proportion to:
  - National distribution of degrees granted at public and private 4-year institutions
  - Distribution of degrees granted at public and private 4-year institutions in large, economically competitive states

Methodology for Analysis of Degree Production by Targeted Area by Level (cont'd)

Selected Large, Economically Competitive States

Colorado	North Carolina
Minnesota	New Jersey
Wisconsin	Michigan
Maryland	Pennsylvania
Washington	Illinois
Massachusetts	New York
Virginia	California

Findings – Degree Production in Targeted Areas by Level

- Production of degrees in targeted programs at each level is higher in Florida than both national and large, economically competitive states comparisons
- Production of degrees in targeted programs already is above 50% for doctoral and 1st professional degree awards
- When imputing the goals for 2012-13 for doctoral and 1st professional degrees, 65.7% and 53.1% levels were maintained, i.e., were not reduced to 50%

Findings – Degree Production in Targeted Areas by Level (cont'd)

Comparison of Degrees Awarded by Level: National Public/Private and Florida Public Institutions, 2003-04

Degree Level	% of Degrees Awarded in Targeted Areas		
	National	Large, Economically Competitive	Florida
Bachelor's	32.7%	30.6%	36.7%
Master's	40.8%	40.7%	45.8%
Doctoral	54.1%	55.1%	65.7%
First Professional	37.4%	39.3%	53.1%
All Degree Levels	**35.3%**	**34.1%**	**39.8%**

Findings – Degree Production in Targeted Areas by Level (cont'd)

Target Areas in Florida Falling Below Production Rates in National Institutions and Large, Economically Competitive States, 2003-04

Degree Level	% of Degrees Awarded in Targeted Areas		
	National	Large, Economically Competitive	Florida
Bachelor's			
Emerging Technologies in: Mechanical Science and Manufacturing	4.36%	4.64%	4.13%
Emerging Technologies in: Natural Science and Technology	6.92%	7.12%	4.88%
Emerging Technologies in: Medical Science and Health Care	0.26%	0.30%	0.00%
Master's			
Critical Needs in: Education	6.12%	6.37%	5.59%
Economic Development in High Wage Jobs	15.46%	14.72%	11.43%
Doctoral			
Critical Needs in: Education	1.43%	1.25%	1.39%
Critical Needs in: Health Care	2.86%	3.05%	1.25%
Emerging Technologies in: Mechanical Science and Manufacturing	11.42%	12.79%	11.17%
Emerging Technologies in: Natural Science and Technology	20.48%	21.59%	15.81%
Emerging Technologies in: Computer Science and Information Technology	2.46%	3.00%	2.84%
Emerging Technologies in: Electronic Media and Simulation	0.07%	0.04%	0.00%
First-Professional			
Emerging Technologies in: Medical Science and Health Care	27.16%	30.64%	25.63%

Findings – Degree Production in Targeted Areas by Level (cont'd)

- Institutional plans for 2012-13 fall short of BOG targeted area goals for:
  - Bachelor's degrees by 5,867 awards
  - Total of all levels by 3,894 awards

Findings – Degree Production in Targeted Areas by Level (cont'd)

Degree Production for Targeted Programs by Level Compared to Imputed BOG Goals, 2012-13

DEGREE LEVEL	DEGREES ABOVE (BELOW) TARGETED LEVEL
Bachelor's	(5,867)
Master's	560
Doctoral	1,304
First Professional	108
All Degree Levels	**(3,894)**

Findings – Degree Production in Targeted Areas by Level (cont'd)

- Institutional plans vary by targeted area in meeting imputed BOG goals
- Institutional plans successfully meet and exceed the majority of imputed BOG targeted area goals at post-baccalaureate levels

Findings – Degree Production in Targeted Areas by Level (cont'd)

Targeted Areas Falling Short of Imputed BOG Goals by Level, 2012-13

Degree Level	Shortfalls in Imputed Degree Production Goals	
	National	Large, Economically Competitive
Bachelor's		
Critical Needs in: Education	(242)	(122)
Emerging Technologies in: Mechanical Science and Manufacturing	(1,347)	(1,879)
Emerging Technologies in: Natural Science and Technology	(2,850)	(3,468)
Emerging Technologies in: Medical Science and Health Care	(180)	(235)
Emerging Technologies in: Computer Science and Information Technology	(766)	(1,090)
Emerging Technologies in: Design and Construction	(17)	(2)
Economic Development in: High Wage Jobs	(1,161)	5
Master's		
Critical Needs in: Education	(160)	(217)
Emerging Technologies in: Computer Science and Information Technology	(39)	(149)
Economic Development in: High Wage Jobs	(1,347)	(1,191)
Doctoral		
-- NO SHORTFALL --	n/a	n/a
First-Professional		
Emerging Technologies in: Medical Science and Health Care	(183)	(248)

Findings – Degree Production in Targeted Areas by Level (cont'd)

Progress Toward 50% Goal

DEGREE LEVEL	% OF DEGREES IN TARGETED AREAS		CHANGE
	2003-04	2012-13	
Bachelor's	36.7%	40.8%	4.1%
Master's	45.8%	48.4%	2.6%
Doctoral	65.7%	67.6%	1.9%
First-Professional	53.1%	55.8%	2.7%
TOTAL, All Levels	**39.8%**	**44.1%**	**4.3%**

Institutional Responses – Degree Production in Targeted Areas

- Clarification of expected contribution toward goal achievement by each institution is needed
- Implications on enrollments in existing programs if 50% goal is met needs consideration
- Student demand does not align with BOG targeted areas
- Opportunity to review and revise targeted area designation and program classification into targeted areas is desired
- Inclusion of regional focus in each institution's goals and/or expectations is requested
- Targeted degree production by numeric vs. percentage goals should be considered

Challenges for BOG – Degree Production in Targeted Areas

- Increasing share of bachelor's degrees in targeted areas
- Providing means for review and revision of target area designation and classification of programs into targeted areas
- Providing appropriate means for incorporating regional economic development and workforce preparation needs into expectations for institutional contribution toward goals
- Defining institutional roles for contributing toward BOG goals

View of Florida SUS in 2012-13

- Realizing Y-Axis goals for 2012-13 will involve improving the degree yield, enrolling more students, and creating new programs
- To address BOG degree production goals, institutional plans call for enrolling approximately 100,000 additional students (not including unclassified and undeclared students)
- Plans for additional students will result in four of the 11 institutions exceeding 50,000 student enrollment by 2012-13 (FIU, UCF, UF, USF)

View of Florida SUS in 2012-13 (cont'd)

Institutional Enrollments, 2003-04 and 2012-13

INSTITUTION	ENROLLMENTS		CHANGE	
	2003-04	2012-13	Number	Percent
FAMU	13,235	19,313	6,078	45.9%
FAU	22,400	28,510	6,110	27.3%
FGCU	5,825	15,994	10,169	174.6%
FIU	34,350	50,233	15,883	46.2%
FSU	37,328	43,139	5,811	15.6%
NCF	667	1,034	367	55.0%
UCF	38,386	51,908	13,522	35.2%
UF	47,281	55,239	7,958	16.8%
UNF	14,064	19,827	5,763	41.0%
USF	36,161	58,802	22,641	62.6%
UWF	9,508	15,069	5,561	58.5%
System	**259,205**	**359,068**	**99,863**	**38.5%**

View of Florida SUS in 2012-13 (cont'd)

- To address degree level and targeted program goals, university plans call for instituting 181 new programs.

View of Florida SUS in 2012-13 (cont'd)

New Degree Programs Planned by Level, 2003-04 to 2012-13

DEGREE LEVEL	NEW PROGRAMS
Bachelor's	67
Master's	65
Doctoral	47
First-Professional	2
All Levels	**181**

View of Florida SUS in 2012-13 (cont'd)

New Degree Programs Planned by Institution, 2003-04 to 2012-13

	NEW PROGRAMS BY INSTITUTION											
DEGREE LEVEL	**FAMU**	**FAU**	**FGCU**	**FIU**	**FSU**	**NCF**	**UCF**	**UF**	**UNF**	**USF**	**UWF**	**TOTAL**
Bachelor's	8	1	19	10	6	0	19	0	0	0	4	***67***
Master's	9	2	9	21	5	0	12	0	2	0	5	***65***
Doctoral	9	3	5	17	2	0	9	0	0	2	0	***47***
First-Professional	0	0	0	2	0	0	0	0	0	0	0	***2***
All Levels	**26**	**6**	**33**	**50**	**13**	**0**	**40**	**0**	**2**	**2**	**9**	***181***

Policy Issues for Consideration – View of Florida SUS in 2012-13

In order to achieve desired degree production goals by program and level…

- What should Florida's SUS look like in 2012-13 and beyond in terms of size, type, and mission of institutions; student diversity; and geographic access?
- How will priorities, policies, and allocation of resources lead the SUS to realizing BOG goals and vision?

SECTION 2:

METHODOLOGY

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METHODOLOGY

The Florida Board of Governors (BOG) is in the process of finalizing a strategic plan that establishes goals for the development of the state's eleven universities between 2003-04 and 2012-13. In particular, the BOG and universities have established goals and plans for degree production and an expanded research capacity. The BOG has adopted two broad types of degree production goals:

- to attain the national average in degrees awarded per capita by level by 2012-13, where the relevant population base is defined as the 18-44 year old population, and
- to award 50% of all degrees in nine targeted program areas that have been identified by the Board and other groups as being critical for the development of the state's economy.

In response to a BOG request, each university submitted plans in June 2004 for degree production by level and major for 2003-04 through 2012-13. In October 2004, the universities submitted additional planning documents related to world class academic programs and research capacity.

In September 2004, MGT of America, Inc., was retained by the Office of the Chancellor to assist in the analysis of university plans. As part of its initial assignment (Phase 1), MGT was to:

- examine the differences between the BOG goals and university plans for degree production by level,
- examine the difference between the BOG goals and university plans for degree production in targeted programs,
- identify challenges facing the BOG based on these analyses,
- propose potential strategies that the BOG might adopt for reaching the goals, and
- develop estimates of the operating costs and capital investments that will be required to reach the degree production goals.

Additionally, MGT compiled a brief summary of university plans related to expanded research capacity. MGT presented its findings to the BOG on November 18, 2004.

In December 2004, the Office of the Chancellor, Division of Colleges and Universities, contracted with MGT for additional services. As part of Phase 2 of the analysis for strategic planning, MGT was to:

- Refine the cost per degree model for BOG goals, and
- Revise summaries of university degree plans with observations of key challenges.

This report specifically addresses the analysis of university degree plans and includes:

- Updating the initial summaries and observations developed for the November 18, 2004, BOG meeting,
- Reflecting university goals submitted to DCU on October 15, 2004, and noting corrections revisions submitted by the universities before or during consultations in January,
- Revising observations based on updated numbers, and
- Suggesting adjustments either to the allocation of BOG targeted programs developed by MGT or to university plans in order to bring goals and plans into alignment.

During a December 16, 2004, meeting and a December 22, 3004, conference call between university representatives, BOG staff, and the consulting team, a number of suggestions were offered to assist in adjusting the methodology used to impute BOG goals for targeted programs to degree production in 2012-13. The following sections describe the methodology used throughout the analysis of goal production.

Sources for Florida Data

Phase 2 of this study employed a variety of data from the Florida Board of Governors and the SUS institutions.

Enrollment and degrees awarded data were submitted by the SUS institutions (June 2004, updated October 2004, amended until January 2005) and received from DCU (DCU file: Degree Plans for MGT Analysis January 2005 v2.xls). Data included university enrollments and degrees awarded by institution by degree level and program (CIP) code for the years 2003-04 through 2012-13. Degrees granted data for 2003-04 was preliminary. Final data for 2003-04 is now available; however, it was not available in time for inclusion in these analyses.

Data related to planned new programs were submitted to DCU by the institutions in June 2004, and amended through January 2005 (DCU file: New program pivot with 2000 CIP.xls). These institutional data were received by MGT from the Division of Colleges and Universities. Additional historical degrees granted data were obtained from on-line fact book sources and amended by institutions during site visits or in letters to the Chancellor (February 1, 2005).

BOG goals for degrees awarded for Florida were obtained from the Y-Axis strategic planning document (August 2004) for the years 2003-04 through 2012-13. Target program areas were identified in the Y-Axis. An electronic file of program (CIP) codes with classification to target program areas by degree level was received from the DCU (DCU file: Targeted Programs by CIP Level Area, 2000 Codes for IPEDS Comparisons.xls).

Overview of Methodology for Analysis of Goal Attainment by Level of Degree Production

Degree level production plans were displayed in tables by institution and their summation. The sums by level of institutional degree production plans were compare to BOG goals as specified in the Y-Axis. Analysis of each institution's as well as the total SUS contribution toward the goals were noted. The analysis of contribution considered the increased number, rate of increase, and share of degree production for each institution and institutional uniqueness (e.g., location, maturity, size).

Historical and projected degree production data also were displayed by level for the SUS institutions to provide a view of recent past growth rates compared to future planned growth rates.

Overview of Methodology for Analysis of Goal Attainment by Targeted Programs and Level of Degree Production

The Y-Axis strategic planning document articulated the goal that 50% of all degrees be awarded in nine targeted program areas by 2012-13. For analysis, the BOG goal to award 50% of degrees in nine targeted programs was applied to each degree level. Since the BOG had used a national reference when adopting its goals for degree production by level, MGT proposed imputing goals for targeted programs by level based on national comparisons. In Phase 1, the distribution of degree production across the nine targeted areas at public 4-year institutions nationally was used as basis for imputing the BOG goals to SUS degree production in 2012-13.

Subsequent to the November 18, 2004, presentation to the BOG, institutional officials, DCU staff, and MGT representatives discussed alternative approaches for comparing institutional plans to the BOG goal for 50% of degrees to be granted in targeted programs. As a result of these discussions, MGT proposed an enhanced methodology for the Phase 2 analysis that relied upon two comparison groups for goal measurement for each targeted program by level. The methodology included consideration of the national distribution of degrees, state population, and economic competitiveness.

Pursuant to the enhanced methodology, the distributions of degrees in Florida were compared to two sets of 2002-03 completions data drawn from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). The first comparison group included all public and private institutions across the United States and territories that were classified by the Carnegie Foundation as baccalaureate or higher institutions (codes 15, 16, 21, 22, 31, and 32).[1] The distribution of degree production by public and private 4-year institutions nationally was used to impute the BOG goals in the target areas by level for 2012-13 for the first approach. (This comparison group is similar to the goal measurement method used in Phase 1 of the analysis completed November 8, 2004, but revised to include private as well as public four-year institutions.)

[1] The New College of Florida was also included in this analysis, though the institution had not yet been classified by the Carnegie Foundation in the 2003 institutional characteristics file.

The second comparison group was a subset of these institutions limited to those universities located in "large, economically competitive states." In accordance with this specification, states were chosen on the basis of two criteria: (1) population and (2) an indexed ranking of states published by the Beacon Hill Institute. The Technology Index, which was utilized as the measure for economic competitiveness, is found in the Beacon Hill Institute's "Metro Area and State Competitiveness Report 2004" (available online at www.beaconhill.org). This index is constructed based on research funding, patents issued, proportions of scientists and engineers in the labor force, and the importance of high tech companies. As such, it closely correlates with the philosophy behind the selection of the targeted programs.

Ultimately, fourteen (14) institutions were found to fall among the top half of states in terms of both of these measures and were therefore included in the second comparison group:

Colorado	North Carolina
Minnesota	New Jersey
Wisconsin	Michigan
Maryland	Pennsylvania
Washington	Illinois
Massachusetts	New York
Virginia	California

The distribution of degree production by public and private 4-year institutions in these 14 states was used to impute the BOG goals in the target areas by level for 2012-13 for the second approach.

The comparisons of institutional plans to goals imputed from the perspective of two approaches broaden the analysis as well as lessened the perception that there is one precise number to aim for. Rather, the comparisons offered direction and an approximation with discussion for the target area.

Note: The share of degrees granted in targeted programs in Florida institutions exceeded the BOG goal of 50% for doctoral and first professional degree levels in 2003-04. In order to not reduce the share of degrees granted in targeted areas for 2012-13, the BOG goal was imputed at the rate present in 2003-04. The higher rate of degree production in targeted programs reflects the more vocational nature of advanced degrees compared to the more general and/or liberal arts focus of undergraduate degrees.

The following steps were utilized to impute BOG degrees awarded for each target area by degree level for the years 2003-04 trough 2012-13.

1. Retrieved national data from the Integrated Postsecondary Education Data System (IPEDS) (2002-03), including the number of degrees awarded by level by public and private institutions classified as baccalaureate and higher by the Carnegie Foundation, using 6-digit CIP codes.

2. Sorted IPEDS data by targeted program area by level.

3. Calculated percent of total degrees awarded from IPEDS data by targeted program area by level.

4. Used "Targeted Program Degrees as % of All Degrees" percents from Y-axis to calculate number of degrees for each degree level (e.g., 50% in 2012-13).

5. Used percent of total degrees awarded by targeted program area from national data and applied these to the targeted degree level totals calculated from the Y-axis.

These same steps were applied for the comparisons to data from institutions in the large, economically competitive states. Throughout the analysis, university plans were compared to BOG actual and imputed goals to ascertain differences in degree production.

Analysis of New Programs and State University System in 2012-13

As part of the planning effort, institutions submitted lists of new programs planned for the 2003-04 and 2012-13 time period. The analysis on new programs involved summing the plans for the system by level, 2-digit CIP code, and institution.

In addition, to provide a view of the SUS in 2012-13, institutional planned enrollments were displayed by level and year between 2003-04 and 2012-13 by institution and as a system total.

Analysis of SUS Program Inventory, 2003-04

The current SUS program inventory (2003-04) was analyzed according to targeted programs areas to depict the distribution of these programs across institutions within the system. The program inventory that was used for this analysis was a published listing of Board approved programs for 2003-04 obtained from the DCU Website (http://www.fldcu.org/factbook/2003-2004/xls/t23_00_0304_f.xls). The analysis resulted in a matrix listing all targeted programs offered at Florida institutions by six-digit CIP code, with indications, by level, of which institutions offered each program and also depicted the respective target areas.

SECTION 3:

ANALYSIS OF DEGREE PRODUCTION LEVEL

SECTION 3:

ANALYSIS OF DEGREE PRODUCTION BY LEVEL

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREE PRODUCTION BY LEVEL AND INSTITUTION

University	Bachelors Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		Observations
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2003-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	1,561	2,529	3,292	62%	30%	111%	1,731	11.2%	3.7%	5.7%	Doubling degree productions seems ambitious, given recent enrollment struggles
FAU	3,778	4,528	4,985	20%	10%	32%	1,207	7.8%	9.0%	8.7%	Seems conservative given FAU mission and major population base
FGCU	664	1,178	1,829	77%	55%	175%	1,165	7.6%	1.6%	3.2%	175% growth in degree production seems very ambitious, but perhaps possible as new
FIU	4,765	5,779	6,692	21%	16%	40%	1,927	12.5%	11.3%	11.6%	Seems somewhat conservative given FIU mission and major population base
FSU	6,448	7,195	7,838	12%	9%	22%	1,390	9.0%	15.3%	13.6%	
NCF	141	168	215	19%	28%	52%	74	0.5%	0.3%	0.4%	
UCF	7,192	9,112	10,184	27%	12%	42%	2,992	19.4%	17.1%	17.7%	This will make UCF the largest bachelor's degree producer
UF	8,542	8,936	9,088	5%	2%	6%	546	3.5%	20.3%	15.8%	Seems modest given the state's goals and UF's plans to grow at other levels
UNF	2,214	2,569	2,945	16%	15%	33%	731	4.7%	5.3%	5.1%	Seems conservative given UNF mission and major population base
USF	5,376	6,515	7,891	21%	21%	47%	2,515	16.3%	12.8%	13.7%	
UWF	1,434	1,954	2,550	36%	31%	78%	1,116	7.2%	3.4%	4.4%	Seems ambitious unless surrounding region grows at same rate
Total	**42,115**	**50,462**	**57,509**	**20%**	**14%**	**37%**	**15,394**	**100%**	**100%**	**100%**	Institutional plans fall short of BOG goal by approximately 2% (1,113 degrees) in 2012-13. In general, goals and plans expect greater growth during the first 5 years than second 4 years. Due to lag time between enrollments and degree completion (4-6 years), monitoring should determine whether institutions are on track to meet BOG goals.
BOG Goal	-	**50,305**	**58,622**	**19%**	**17%**	**39%**	-	-	-	-	
Difference	-	**157**	**(1,113)**	**0.4%**	**-3%**	**-3%**	-	-	-	-	
% Difference	-	**0.3%**	**-1.9%**	**-**	**-**	**-**	-	-	-	-	

University	Master's Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		Observations
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2003-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	389	718	1,034	85%	44%	166%	645	9.4%	3.1%	5.3%	Seems unlikely that master's degrees can expand this rapidly; 9 new programs planned
FAU	1,011	1,203	1,341	19%	11%	33%	330	4.8%	7.9%	6.8%	2 new programs planned
FGCU	223	426	665	91%	56%	198%	442	6.5%	1.8%	3.4%	Seems unlikely that master's degrees can expand this rapidly; 9 new programs planned
FIU	1,736	2,165	2,532	25%	17%	46%	796	11.6%	13.6%	12.9%	21 new programs planned
FSU	1,556	2,040	2,360	31%	16%	52%	804	11.8%	12.2%	12.1%	5 new programs planned
UCF	1,847	2,259	2,541	22%	12%	38%	694	10.1%	14.5%	13.0%	12 new programs planned
UF	3,018	4,134	5,169	37%	25%	71%	2,151	31.5%	23.7%	26.4%	Nearly one-third of planned growth depends on UF; no new programs planned
UNF	567	606	661	7%	9%	17%	94	1.4%	4.5%	3.4%	Seems conservative given UNF mission and major population base; 2 new programs planned
USF	2,044	2,470	2,811	21%	14%	38%	767	11.2%	16.0%	14.4%	No new programs planned
UWF	350	398	466	14%	17%	33%	116	1.7%	2.7%	2.4%	Seems that more should be expected from UWF; 5 new programs planned
Total	**12,741**	**16,419**	**19,580**	**29%**	**19%**	**54%**	**6,839**	**100%**	**100%**	**100%**	Institutional plans exceed BOG goal by nearly 10% (1,735 degrees) in 2012-13. In general, goals and plans expect greater growth during the first 5 years than second 4 years. Due to lag time between enrollments and degree completion (2-5 years), monitoring should determine whether institutions are on track to meet BOG goals.
BOG Goal	-	**15,316**	**17,845**	**20%**	**17%**	**40%**	-	-	-	-	
Difference	-	**1,103**	**1,735**	**8.7%**	**3%**	**14%**	-	-	-	-	
% Difference	-	**7.2%**	**9.7%**	**-**	**-**	**-**	-	-	-	-	

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREE PRODUCTION BY LEVEL AND INSTITUTION (Continued)

University	Doctoral Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		Observations
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2003-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	11	87	186	691%	114%	1591%	175	9.0%	0.8%	5.5%	9 new programs and a 1600% increase in degree production in 9 years is very ambitious
FAU	56	122	142	118%	16%	154%	86	4.4%	3.9%	4.2%	3 new programs planned
FGCU	-	2	15	-	666%	-	15	0.8%	0.0%	0.5%	5 new programs planned
FIU	78	239	357	207%	49%	357%	279	14.3%	5.4%	10.5%	More than quadrupling doctoral production in 9 years is ambitious; 17 new programs planned
FSU	269	368	444	37%	21%	65%	175	9.0%	18.7%	13.1%	2 new programs planned
UCF	122	248	331	103%	33%	171%	209	10.7%	8.5%	9.8%	9 new programs planned
UF	694	1,080	1,455	56%	35%	110%	761	39.0%	48.1%	42.9%	39% of doctoral growth depends on one university; no new programs planned
UNF	5	38	41	660%	8%	720%	36	1.8%	0.3%	1.2%	720% seems high, but small base; no new programs planned
USF	179	293	393	64%	34%	119%	214	11.0%	12.4%	11.6%	2 new programs planned
UWF	28	26	30	-7%	15%	7%	2	0.1%	1.9%	0.9%	Surprisingly low given growth plans at other levels; no new programs planned
Total	**1,442**	**2,503**	**3,394**	**74%**	**36%**	**135%**	**1,952**	**100%**	**100%**	**100%**	Institutional plans exceed BOG goal by 125% (1,886 degrees) in 2012-13. In general, goals and plans expect greater growth during the first 5 years than second 4 years.
BOG Goal	-	**1,428**	**1,508**	**-1%**	**6%**	**5%**	-	-	-	-	
Difference	-	**1,076**	**1,886**	**74.6%**	**30%**	**131%**	-	-	-	-	
% Difference	-	**75.4%**	**125.0%**	**-**	**-**	**-**	-	-	-	-	

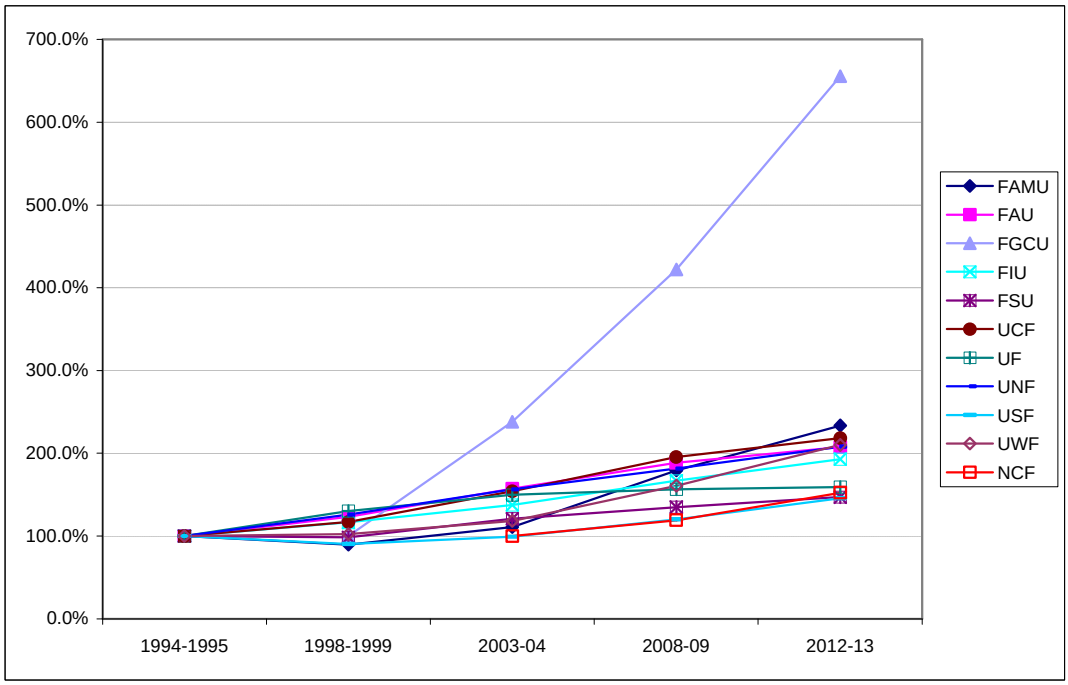
University	First Professional Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		Observations
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2003-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	109	335	375	207%	12%	244%	266	27.4%	7.8%	15.9%	Major part of increase is related to continuing development of law school; Includes increase of 41 for PharmD
FAU	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	
FGCU	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	
FIU	-	25	112	-	348%	-	112	11.5%	0.0%	4.7%	Increase related to continuing development of law school
FSU	234	325	473	39%	46%	102%	239	24.6%	16.8%	20.0%	Continuing development of medical school
UCF	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	
UF	957	1,128	1,202	18%	7%	26%	245	25.2%	68.9%	50.9%	Major part of increase is related to increase of 200 in PharmD program
UNF	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	
USF	89	120	198	35%	65%	122%	109	11.2%	6.4%	8.4%	Planned doubling of the size of the medical school represents significant statewide policy
UWF	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	
Total	**1,389**	**1,933**	**2,360**	**39%**	**22%**	**70%**	**971**	**100%**	**100%**	**100%**	Institutional plans exceed BOG goal by 3.6% (82 degrees). In general, the plans are closely aligned with the BOG goal. Goals and plans expect greater growth during the first 5 years than second 4 years. Due to lag time between enrollments and degree completions (4-6 years), monitoring should determine whether institutions are on track to meet BOG goals.
BOG Goal	-	**1,864**	**2,278**	**34%**	**22%**	**64%**	-	-	-	-	
Difference	-	**69**	**82**	**5.0%**	**0%**	**6%**	-	-	-	-	
% Difference	-	**3.7%**	**3.6%**	**-**	**-**	**-**	-	-	-	-	

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREE PRODUCTION BY LEVEL AND INSTITUTION (Continued)

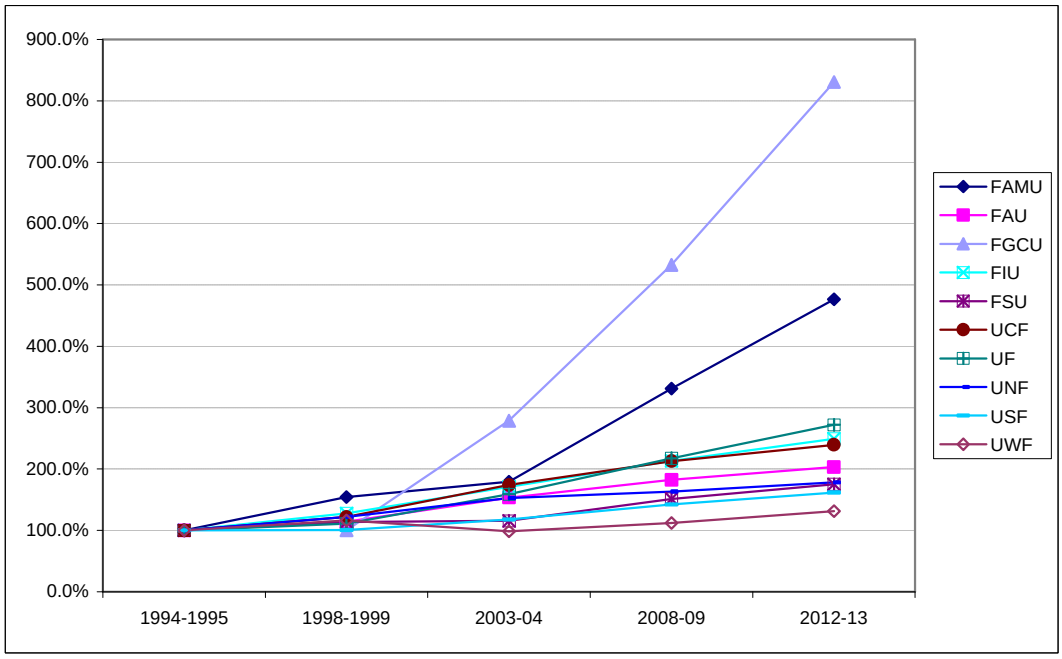
University	Total Degrees - All Levels			Planned Growth			Amt of Increase	Share of Increase	Share of Total Degrees Produced		Observations
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2003-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	2,070	3,669	4,887	77%	33%	136%	2,817	11.2%	3.6%	5.9%	Unlikely that FAMU can get facilities to permit so much growth in this time frame; 26 new programs planned
FAU	4,845	5,853	6,468	21%	11%	33%	1,623	6.5%	8.4%	7.8%	6 new programs planned
FGCU	887	1,606	2,509	81%	56%	183%	1,622	6.4%	1.5%	3.0%	Unlikely that FGCU can get facilities to permit so much growth in this time frame; 33 new programs planned
FIU	6,579	8,208	9,693	25%	18%	47%	3,114	12.4%	11.4%	11.7%	50 new program planned
FSU	8,507	9,928	11,115	17%	12%	31%	2,608	10.4%	14.7%	13.4%	13 new programs planned
NCF	141	168	215	19%	28%	52%	74	0.3%	0.2%	0.3%	No new programs planned
UCF	9,161	11,619	13,056	27%	12%	43%	3,895	15.5%	15.9%	15.8%	40 new programs planned
UF	13,211	15,278	16,914	16%	11%	28%	3,703	14.7%	22.9%	20.4%	no new programs planned
UNF	2,786	3,213	3,647	15%	14%	31%	861	3.4%	4.8%	4.4%	2 new programs planned
USF	7,688	9,398	11,293	22%	20%	47%	3,605	14.3%	13.3%	13.6%	2 new programs planned
UWF	1,812	2,378	3,046	31%	28%	68%	1,234	4.9%	3.1%	3.7%	9 new programs planned
Total	**57,687**	**71,318**	**82,843**	**24%**	**16%**	**44%**	**25,156**	**100%**	**100%**	**100%**	Institutional plans include the addition of 181 new programs (67 bachelor's programs, 65 master's programs, 47 doctoral programs, and 2 first professional program). Institutional plans for all degree levels meet BOG overall goals. The distribution of plans by degree level, however, involve not meeting BOG goals at the bachelor's degree level and exceeding the BOG goals at the graduate degree levels.
BOG Goal	-	**68,913**	**80,253**	**19%**	**16%**	**39%**	-	-	-	-	
Difference	-	**2,405**	**2,590**	**4.2%**	**0%**	**4%**	-	-	-	-	
% Difference	-	**3.5%**	**3.2%**	**-**	**-**	**-**	-	-	-	-	

PLANNED GROWTH OF DEGREES AWARDED BY LEVEL AND INSTITUTION

BACHELORS DEGREE

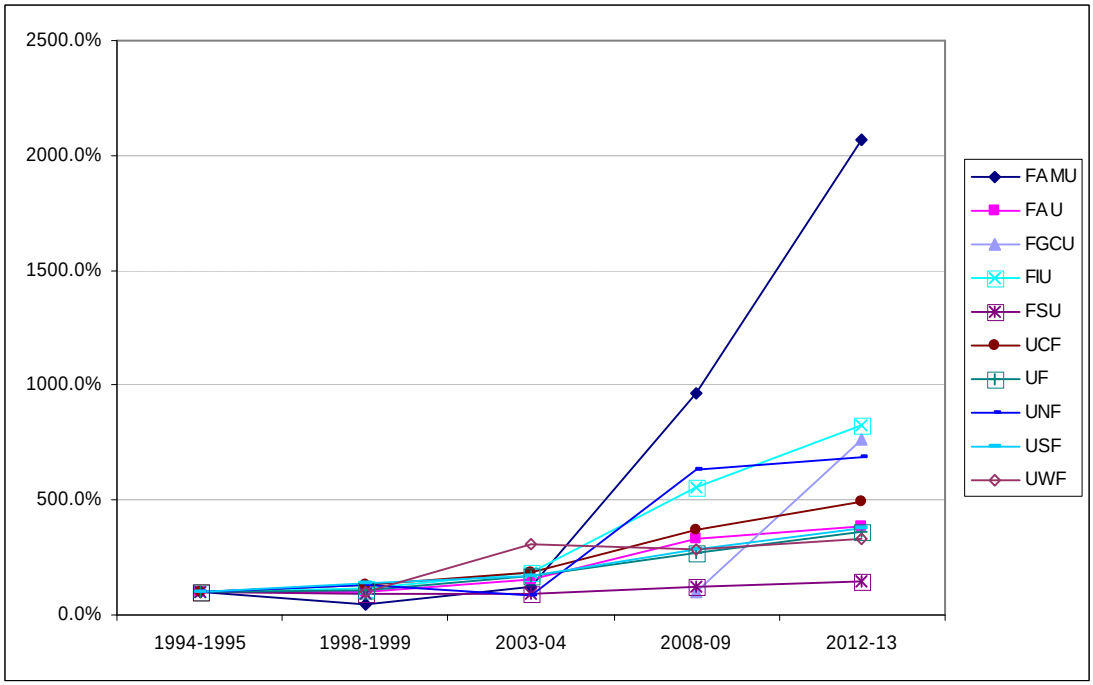


MASTERS DEGREE

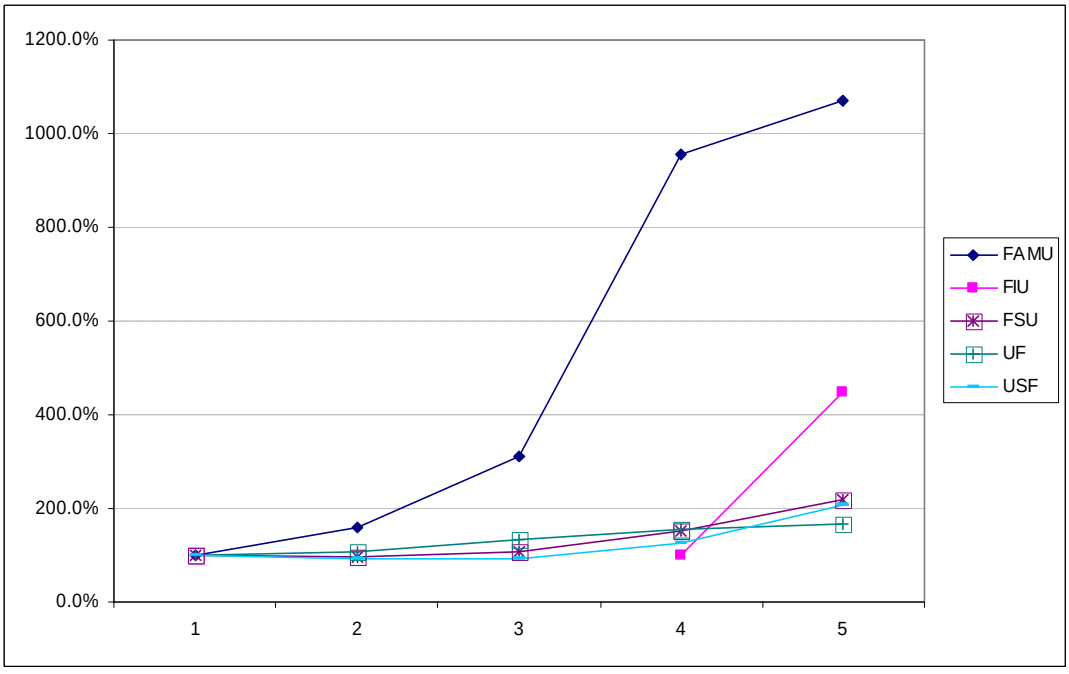


PLANNED GROWTH OF DEGREES AWARDED BY LEVEL AND INSTITUTION (Continued)

DOCTORAL DEGREE

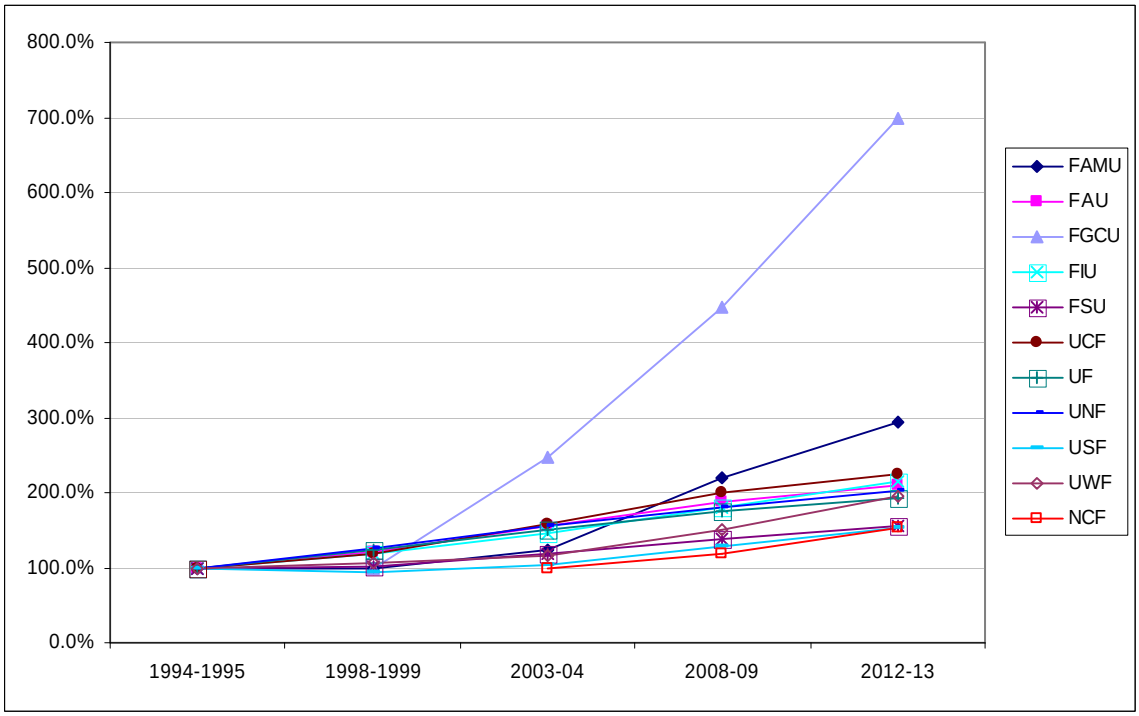


FIRST PROFESSIONAL DEGREE



PLANNED GROWTH OF DEGREES AWARDED BY LEVEL AND INSTITUTION (Continued)

ALL DEGREES



SECTION 4:

ANALYSIS OF DEGREE PRODUCTION BY TARGETED PROGRAM

SECTION 4:
ANALYSIS OF DEGREE PRODUCTION BY TARGETED PROGRAMS

COMPARISON OF DEGREES AWARDED IN TARGETED ARES: NATIONAL PUBLIC AND PRIVATE 4-YEAR INSTITUTIONS; PUBLIC AND PRIVATE 4-YAR INSTITUTIONS IN LARGE, ECONOMICALLY COMPETITIVE STATES; AND FLORIDA SUS

	National Total*		Large, Econ. Competitive**		Florida	
	Awards	Percent	Awards	Percent	Awards	Percent
Bachelor's						
Critical Needs						
Education	20,186	1.5%	8,842	1.3%	644	1.5%
Health Care	38,229	2.8%	16,820	2.4%	1,913	4.5%
Emerging Technologies						
Mechanical Science and Manufacturing	58,452	4.4%	31,914	4.6%	1,739	4.1%
Natural Science and Technology	92,798	6.9%	49,034	7.1%	2,054	4.9%
Medical Science and Health Care	3,517	0.3%	2,086	0.3%	2	0.0%
Computer Science and Information Technology	75,399	5.6%	38,560	5.6%	2,892	6.9%
Design and Construction	9,330	0.7%	4,378	0.6%	357	0.8%
Electronic Media and Simulation	500	0.0%	145	0.0%	96	0.2%
Economic Development in High Wage Jobs	139,609	10.4%	58,724	8.5%	5,745	13.6%
Subtotal	438,020	32.7%	210,503	30.6%	15,442	36.7%
Educated Citizenry and Workforce	903,460	67.3%	477,971	69.4%	26,674	63.3%
Total	1,341,480	100.0%	688,474	100.0%	42,115	100.0%
Master's						
Critical Needs						
Education	29,176	6.1%	17,226	6.4%	712	5.6%
Health Care	12,777	2.7%	7,231	2.7%	637	5.0%
Emerging Technologies						
Mechanical Science and Manufacturing	22,795	4.8%	12,999	4.8%	1,083	8.5%
Natural Science and Technology	13,622	2.9%	7,237	2.7%	435	3.4%
Medical Science and Health Care	6,783	1.4%	3,813	1.4%	346	2.7%
Computer Science and Information Technology	29,994	6.3%	18,336	6.8%	935	7.3%
Design and Construction	5,280	1.1%	3,173	1.2%	202	1.6%
Electronic Media and Simulation	238	0.0%	203	0.1%	32	0.3%
Economic Development in High Wage Jobs	73,677	15.5%	39,788	14.7%	1,457	11.4%
Subtotal	194,342	40.8%	110,006	40.7%	5,839	45.8%
Educated Citizenry and Workforce	282,131	59.2%	160,213	59.3%	6,902	54.2%
Total	476,473	100.0%	270,219	100.0%	12,741	100.0%
Doctorate						
Critical Needs						
Education	603	1.4%	290	1.2%	20	1.4%
Health Care	1,206	2.9%	709	3.0%	18	1.2%
Emerging Technologies						
Mechanical Science and Manufacturing	4,820	11.4%	2,977	12.8%	161	11.2%
Natural Science and Technology	8,642	20.5%	5,023	21.6%	228	15.8%
Medical Science and Health Care	1,412	3.3%	852	3.7%	91	6.3%
Computer Science and Information Technology	1,037	2.5%	699	3.0%	41	2.8%
Design and Construction	677	1.6%	440	1.9%	30	2.1%
Electronic Media and Simulation	30	0.1%	10	0.0%	0	0.0%
Economic Development in High Wage Jobs	4,398	10.4%	1,814	7.8%	358	24.8%
Subtotal	22,825	54.1%	12,814	55.1%	947	65.7%
Educated Citizenry and Workforce	19,367	45.9%	10,456	44.9%	495	34.3%
Total	42,192	100.0%	23,270	100.0%	1,442	100.0%
First Professional						
Critical Needs						
Education	0	0.0%	0	0.0%		0.0%
Health Care	5,943	10.2%	2,629	8.6%	381	27.4%
Emerging Technologies						
Mechanical Science and Manufacturing	0	0.0%	0	0.0%		0.0%
Natural Science and Technology	0	0.0%	0	0.0%		0.0%
Medical Science and Health Care	15,783	27.2%	9,312	30.6%	356	25.6%
Computer Science and Information Technology	0	0.0%	0	0.0%		0.0%
Design and Construction	0	0.0%	0	0.0%		0.0%
Electronic Media and Simulation	0	0.0%	0	0.0%		0.0%
Economic Development in High Wage Jobs	0	0.0%	0	0.0%		0.0%
Subtotal	21,726	37.4%	11,941	39.3%	737	53.1%
Educated Citizenry and Workforce	36,382	62.6%	18,453	60.7%	652	46.9%
Total	58,108	100.0%	30,394	100.0%	1,389	100.0%
All Levels						
Critical Needs						
Education	49,965	2.6%	26,358	2.6%	1,376	2.4%
Health Care	58,155	3.0%	27,389	2.7%	2,949	5.1%
Emerging Technologies						
Mechanical Science and Manufacturing	86,067	4.5%	47,890	4.7%	2,983	5.2%
Natural Science and Technology	115,062	6.0%	61,294	6.1%	2,717	4.7%
Medical Science and Health Care	27,495	1.4%	16,063	1.6%	795	1.4%
Computer Science and Information Technology	106,430	5.5%	57,595	5.7%	3,868	6.7%
Design and Construction	15,287	0.8%	7,991	0.8%	589	1.0%
Electronic Media and Simulation	768	0.0%	358	0.0%	128	0.2%
Economic Development in High Wage Jobs	217,684	11.3%	100,326	9.9%	7,559	13.1%
Subtotal	676,913	35.3%	345,264	34.1%	22,965	39.8%
Educated Citizenry and Workforce	1,241,340	64.7%	667,093	65.9%	34,722	60.2%
Total	1,918,253	100.0%	1,012,357	100.0%	57,687	100.0%

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION

BACHELORS

	Bachelor's: Critical Needs in Education										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	9	24	44	168%	85%	397%	35	7%	1%	4%	modest increase in degrees, but rapid rate of growth
FAU	38	68	75	79%	10%	97%	37	8%	6%	7%	modest increase in degrees
FGCU	15	65	97	336%	49%	550%	82	18%	2%	9%	growth plan is ambitious
FIU	139	172	206	24%	20%	48%	67	14%	22%	19%	
FSU	60	76	97	27%	28%	62%	37	8%	9%	9%	modest increase in degrees
UCF	122	119	129	-2%	8%	6%	7	2%	19%	12%	low planned growth and share of increase
UF	39	41	41	5%	0%	5%	2	0%	6%	4%	low planned growth and share of increase
UNF	75	75	71	0%	-5%	-5%	(4)	-1%	12%	6%	declining production and low (negative) share of increase
USF	103	166	243	61%	46%	136%	140	30%	16%	22%	aggressive increase in degrees; high share of increase
UWF	44	69	106	57%	54%	141%	62	13%	7%	10%	rapid growth rate
Total	**644**	**875**	**1,109**	**36%**	**27%**	**72%**	**465**	**100%**	**100%**	**100%**	
Goal-National	**-**	**1,159**	**1,351**								Institutional plans fall short of imputed BOG goals by 10% (122 degrees) as compared to large, economically competitive states and 18% (242 degrees) for all states in 2012-13. Gains are being realized, i.e., the shortfall is declining over the 9-year planning period.
Difference	**-**	**(284)**	**(242)**								
% Difference	**-**	**-24%**	**-18%**								
Goal-Econ. Comp.	**-**	**1,057**	**1,231**								
Difference	**-**	**(181)**	**(122)**								
% Difference	**-**	**-17%**	**-10%**								

	Bachelor's: Critical Needs in Health Care										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	171	360	540	110%	50%	215%	368	35%	9%	18%	growth plan ambitious; limited practicum options in community
FAU	256	295	324	15%	10%	27%	68	6%	13%	11%	
FGCU	90	104	155	16%	49%	72%	65	6%	5%	5%	
FIU	343	403	459	18%	14%	34%	116	11%	18%	15%	rapid increase in degree production
FSU	146	175	208	20%	19%	42%	62	6%	8%	7%	
UCF	384	421	431	10%	2%	12%	47	4%	20%	15%	modest increase in degrees
UF	206	167	167	-19%	0%	-19%	(39)	-4%	11%	6%	declining production; negative share of increase
UNF	104	128	130	23%	2%	25%	26	2%	5%	4%	modest increase in degrees
USF	203	327	479	61%	46%	136%	276	26%	11%	16%	growth plan is ambitious
UWF	10	49	77	390%	57%	670%	67	6%	1%	3%	growth plan is ambitious
Total	**1,913**	**2,429**	**2,969**	**27%**	**22%**	**55%**	**1,056**	**100%**	**100%**	**100%**	
Goal-National	**-**	**2,195**	**2,558**								Florida institutional plans lead both the large, economically competitive states (by 27%, 627 degrees) and all states (by 16%, 411 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**233**	**411**								
% Difference	**-**	**11%**	**16%**								
Goal-Econ. Comp.	**-**	**2,010**	**2,342**								
Difference	**-**	**419**	**627**								
% Difference	**-**	**21%**	**27%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

BACHELORS (Continued)

	Bachelor's: Emerging Technologies in Mechanical Science and Manufacturing										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	85	107	142	26%	33%	68%	57	7%	5%	6%	
FAU	73	87	94	19%	8%	29%	21	3%	4%	4%	minimal growth
FGCU	-	1	5	-	380%	-	5	1%	0%	0%	
FIU	166	221	267	33%	21%	61%	101	12%	10%	10%	
FSU	154	201	244	31%	21%	58%	90	11%	9%	10%	
UCF	333	384	430	15%	12%	29%	97	12%	19%	17%	modest growth
UF	594	605	605	2%	0%	2%	11	1%	34%	24%	minimal growth
UNF	52	54	56	4%	4%	8%	4	0%	3%	2%	minimal growth
USF	239	374	538	56%	44%	125%	299	36%	14%	21%	high reliance for share of increase
UWF	43	105	184	144%	75%	328%	141	17%	2%	7%	aggressive growth plans
Total	**1,739**	**2,138**	**2,564**	**23%**	**20%**	**47%**	**826**	**100%**	**100%**	**100%**	
Goal-National	**-**	**3,357**	**3,911**								Institutional plans fall short of imputed BOG goals by 34% (122 degrees) as compared to large, economically competitive states and 42% (242 degrees) for all states in 2012-13. Gains are being realized, i.e., the shortfall is declining over the 9-year planning period.
Difference	**-**	**(1,218)**	**(1,347)**								
% Difference	**-**	**-36%**	**-34%**								
Goal-Econ. Comp.	**-**	**3,813**	**4,444**								
Difference	**-**	**(1,675)**	**(1,879)**								
% Difference	**-**	**-44%**	**-42%**								

	Bachelor's: Emerging Technologies in Natural Science and Technology										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	86	160	237	87%	48%	177%	152	12%	4%	7%	planned growth and growth rate appear optimistic
FAU	224	274	307	22%	12%	37%	83	6%	11%	9%	modest growth
FGCU	1	21	40	2033%	90%	3947%	39	3%	0%	1%	new programs
FIU	165	226	282	37%	25%	71%	117	9%	8%	8%	modest growth
FSU	241	282	320	17%	13%	33%	79	6%	12%	10%	modest growth
UCF	241	322	368	34%	14%	53%	127	10%	12%	11%	
UF	527	541	545	3%	1%	4%	19	1%	26%	16%	minimal growth; low share of increase
UNF	69	64	58	-7%	-9%	-16%	(11)	-1%	3%	2%	low and declining
USF	427	688	1,007	61%	46%	136%	580	44%	21%	30%	aggressive growth plan; high reliance for share of increase
UWF	74	131	195	77%	49%	164%	121	9%	4%	6%	planned growth and growth rate appear optimistic
Total	**2,054**	**2,710**	**3,360**	**32%**	**24%**	**64%**	**1,306**	**100%**	**100%**	**100%**	
Goal-National	**-**	**5,329**	**6,210**								Institutional plans fall short of imputed BOG goals by 46% (2,850 degrees) as compared to all states and 51% (3,468 degrees) for large, economically competitive states. The shortfall is increasing during the 9-year planning period.
Difference	**-**	**(2,619)**	**(2,850)**								
% Difference	**-**	**-49%**	**-46%**								
Goal-Econ. Comp.	**-**	**5,859**	**6,828**								
Difference	**-**	**(3,149)**	**(3,468)**								
% Difference	**-**	**-54%**	**-51%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

BACHELORS (Continued)

	Bachelor's: Emerging Technologies in Medical Science and Health Care										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	1	3	7	200%	100%	-	6	10%	52%	12%	
FAU	-	-	-	-	-	-	-	0%	0%	0%	
FGCU	-	16	24	-	50%	-	24	45%	0%	43%	high reliance for growth on 2 institutions
FIU	1	8	20	694%	152%	1901%	19	36%	48%	36%	high reliance for growth on 2 institutions
FSU	-	1	5	-	400%	-	5	9%	0%	9%	
UCF	-	-	-	-	-	-	-	0%	0%	0%	
UF	-	-	-	-	-	-	-	0%	0%	0%	
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	-	-	-	-	-	-	-	0%	0%	0%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**2**	**28**	**56**	**1245%**	**97%**	**2548%**	**54**	**100%**	**100%**	**100%**	
Goal-National	**-**	**202**	**235**								Institutional plans fall short of imputed BOG goals by 76% (180 degrees) as compared to all states and 81% (235 degrees) for large, economically competitive states in 2012-13. Gains are being realized, i.e., the shortfall in declining over the 9-year planning period.
Difference	**-**	**(174)**	**(180)**								
% Difference	**-**	**-86%**	**-76%**								
Goal-Econ. Comp.	**-**	**249**	**290**								
Difference	**-**	**(221)**	**(235)**								
% Difference	**-**	**-89%**	**-81%**								

	Bachelor's: Emerging Technologies in Computer Science and Information Technology										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	97	116	186	19%	61%	92%	89	6%	3%	4%	
FAU	332	353	369	6%	5%	11%	37	3%	11%	9%	
FGCU	34	65	104	91%	61%	206%	70	5%	1%	2%	tripling size is optimistic, but perhaps possible at new institution
FIU	420	510	594	21%	17%	41%	174	13%	15%	14%	
FSU	422	512	576	21%	13%	36%	154	11%	15%	13%	
UCF	595	605	703	2%	16%	18%	108	8%	21%	16%	
UF	322	338	338	5%	0%	5%	16	1%	11%	8%	
UNF	132	96	193	-27%	101%	46%	61	4%	5%	5%	uneven growth -- declines and gains
USF	405	652	955	61%	46%	136%	550	40%	14%	22%	> doubling in growth; high reliance for share of increase
UWF	133	194	261	46%	35%	96%	128	9%	5%	6%	
Total	**2,892**	**3,440**	**4,279**	**19%**	**24%**	**48%**	**1,388**	**100%**	**100%**	**100%**	
Goal-National	**-**	**4,330**	**5,045**								Institutional plans fall short of imputed BOG goals by 15% (766 degrees) compared to all states and 20% (1,090 degrees) for large, economically competitive states. Gains are being realized, i.e., the shortfall is declining over the 9-year planning period.
Difference	**-**	**(889)**	**(766)**								
% Difference	**-**	**-21%**	**-15%**								
Goal-Econ. Comp.	**-**	**4,607**	**5,369**								
Difference	**-**	**(1,167)**	**(1,090)**								
% Difference	**-**	**-25%**	**-20%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

BACHELORS (Continued)

	Bachelor's: Emerging Technologies in Design and Construction										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	21	26	31	26%	17%	47%	10	4%	6%	5%	modest growth
FAU	13	31	43	138%	39%	231%	30	12%	4%	7%	optimistic growth
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	40	49	65	22%	33%	62%	25	10%	11%	11%	modest growth
FSU	43	49	64	14%	31%	49%	21	8%	12%	11%	modest growth
UCF	57	122	134	114%	10%	135%	77	31%	16%	22%	high reliance for share of increase
UF	100	100	100	0%	0%	0%	-	0%	28%	16%	no growth is surprising given imputed BOG goals
UNF	17	15	15	-12%	0%	-12%	(2)	-1%	5%	2%	decline is surprising given imputed BOG goals
USF	66	106	156	61%	46%	136%	90	36%	18%	26%	high reliance for share of increase
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**357**	**498**	**607**	**40%**	**22%**	**70%**	**250**	**100%**	**100%**	**100%**	
Goal-National	**-**	**536**	**624**								Institutional plans nearly match imputed BOG goals as measured by large, economically competitive states (shortfall of <1% or 2 degrees) and all states (shortfall of 3% or 17 degrees) for 2012-13. Excess degree production over the goals declined over the 9-year planning period.
Difference	**-**	**(37)**	**(17)**								
% Difference	**-**	**-7%**	**-3%**								
Goal-Econ. Comp.	**-**	**523**	**610**								
Difference	**-**	**(25)**	**(2)**								
% Difference	**-**	**-5%**	**0%**								

	Bachelor's: Emerging Technologies in Electronic Media and Simulation										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	7	-	-	-	7	3%	0%	2%	new program
FAU	4	13	36	225%	177%	800%	32	14%	4%	11%	aggressive growth for small base
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	-	-	-	-	-	-	-	0%	0%	0%	
FSU	-	-	-	-	-	-	-	0%	0%	0%	
UCF	65	176	233	171%	32%	258%	168	76%	68%	73%	high reliance for share of increase; aggressive growth
UF	25	26	26	4%	0%	4%	1	0%	26%	8%	minimal growth
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	-	-	-	-	-	-	-	0%	0%	0%	
UWF	2	11	16	450%	45%	700%	14	6%	2%	5%	
Total	**96**	**226**	**318**	**135%**	**41%**	**231%**	**222**	**100%**	**100%**	**100%**	
Goal-National	**-**	**29**	**33**								Florida institutional plans lead both the large, economically competitive states (by 1,475% or 298 degrees) and all states (by 850% or 285 degrees) for 2012-13. This field matches economic opportunities present in Florida.
Difference	**-**	**197**	**285**								
% Difference	**-**	**687%**	**850%**								
Goal-Econ. Comp.	**-**	**17**	**20**								
Difference	**-**	**209**	**298**								
% Difference	**-**	**1204%**	**1475%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

BACHELORS (Continued)

	Bachelor's: Other High Wage Programs										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	159	274	330	73%	20%	108%	171	7%	3%	4%	>doubling degree production
FAU	923	1,174	1,301	27%	11%	41%	378	16%	16%	16%	
FGCU	157	230	343	46%	49%	118%	186	8%	3%	4%	>doubling degree production
FIU	802	994	1,140	24%	15%	42%	338	14%	14%	14%	
FSU	846	1,054	1,223	25%	16%	45%	377	15%	15%	15%	
UCF	900	1,037	1,097	15%	6%	22%	197	8%	16%	13%	
UF	549	554	554	1%	0%	1%	5	0%	10%	7%	minimal growth
UNF	375	472	537	26%	14%	43%	162	7%	7%	7%	
USF	807	1,037	1,317	29%	27%	63%	510	21%	14%	16%	
UWF	227	271	340	19%	25%	50%	113	5%	4%	4%	
Total	**5,745**	**7,097**	**8,182**	**24%**	**15%**	**42%**	**2,437**	**100%**	**100%**	**100%**	
Goal-National	**-**	**8,017**	**9,342**								Institutional plans surpass imputed BOG goals as compared to large, economically competitive states (by <1% or 5 degrees) and fall short of goals as compared to all states (by 12% or 1,161 degrees) for 2012-13. Percentage distance from goals remains relatively constant over the 9-year planning period.
Difference	**-**	**-919**	**-1,161**								
% Difference	**-**	**-11%**	**-12%**								
Goal-Econ. Comp.	**-**	**7,017**	**8,177**								
Difference	**-**	**81**	**5**								
% Difference	**-**	**1%**	**0%**								

	Bachelor's: Educated Citizenry and Workforce										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Bachelor's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	933	1,460	1,770	56%	21%	90%	836	11%	3%	5%	aggressive growth in light of current enrollments
FAU	1,915	2,233	2,436	17%	9%	27%	521	7%	7%	7%	
FGCU	367	675	1,060	84%	57%	189%	693	9%	1%	3%	strong growth, indicative of newer institution
FIU	2,689	3,196	3,658	19%	14%	36%	969	13%	10%	11%	
FSU	4,536	4,845	5,101	7%	5%	12%	565	8%	17%	15%	
NCF	141	168	215	19%	28%	52%	74	1%	1%	1%	modest growth
UCF	4,495	5,926	6,659	32%	12%	48%	2,164	29%	17%	20%	aggressive growth
UF	6,180	6,564	6,712	6%	2%	9%	532	7%	23%	20%	
UNF	1,390	1,665	1,885	20%	13%	36%	495	7%	5%	6%	
USF	3,126	3,165	3,197	1%	1%	2%	71	1%	12%	9%	minimal growth
UWF	901	1,124	1,371	25%	22%	52%	470	6%	3%	4%	aggressive growth
Total	**26,674**	**31,020**	**34,065**	**16%**	**10%**	**28%**	**7,391**	**100%**	**100%**	**100%**	
Goal-National	**-**	**25,153**	**29,311**								Florida institutional plans lead both the large economically competitive states and all states by 16% (4,754 degrees) in 2012-13. Degree production in excess of imputed BOG goals declines over the 9-year planning period.
Difference	**-**	**5,868**	**4,754**								
% Difference	**-**	**23%**	**16%**								
Goal-Econ. Comp.	**-**	**25,153**	**29,311**								
Difference	**-**	**5,868**	**4,754**								
% Difference	**-**	**23%**	**16%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

MASTERS

	Master's: Critical Needs in Education										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	26	49	83	87%	71%	220%	57	12%	4%	7%	aggressive growth in degree production
FAU	49	61	67	24%	10%	37%	18	4%	7%	6%	modest growth in degree production
FGCU	26	32	48	24%	49%	85%	22	5%	4%	4%	
FIU	124	151	177	22%	17%	43%	53	11%	17%	15%	
FSU	99	109	135	10%	24%	36%	36	8%	14%	11%	modest growth in degree production; new program in ed. of mentally handicapped
UCF	143	133	146	-7%	10%	2%	3	1%	20%	12%	minimal growth in degree production
UF	81	117	138	44%	18%	70%	57	12%	11%	12%	new program in foreign languages teacher education
UNF	44	50	58	14%	16%	32%	14	3%	6%	5%	minimal growth in degree production
USF	102	215	305	110%	42%	199%	203	43%	14%	26%	high reliance for share of increase, aggressive growth
UWF	18	18	23	0%	28%	28%	5	1%	3%	2%	minimal growth in degree production
Total	**712**	**934**	**1,180**	**31%**	**26%**	**66%**	**468**	**100%**	**100%**	**100%**	
Goal-National	**-**	**1,150**	**1,340**								Institutional plans fall short of imputed BOG goals by 12% (160 degrees) as compared to all states and by 16% (1,397 degrees) for large, economically competitive states in 2012-13. Gains are being realized, i.e., the percentage shortfall is declining over the 9-year planning period.
Difference	**-**	**(215)**	**(160)**								
% Difference	**-**	**-19%**	**-12%**								
Goal-Econ. Comp.	**-**	**1,199**	**1,397**								
Difference	**-**	**(265)**	**(217)**								
% Difference	**-**	**-22%**	**-16%**								

	Master's: Critical Needs in Health Care										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	28	173	268	518%	55%	856%	240	39%	4%	21%	very aggressive growth in degree production, high reliance on single institution
FAU	54	70	81	30%	16%	50%	27	4%	8%	6%	
FGCU	57	112	129	96%	16%	126%	72	12%	9%	10%	new program in occupational therapy
FIU	45	58	71	28%	22%	57%	26	4%	7%	6%	
FSU	9	21	24	133%	14%	167%	15	2%	1%	2%	modest growth in degree production for large institution
UCF	71	106	128	49%	21%	80%	57	9%	11%	10%	
UF	211	256	322	21%	26%	53%	111	18%	33%	26%	
UNF	56	28	32	-50%	14%	-43%	(24)	-4%	9%	3%	declining production of degrees; negative growth in share of increase
USF	106	156	196	47%	26%	85%	90	15%	17%	16%	rapid growth
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**637**	**979**	**1,250**	**54%**	**28%**	**96%**	**613**	**100%**	**100%**	**100%**	
Goal-National	**-**	**503**	**587**								Florida institution plans surpass all states and large, economically competitive states by 113% (663 and 664 degrees, respectfully) in 2012-13. Degree production beyond imputed BOG goals increases over the 9-year planning period.
Difference	**-**	**476**	**663**								
% Difference	**-**	**94%**	**113%**								
Goal-Econ. Comp.	**-**	**503**	**587**								
Difference	**-**	**476**	**664**								
% Difference	**-**	**95%**	**113%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

MASTERS (Continued)

	Master's: Emerging Technologies in Mechanical Science and Manufacturing										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	12	19	27	62%	38%	123%	15	2%	1%	2%	rapid growth rate in degree production; new program in mathematics
FAU	22	40	47	82%	18%	114%	25	4%	2%	3%	rapid growth rate in degree production
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	66	127	162	92%	27%	145%	96	15%	6%	9%	rapid growth in degree production
FSU	85	105	127	24%	21%	49%	42	6%	8%	7%	
UCF	255	261	298	2%	14%	17%	43	7%	24%	17%	
UF	484	656	799	36%	22%	65%	315	48%	45%	46%	high reliance for share of increase and share of degrees produced
UNF	5	5	5	0%	0%	0%	-	0%	0%	0%	
USF	152	215	265	41%	23%	75%	113	17%	14%	15%	rapid growth in degree production
UWF	2	2	3	0%	50%	50%	1	0%	0%	0%	minimal growth in small degree production
Total	**1,083**	**1,430**	**1,733**	**32%**	**21%**	**60%**	**650**	**100%**	**100%**	**100%**	
Goal-National	**-**	**898**	**1,047**								Florida institutional plans surpass all states (by 66%, 686 degrees) and large, economically competitive states (by 64%, 678 degrees) in 2012-13. Degree production beyond imputed BOG goals increases over the 9-year planning period.
Difference	**-**	**532**	**686**								
% Difference	**-**	**59%**	**66%**								
Goal-Econ. Comp.	**-**	**905**	**1,054**								
Difference	**-**	**525**	**678**								
% Difference	**-**	**58%**	**64%**								

	Master's: Emerging Technologies in Natural Science and Technology										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	19	25	53	28%	113%	172%	33	7%	4%	6%	rapid growth in degree production
FAU	52	54	58	4%	7%	12%	6	1%	12%	6%	minimal growth in degree production
FGCU	-	9	25	-	178%	-	25	5%	0%	3%	modest growth in young degree program
FIU	54	77	96	43%	24%	78%	42	8%	12%	10%	
FSU	41	71	87	73%	23%	112%	46	9%	9%	9%	
UCF	49	46	49	-6%	7%	0%	-	0%	11%	5%	no planned growth
UF	162	275	362	70%	32%	123%	200	39%	37%	38%	aggressive growth; high reliance for share of increase & degrees produced
UNF	1	1	1	0%	0%	0%	-	0%	0%	0%	no planned growth in small program
USF	54	142	212	162%	49%	292%	158	31%	12%	22%	rapid growth of degree production; high reliance for share of increase
UWF	3	5	7	67%	40%	133%	4	1%	1%	1%	minimal growth in small program
Total	**435**	**705**	**949**	**62%**	**35%**	**118%**	**514**	**100%**	**100%**	**100%**	
Goal-National	**-**	**537**	**625**								Florida institutional plans surpass all states (by 52%, 324 degrees) and large, economically competitive states (by 62%, 362 degrees) in 2012-13. Degree production beyond imputed BOG goals increases over the 9-year planning period.
Difference	**-**	**168**	**324**								
% Difference	**-**	**31%**	**52%**								
Goal-Econ. Comp.	**-**	**504**	**587**								
Difference	**-**	**201**	**362**								
% Difference	**-**	**40%**	**62%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

MASTERS (Continued)

University	Master's: Emerging Technologies in Medical Science and Health Care										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	27	51	77	89%	51%	186%	50	21%	8%	13%	aggressive growth; new program in biomedical/medical engineering
FAU	-	-	-	-	-	-	-	0%	0%	0%	no degrees planned despite host for Scripps Institute
FGCU	-	8	30	-	275%	-	30	13%	0%	5%	rapid growth in young program
FIU	61	72	82	18%	14%	35%	21	9%	18%	14%	low production of degrees
FSU	1	5	8	400%	60%	700%	7	3%	0%	1%	low production of degrees; new program in biomedical/medical engineering
UCF	-	8	12	-	50%	-	12	5%	0%	2%	low production of degrees; new program in biomedical/medical engineering
UF	80	127	164	59%	29%	105%	84	35%	23%	28%	>doubling degrees produced
UNF	13	18	22	38%	22%	69%	9	4%	4%	4%	low production of degrees
USF	164	178	190	9%	6%	16%	26	11%	47%	32%	modest increase in degree production
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**346**	**468**	**585**	**35%**	**25%**	**69%**	**239**	**100%**	**100%**	**100%**	
Goal-National	**-**	**267**	**311**								Florida institutional plans surpass all states (by 88%, 274 degrees) and large economically competitive states (by 89%, 276 degrees) in 2012-13. Degree production beyond imputed BOG goals increases over the 9-year planning period.
Difference	**-**	**200**	**274**								
% Difference	**-**	**75%**	**88%**								
Goal-Econ. Comp.	**-**	**265**	**309**								
Difference	**-**	**202**	**276**								
% Difference	**-**	**76%**	**89%**								

University	Master's: Emerging Technologies in Computer Science and Information Technology										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	2	4	14	100%	225%	550%	12	3%	0%	1%	rapid growth rate; new program in computer engineering
FAU	63	67	66	6%	-1%	5%	3	1%	7%	5%	minimal growth in degree production
FGCU	9	13	20	46%	49%	118%	11	3%	1%	1%	
FIU	147	170	192	15%	13%	30%	45	11%	16%	14%	
FSU	219	303	374	38%	23%	71%	155	38%	23%	28%	high reliance for share of increase
UCF	122	144	159	18%	10%	30%	37	9%	13%	12%	
UF	110	144	180	31%	25%	64%	70	17%	12%	13%	
UNF	8	6	6	-25%	0%	-25%	(2)	0%	1%	0%	declining production of degrees
USF	237	275	305	16%	11%	28%	68	17%	25%	23%	
UWF	18	19	23	6%	21%	28%	5	1%	2%	2%	minimal growth in degree production
Total	**935**	**1,145**	**1,338**	**22%**	**17%**	**43%**	**403**	**100%**	**100%**	**100%**	
Goal-National	**-**	**1,182**	**1,377**								Institutional plans fall short of imputed BOG goals as compared to all states (by 3%, 39 degrees) and large, economically competitive states (by 10%, 149 degrees) in 2012-13. The shortfall is relatively consistent over the 9-year planning period.
Difference	**-**	**(37)**	**(39)**								
% Difference	**-**	**-3%**	**-3%**								
Goal-Econ. Comp.	**-**	**1,276**	**1,487**								
Difference	**-**	**(132)**	**(149)**								
% Difference	**-**	**-10%**	**-10%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

MASTERS (Continued)

	Master's: Emerging Technologies in Design and Construction										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	4	4	5	0%	25%	25%	1	1%	2%	2%	minimal growth in degree production in small program
FAU	21	26	32	24%	23%	52%	11	9%	10%	10%	modest growth in degree production
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	23	32	39	41%	22%	71%	16	13%	11%	12%	modest growth in degree production
FSU	35	41	50	17%	22%	43%	15	12%	17%	15%	modest growth in degree production
UCF	2	4	5	100%	25%	150%	3	2%	1%	2%	minimal growth in degree production in small program
UF	86	117	146	36%	25%	70%	60	47%	43%	44%	high reliance for share of increase, but realistic
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	31	44	54	40%	23%	73%	23	17%	15%	16%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**202**	**268**	**331**	**33%**	**24%**	**64%**	**129**	**100%**	**100%**	**100%**	
Goal-National	**-**	**208**	**242**								Florida institutional plans surpass all states (by 37%, 89 degrees) and large economically competitive states (by 29%, 74 degrees) in 2012-13. Degree production beyond imputed BOG goals increases over the 9-year planning period.
Difference	**-**	**60**	**89**								
% Difference	**-**	**29%**	**37%**								
Goal-Econ. Comp.	**-**	**221**	**257**								
Difference	**-**	**47**	**74**								
% Difference	**-**	**21%**	**29%**								

	Master's: Emerging Technologies in Electronic Media and Simulation										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	-	-	-	-	-	0%	0%	0%	
FAU	-	-	-	-	-	-	-	0%	0%	0%	
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	17	24	31	40%	31%	84%	14	30%	53%	39%	modest growth in degree production
FSU	-	-	-				-	0%	0%	0%	
UCF	13	36	38	177%	6%	192%	25	52%	41%	47%	high reliance on share of increase and degrees produced
UF	2	7	11	250%	57%	450%	9	19%	6%	14%	modest growth in degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	-	-	-	-	-	-	-	0%	0%	0%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**32**	**67**	**80**	**109%**	**20%**	**151%**	**48**	**100%**	**100%**	**100%**	
Goal-National	**-**	**9**	**11**								Florida institutional plans surpass all states (by 634%, 69 degrees) and large economically competitive states (by 387%, 64 degrees) in 2012-13. Degree production beyond imputed BOG goals increases over the 9-year planning period. This field matches economic opportunities present in Florida.
Difference	**-**	**57**	**69**								
% Difference	**-**	**613%**	**634%**								
Goal-Econ. Comp.	**-**	**14**	**16**								
Difference	**-**	**53**	**64**								
% Difference	**-**	**373%**	**387%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

MASTERS (Continued)

	Master's: Other High Wage Programs										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	130	144	153	11%	7%	18%	24	4%	9%	8%	modest growth in degree production
FAU	270	303	333	12%	10%	23%	63	11%	19%	16%	
FGCU	34	50	74	46%	49%	118%	40	7%	2%	4%	
FIU	-	5	6	-	20%	-	6	1%	0%	0%	
FSU	30	39	47	30%	21%	57%	17	3%	2%	2%	modest growth in degree production; new program planned in law
UCF	20	43	52	115%	21%	160%	32	6%	1%	3%	significant growth rate in degree production
UF	675	831	1,020	23%	23%	51%	345	60%	46%	50%	aggressive growth, primarily MBA, management and operations
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	234	247	257	5%	4%	10%	23	4%	16%	13%	modest growth in degree production
UWF	64	79	94	23%	19%	47%	30	5%	4%	5%	rapid growth in degree production
Total	**1,457**	**1,740**	**2,036**	**19%**	**17%**	**40%**	**580**	**100%**	**100%**	**100%**	
Goal-National	**-**	**2,903**	**3,383**								Institutional plans fall short of imputed BOG goals by 40% (1,347 degrees) for all states and by 37% (1,191 degrees) for large economically competitive states.
Difference	**-**	**(1,163)**	**(1,347)**								
% Difference	**-**	**-40%**	**-40%**								
Goal-Econ. Comp.	**-**	**2,770**	**3,227**								
Difference	**-**	**(1,030)**	**(1,191)**								
% Difference	**-**	**-37%**	**-37%**								

	Master's: Educated Citizenry and Workforce										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Master's Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	141	249	354	77%	42%	152%	214	6.7%	2%	4%	high growth in non-targeted areas; 6 new programs planned
FAU	480	582	657	21%	13%	37%	177	5.5%	7%	7%	modest growth in non-targeted areas; 1 new program planned
FGCU	97	202	339	109%	67%	249%	242	7.6%	1%	3%	high growth in non-targeted area; 6 new programs planned
FIU	1,199	1,449	1,676	21%	16%	40%	477	14.9%	17%	17%	high growth in non-targeted area; 13 new programs planned
FSU	1,037	1,346	1,508	30%	12%	45%	471	14.7%	15%	15%	high growth in non-targeted area; 2 new programs planned
UCF	1,172	1,478	1,654	26%	12%	41%	482	15.1%	17%	16%	high growth in non-targeted area; 8 new programs planned
UF	1,127	1,604	2,027	42%	26%	80%	900	28.2%	16%	20%	aggressive growth in non-targeted areas
UNF	440	498	537	13%	8%	22%	97	3.0%	6%	5%	constrained growth in non-targeted areas
USF	964	1,000	1,029	4%	3%	7%	65	2.0%	14%	10%	constrained growth in non-targeted areas
UWF	245	275	316	12%	15%	29%	71	2.2%	4%	3%	constrained growth in non-targeted areas; 2 new programs planned
Total	**6,902**	**8,684**	**10,097**	**26%**	**16%**	**46%**	**3,196**	**100.0%**	**100%**	**100%**	
Goal-National	**-**	**7,658**	**8,923**								Florida institutional plans surpass all states and large economically competitive states (by 13%, 1,175 degrees) in 2012-13.
Difference	**-**	**1,026**	**1,175**								
% Difference	**-**	**13%**	**13%**								
Goal-Econ. Comp.	**-**	**7,658**	**8,923**								
Difference	**-**	**1,026**	**1,175**								
% Difference	**-**	**13%**	**13%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

DOCTORAL

	Doctoral: Critical Needs in Education										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	9	-	-	-	9	16%	0%	12%	growth in young program
FAU	1	1	1	0%	0%	0%	-	0%	5%	1%	very low production of degrees, no growth planned
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	2	2	5	12%	123%	149%	3	5%	10%	7%	minimal growth in degree production
FSU	8	17	22	113%	29%	175%	14	25%	40%	29%	rapid growth in degree production
UCF	-	-	-	-	-	-	-	0%	0%	0%	
UF	6	15	23	150%	53%	283%	17	30%	30%	30%	
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	3	11	17	250%	57%	450%	14	24%	15%	22%	rapid growth in degree production
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**20**	**46**	**76**	**129%**	**67%**	**282%**	**56**	**100%**	**100%**	**100%**	
Goal-National	**-**	**25**	**26**								Florida institution plans lead both the large, economically competitive states (by 241%, 54 degrees) and all states (by 192%, 50 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**21**	**50**								
% Difference	**-**	**85%**	**192%**								
Goal-Econ. Comp.	**-**	**21**	**22**								
Difference	**-**	**25**	**54**								
% Difference	**-**	**116%**	**241%**								

	Doctoral: Critical Needs in Health Care										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	13	23	-	77%	-	23	19%	0%	17%	new program in physical therapy
FAU	-	7	6	-	-14%	-	6	5%	0%	4%	
FGCU	-	-	7	-	-	-	7	6%	0%	5%	new programs in nursing and physical therapy
FIU	-	2	2	-	13%	-	2	2%	0%	2%	low degree production
FSU	-	-	4	-	-	-	4	3%	0%	3%	new program in gerontology
UCF	-	4	4	-	0%	-	4	3%	0%	3%	
UF	10	18	26	80%	44%	160%	16	13%	56%	19%	modest growth in degree production
UNF	-	28	30	-	7%	-	30	25%	0%	22%	
USF	8	23	35	188%	52%	338%	27	23%	44%	25%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**18**	**95**	**137**	**428%**	**44%**	**663%**	**119**	**100%**	**100%**	**100%**	
Goal-National	**-**	**50**	**52**								Florida institution plans lead both the large, economically competitive states (by 151%, 83 degrees) and all states (by 163%, 85 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**46**	**85**								
% Difference	**-**	**92%**	**163%**								
Goal-Econ. Comp.	**-**	**52**	**55**								
Difference	**-**	**43**	**83**								
% Difference	**-**	**83%**	**151%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

DOCTORAL (Continued)

	Doctoral: Emerging Technologies in Mechanical Science and Manufacturing										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	4	5	-	25%	-	5	2%	0%	1%	
FAU	2	11	17	450%	55%	750%	15	5%	1%	4%	rapid growth in degree production
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	3	36	50	1100%	39%	1567%	47	16%	2%	11%	rapid growth in degree production; new program in mathematics
FSU	15	25	32	67%	28%	113%	17	6%	9%	7%	
UCF	40	74	110	85%	49%	175%	70	24%	25%	25%	rapid growth in degree production
UF	88	132	180	50%	36%	105%	92	32%	55%	40%	rapid growth in degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	13	36	54	173%	51%	312%	41	14%	8%	12%	rapid growth in degree production
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**161**	**318**	**448**	**97%**	**41%**	**178%**	**287**	**100%**	**100%**	**100%**	
Goal-National	**-**	**198**	**209**								Florida institution plans lead both the large, economically competitive states (by 95%, 217 degrees) and all states (by 114%, 238 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**120**	**238**								
% Difference	**-**	**60%**	**114%**								
Goal-Econ. Comp.	**-**	**218**	**230**								
Difference	**-**	**100**	**217**								
% Difference	**-**	**46%**	**95%**								

	Doctoral: Emerging Technologies in Natural Science and Technology										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	3	12	31	300%	158%	933%	28	8%	1%	5%	rapid growth in degree production; new programs in biology & chemistry
FAU	11	36	43	227%	19%	291%	32	9%	5%	7%	rapid growth in degree production
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	11	33	53	204%	59%	384%	42	12%	5%	9%	rapid growth in deg. production; new programs in environmental stud., biochem., & bioinfomatics
FSU	40	52	62	30%	19%	55%	22	6%	18%	11%	modest growth in degree production; new program in biomedical sciences
UCF	9	33	49	267%	48%	444%	40	11%	4%	8%	rapid growth in degree production; new program in conservation biology
UF	136	218	295	60%	35%	117%	159	45%	60%	51%	high reliance for share of increase; aggressive growth in degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	18	33	45	84%	37%	151%	27	8%	8%	8%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**228**	**418**	**578**	**83%**	**39%**	**154%**	**350**	**100%**	**100%**	**100%**	
Goal-National	**-**	**355**	**375**								Florida institution plans lead both the large, economically competitive states (by 49%, 190 degrees) and all states (by 54%, 203 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**63**	**203**								
% Difference	**-**	**18%**	**54%**								
Goal-Econ. Comp.	**-**	**368**	**388**								
Difference	**-**	**50**	**190**								
% Difference	**-**	**14%**	**49%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

DOCTORAL (Continued)

	Doctoral: Emerging Technologies in Medical Science and Health Care										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	3	29	55	867%	90%	1733%	52	33%	3%	22%	high expectation for growth for new program in public health
FAU	-	-	-	-	-	-	-	0%	0%	0%	
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	-	11	14	-	27%	-	14	9%	0%	6%	new programs in biomedical engineering & public health
FSU	4	7	9	75%	29%	125%	5	3%	4%	4%	young program
UCF	-	-	-	-	-	-	-	0%	0%	0%	
UF	63	86	111	37%	29%	76%	48	30%	69%	45%	
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	21	41	60	95%	46%	186%	39	25%	23%	24%	high growth in public health; new program in biomedical engineering
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**91**	**174**	**249**	**91%**	**43%**	**174%**	**158**	**100%**	**100%**	**100%**	
Goal-National	**-**	**58**	**61**								Florida institution plans lead both the large, economically competitive states (by 278%, 183 degrees) and all states (by 306%, 188 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**116**	**188**								
% Difference	**-**	**200%**	**306%**								
Goal-Econ. Comp.	**-**	**62**	**66**								
Difference	**-**	**112**	**183**								
% Difference	**-**	**179%**	**278%**								

	Doctoral: Emerging Technologies in Computer Science and Information Technology										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	13	-	-	-	13	16%	0%	10%	new program in computer engineering & computer/information sciences
FAU	5	14	16	180%	14%	220%	11	13%	12%	13%	rapid growth in degree production rate
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	3	13	27	349%	104%	816%	24	30%	7%	22%	rapid growth in degree production rate; new program in computer engineering
FSU	11	15	17	36%	13%	55%	6	7%	27%	14%	modest growth in degree production
UCF	7	14	14	100%	0%	100%	7	8%	17%	11%	modest growth in degree production
UF	9	13	17	44%	31%	89%	8	10%	22%	14%	modest growth in degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	6	14	20	125%	44%	225%	14	16%	15%	16%	rapid growth in degree production rate
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**41**	**83**	**124**	**102%**	**49%**	**202%**	**83**	**100%**	**100%**	**100%**	
Goal-National	**-**	**43**	**45**								Florida institution plans lead both the large, economically competitive states (by 129%, 70 degrees) and all states (by 176%, 79 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**40**	**79**								
% Difference	**-**	**95%**	**176%**								
Goal-Econ. Comp.	**-**	**51**	**54**								
Difference	**-**	**32**	**70**								
% Difference	**-**	**62%**	**129%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

DOCTORAL (Continued)

	Doctoral: Emerging Technologies in Design and Construction										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	1	2	-	100%	-	2	5%	0%	3%	young program
FAU	-	-	-	-	-	-	-	0%	0%	0%	new program planned in civil engineering
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	7	9	16	27%	78%	127%	9	22%	23%	23%	modest growth in degree production
FSU	5	7	10	40%	43%	100%	5	12%	17%	14%	modest growth in small program
UCF	2	4	5	100%	25%	150%	3	7%	7%	7%	minimal growth in small program
UF	8	12	16	50%	33%	100%	8	20%	27%	23%	modest growth in degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	8	16	22	94%	39%	169%	14	33%	27%	31%	largest degree growth planned
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**30**	**48**	**70**	**61%**	**45%**	**135%**	**40**	**100%**	**100%**	**100%**	
Goal-National	**-**	**28**	**29**								Florida institution plans lead both the large, economically competitive states (by 107%, 36 degrees) and all states (by 140%, 41 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**21**	**41**								
% Difference	**-**	**74%**	**140%**								
Goal-Econ. Comp.	**-**	**32**	**34**								
Difference	**-**	**16**	**36**								
% Difference	**-**	**50%**	**107%**								

	Doctoral: Emerging Technologies in Electronic Media and Simulation										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	-	-	-	-	-	0%	0%	0%	
FAU	-	-	-	-	-	-	-	0%	0%	0%	
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	-	-	-	-	-	-	-	0%	0%	0%	
FSU	-	-	-	-	-	-	-	0%	0%	0%	
UCF	-	10	12	-	20%	-	12	100%	0%	100%	new program in digital media
UF	-	-	-	-	-	-	-	0%	0%	0%	
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	-	-	-	-	-	-	-	0%	0%	0%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**-**	**10**	**12**	**0%**	**20%**	**0%**	**12**	**100%**	**0%**	**100%**	
Goal-National	**-**	**1**	**1**								Florida institution plans lead both the large, economically competitive states (by 1,453%, 11 degrees) and all states (by 822%, 11 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period. This field matches economic opportunities present in Florida.
Difference	**-**	**9**	**11**								
% Difference	**-**	**712%**	**822%**								
Goal-Econ. Comp.	**-**	**1**	**1**								
Difference	**-**	**9**	**11**								
% Difference	**-**	**1267%**	**1453%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

DOCTORAL (Continued)

	Doctoral: Other High Wage Programs										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	5	28	40	460%	43%	700%	35	14%	1%	7%	rapid growth; new program in curriculum and instruction
FAU	21	25	27	19%	8%	29%	6	2%	6%	5%	minimal growth
FGCU	-	2	5	-	166%	-	5	2%	0%	1%	new program in curriculum & instruction, & educational leadership
FIU	15	17	22	14%	29%	46%	7	3%	4%	4%	minimal growth
FSU	4	6	8	50%	33%	100%	4	2%	1%	1%	minimal growth
UCF	47	72	76	53%	6%	62%	29	12%	13%	13%	modest growth
UF	183	247	303	35%	23%	66%	120	50%	51%	51%	aggressive growth; high reliance for total growth
UNF	5	10	11	100%	10%	120%	6	2%	1%	2%	minimal growth
USF	50	65	77	30%	19%	54%	27	11%	14%	13%	
UWF	28	26	30	-7%	15%	7%	2	1%	8%	5%	minimal growth
Total	**358**	**498**	**599**	**39%**	**20%**	**67%**	**241**	**100%**	**100%**	**100%**	
Goal-National	**-**	**181**	**191**								Florida institution plans lead both the large, economically competitive states (by 328%, 459 degrees) and all states (by 214%, 409 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**318**	**409**								
% Difference	**-**	**176%**	**214%**								
Goal-Econ. Comp.	**-**	**133**	**140**								
Difference	**-**	**365**	**459**								
% Difference	**-**	**275%**	**328%**								

	Doctoral: Educated Citizenry and Workforce										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of Doctoral Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	8	-	-	-	8	1%	0%	1%	1 new program
FAU	16	28	32	75%	14%	100%	16	3%	3%	3%	2 new programs
FGCU	-	-	3	-	-	-	3	0%	0%	0%	1 new program
FIU	37	115	167	211%	45%	351%	130	21%	7%	15%	rapid rate of growth (351%); 8 new programs
FSU	182	239	280	31%	17%	54%	98	16%	37%	25%	
UCF	17	37	61	118%	65%	259%	44	7%	3%	6%	rapid rate of growth (259%); 6 new programs
UF	191	339	484	77%	43%	153%	293	49%	39%	44%	rapid growth in degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	52	56	64	7%	15%	23%	12	2%	11%	6%	1 new program
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**495**	**814**	**1,099**	**64%**	**35%**	**122%**	**604**	**100%**	**100%**	**100%**	
Goal-National	**-**	**490**	**518**								Florida institution plans lead both the large, economically competitive states and all states (by 112%, 581 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized, i.e., degrees awarded beyond imputed goals, over the 9-year planning period.
Difference	**-**	**324**	**581**								
% Difference	**-**	**66%**	**112%**								
Goal-Econ. Comp.	**-**	**490**	**518**								
Difference	**-**	**324**	**581**								
% Difference	**-**	**66%**	**112%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

FIRST PROFESSIONAL

University	First Professional: Critical Needs in Education										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

University	First Professional: Critical Needs in Health Care										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	109	135	150	24%	11%	38%	41	17%	29%	24%	modest growth (Pharm. D.)
FAU	-	-	-	-	-	-	-	0%	0%	0%	
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	-	-	-	-	-	-	-	0%	0%	0%	
FSU	-	-	-	-	-	-	-	0%	0%	0%	
UCF	-	-	-	-	-	-	-	0%	0%	0%	
UF	272	422	472	55%	12%	74%	200	83%	71%	76%	rapid growth; primary provider of Pharm. D. degree production
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	-	-	-	-	-	-	-	0%	0%	0%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**381**	**557**	**622**	**46%**	**12%**	**63%**	**241**	**100%**	**100%**	**100%**	
Goal-National	**-**	**271**	**331**								Florida institution plans lead both the large, economically competitive states (by 134%, 356 degrees) and all states (by 88%, 291 degrees) as measured by imputed BOG goals for 2012-13. Gains are being realized in the number of degrees awarded beyond imputed goals, but declines in the percentage of awards beyond imputed goals are occurring over the 9-year planning period.
Difference	**-**	**286**	**291**								
% Difference	**-**	**106%**	**88%**								
Goal-Econ. Comp.	**-**	**218**	**266**								
Difference	**-**	**339**	**356**								
% Difference	**-**	**156%**	**134%**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

FIRST PROFESSIONAL (Continued)

University	First Professional: Emerging Technologies in Mechanical Science and Manufacturing										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

University	First Professional: Emerging Technologies in Natural Science and Technology										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

FIRST PROFESSIONAL (Continued)

University	First Professional: Emerging Technologies in Design and Construction										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

University	First Professional: Emerging Technologies in Electronic Media and Simulation										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

FIRST PROFESSIONAL (Continued)

	First Professional: Emerging Technologies in Design and Construction										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

	First Professional: Emerging Technologies in Electronic Media and Simulation										
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
University	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	Observations
FAMU	-	-	-	-	-	-	0	-	-	-	
FAU	-	-	-	-	-	-	0	-	-	-	
FGCU	-	-	-	-	-	-	0	-	-	-	
FIU	-	-	-	-	-	-	0	-	-	-	
FSU	-	-	-	-	-	-	0	-	-	-	
UCF	-	-	-	-	-	-	0	-	-	-	
UF	-	-	-	-	-	-	0	-	-	-	
UNF	-	-	-	-	-	-	0	-	-	-	
USF	-	-	-	-	-	-	0	-	-	-	
UWF	-	-	-	-	-	-	0	-	-	-	
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0.0%**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

COMPARISON OF BOG GOALS AND INSTITUTIONAL PLANS FOR DEGREES IN TARGETED AREAS BY LEVEL AND INSTITUTION (Continued)

FIRST PROFESSIONAL (Continued)

University	First Professional: Other High Wage Programs										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	-	-	-	-	-	-	-	-	-	
FAU	-	-	-	-	-	-	-	-	-	-	
FGCU	-	-	-	-	-	-	-	-	-	-	
FIU	-	-	-	-	-	-	-	-	-	-	
FSU	-	-	-	-	-	-	-	-	-	-	
UCF	-	-	-	-	-	-	-	-	-	-	
UF	-	-	-	-	-	-	-	-	-	-	
UNF	-	-	-	-	-	-	-	-	-	-	
USF	-	-	-	-	-	-	-	-	-	-	
UWF	-	-	-	-	-	-	-	-	-	-	
Total	**0**	**0**	**0**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
Goal-National	**-**	**0**	**0**								No First Professional degree program
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								
Goal-Econ. Comp.	**-**	**0**	**0**								
Difference	**-**	**0**	**0**								
% Difference	**-**	**#DIV/0!**	**#DIV/0!**								

University	First Professional: Educated Citizenry and Workforce										Observations
	Degrees			Planned Growth			Amt of Increase	Share of Increase	Share of First Professional Degrees Produced		
	2003-2004	2008-2009	2012-2013	2003-2009	2009-2013	2004-2013	2003-2013	2003-2013	2003-2004	2012-2013	
FAMU	-	200	225	-	13%	-	225	58%	0%	22%	growth in young program (law)
FAU	-	-	-	-	-	-	-	0%	0%	0%	
FGCU	-	-	-	-	-	-	-	0%	0%	0%	
FIU	-	25	45	-	80%	-	45	12%	0%	4%	modest growth in young program (law)
FSU	234	245	353	5%	44%	51%	119	30%	36%	34%	low growth in degree production (law)
UCF	-	-	-				-	0%	0%	0%	
UF	418	420	420	0%	0%	0%	2	1%	64%	40%	minimal growth in degree production (law)
UNF	-	-	-	-	-	-	-	0%	0%	0%	
USF	-	-	-	-	-	-	-	0%	0%	0%	
UWF	-	-	-	-	-	-	-	0%	0%	0%	
Total	**652**	**890**	**1,043**	**5%**	**137%**	**51%**	**391**	**100%**	**100%**	**100%**	
Goal-National	**-**	**875**	**1,069**								Institutional plans closely match imputed BOG goals compared to all states and large, economically competitive states, falling short by 2% (26 degrees) in 2012-13. The shortfall is increasing over the 9-year planning period.
Difference	**-**	**15**	**(26)**								
% Difference	**-**	**2%**	**-2%**								
Goal-Econ. Comp.	**-**	**875**	**1,069**								
Difference	**-**	**15**	**(26)**								
% Difference	**-**	**2%**	**-2%**								

SUMMARY OF DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	644	1,109	465	72.3%	1.9%
Health Care	1,913	2,969	1,056	55.2%	5.2%
Emerging Technologies					
Mechanical Science and Manufacturing	1,739	2,564	826	47.5%	4.5%
Natural Science and Technology	2,054	3,360	1,306	63.6%	5.8%
Medical Science and Health Care	2	56	54	2548.0%	0.1%
Computer Science and Information Technology	2,892	4,279	1,388	48.0%	7.4%
Design and Construction	357	607	250	70.2%	1.1%
Electronic Media and Simulation	96	318	222	231.3%	0.6%
Economic Development in High Wage Jobs					
High Wage/High Demand	5,745	8,182	2,437	42.4%	14.2%
Subtotal, Targeted Programs	*15,442*	*23,444*	*8,003*	*51.8%*	*40.8%*
Educated Citizenry and Workforce	26,674	34,065	7,391	27.7%	59.2%
Total, All Programs	**42,115**	**57,509**	**15,394**	**36.6%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	712	1,180	468	65.7%	6.0%
Health Care	637	1,250	613	96.2%	6.4%
Emerging Technologies					
Mechanical Science and Manufacturing	1,083	1,733	650	60.0%	8.8%
Natural Science and Technology	435	949	514	118.0%	4.8%
Medical Science and Health Care	346	585	239	69.2%	3.0%
Computer Science and Information Technology	935	1,338	403	43.1%	6.8%
Design and Construction	202	331	129	63.7%	1.7%
Electronic Media and Simulation	32	80	48	150.8%	0.4%
Economic Development in High Wage Jobs					
High Wage/High Demand	1,457	2,036	580	39.8%	10.4%
Subtotal, Targeted Programs	*5,839*	*9,483*	*3,643*	*62.4%*	*48.4%*
Educated Citizenry and Workforce	6,902	10,097	3,196	46.3%	51.6%
Total, All Programs	**12,741**	**19,580**	**6,839**	**53.7%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	20	76	56	282.4%	2.3%
Health Care	18	137	119	663.2%	4.0%
Emerging Technologies					
Mechanical Science and Manufacturing	161	448	287	178.0%	13.2%
Natural Science and Technology	228	578	350	153.7%	17.0%
Medical Science and Health Care	91	249	158	173.6%	7.3%
Computer Science and Information Technology	41	124	83	202.4%	3.7%
Design and Construction	30	70	40	134.7%	2.1%
Electronic Media and Simulation	0	12	12	-	0.4%
Economic Development in High Wage Jobs					
High Wage/High Demand	358	599	241	67.4%	17.7%
Subtotal, Targeted Programs	*947*	*2,295*	*1,348*	*142.3%*	*67.6%*
Educated Citizenry and Workforce	495	1,099	604	122.0%	32.4%
Total, All Programs	**1,442**	**3,394**	**1,952**	**135.3%**	**100.0%**

SUMMARY OF DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL (Continued)

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	381	622	241	63.3%	26.4%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	356	695	339	95.2%	29.4%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*737*	*1,317*	*580*	*78.7%*	*55.8%*
Educated Citizenry and Workforce	652	1,043	391	60.0%	44.2%
Total, All Programs	**1,389**	**2,360**	**971**	**69.9%**	**100.0%**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	1,376	2,365	990	71.9%	2.9%
Health Care	2,949	4,979	2,029	68.8%	6.0%
Emerging Technologies					
Mechanical Science and Manufacturing	2,983	4,745	1,762	59.1%	5.7%
Natural Science and Technology	2,717	4,888	2,170	79.9%	5.9%
Medical Science and Health Care	795	1,585	790	99.4%	1.9%
Computer Science and Information Technology	3,868	5,741	1,873	48.4%	6.9%
Design and Construction	589	1,009	420	71.2%	1.2%
Electronic Media and Simulation	128	410	282	220.5%	0.5%
Economic Development in High Wage Jobs					
High Wage/High Demand	7,559	10,817	3,258	43.1%	13.1%
Subtotal, Targeted Programs	*22,965*	*36,539*	*13,574*	*59.1%*	*44.1%*
Educated Citizenry and Workforce	34,722	46,304	11,582	33.4%	55.9%
Total, All Programs	**57,687**	**82,843**	**25,156**	**43.6%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION

FAMU

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	9	44	35	396.6%	1.3%
Health Care	171	540	368	215.1%	16.4%
Emerging Technologies					
Mechanical Science and Manufacturing	85	142	57	67.5%	4.3%
Natural Science and Technology	86	237	152	177.3%	7.2%
Medical Science and Health Care	1	7	6	500.0%	0.2%
Computer Science and Information Technology	97	186	89	92.0%	5.6%
Design and Construction	21	31	10	47.4%	0.9%
Electronic Media and Simulation	0	7	7	-	0.2%
Economic Development in High Wage Jobs					
High Wage/High Demand	159	330	171	107.6%	10.0%
Subtotal, Targeted Programs	*628*	*1,522*	*894*	*142.4%*	*46.2%*
Educated Citizenry and Workforce	933	1,770	836	89.6%	53.8%
Total, All Programs	**1,561**	**3,292**	**1,731**	**110.9%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	26	83	57	219.9%	8.0%
Health Care	28	268	240	855.7%	25.9%
Emerging Technologies					
Mechanical Science and Manufacturing	12	27	15	123.2%	2.6%
Natural Science and Technology	19	53	33	172.2%	5.1%
Medical Science and Health Care	27	77	50	185.8%	7.5%
Computer Science and Information Technology	2	14	12	550.0%	1.4%
Design and Construction	4	5	1	25.0%	0.5%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	130	153	24	18.3%	14.8%
Subtotal, Targeted Programs	*248*	*680*	*432*	*173.8%*	*65.7%*
Educated Citizenry and Workforce	141	354	214	152.0%	34.3%
Total, All Programs	**389**	**1,034**	**645**	**165.9%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	9	9	-	4.8%
Health Care	0	23	23	-	12.4%
Emerging Technologies					
Mechanical Science and Manufacturing	0	5	5	-	2.7%
Natural Science and Technology	3	31	28	933.3%	16.7%
Medical Science and Health Care	3	55	52	1733.3%	29.6%
Computer Science and Information Technology	0	13	13	-	7.0%
Design and Construction	0	2	2	-	1.1%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	5	40	35	700.0%	21.5%
Subtotal, Targeted Programs	*11*	*178*	*167*	*1518.2%*	*95.7%*
Educated Citizenry and Workforce	0	8	8	-	4.3%
Total, All Programs	**11**	**186**	**175**	**1590.9%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FAMU

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	109	150	41	37.6%	40.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*109*	*150*	*41*	*37.6%*	*40.0%*
Educated Citizenry and Workforce	0	225	225	-	60.0%
Total, All Programs	**109**	**375**	**266**	**244.0%**	**100.0%**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	35	136	101	290.6%	2.8%
Health Care	308	980	672	218.0%	20.1%
Emerging Technologies					
Mechanical Science and Manufacturing	97	173	77	79.6%	3.5%
Natural Science and Technology	108	321	213	197.4%	6.6%
Medical Science and Health Care	31	139	108	346.2%	2.8%
Computer Science and Information Technology	99	213	114	115.2%	4.4%
Design and Construction	25	38	13	51.5%	0.8%
Electronic Media and Simulation	0	7	7	-	0.1%
Economic Development in High Wage Jobs					
High Wage/High Demand	293	523	230	78.2%	10.7%
Subtotal, Targeted Programs	*996*	*2,530*	*1,534*	*154.0%*	*51.8%*
Educated Citizenry and Workforce	1,074	2,357	1,283	119.5%	48.2%
Total, All Programs	**2,070**	**4,887**	**2,817**	**136.1%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FAU

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	38	75	37	97.4%	1.5%
Health Care	256	324	68	26.6%	6.5%
Emerging Technologies					
Mechanical Science and Manufacturing	73	94	21	28.8%	1.9%
Natural Science and Technology	224	307	83	37.1%	6.2%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	332	369	37	11.1%	7.4%
Design and Construction	13	43	30	230.8%	0.9%
Electronic Media and Simulation	4	36	32	800.0%	0.7%
Economic Development in High Wage Jobs					
High Wage/High Demand	923	1,301	378	41.0%	26.1%
Subtotal, Targeted Programs	*1,863*	*2,549*	*686*	*36.8%*	*51.1%*
Educated Citizenry and Workforce	1,915	2,436	521	27.2%	48.9%
Total, All Programs	**3,778**	**4,985**	**1,207**	**31.9%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	49	67	18	36.7%	5.0%
Health Care	54	81	27	50.0%	6.0%
Emerging Technologies					
Mechanical Science and Manufacturing	22	47	25	113.6%	3.5%
Natural Science and Technology	52	58	6	11.5%	4.3%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	63	66	3	4.8%	4.9%
Design and Construction	21	32	11	52.4%	2.4%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	270	333	63	23.3%	24.8%
Subtotal, Targeted Programs	*531*	*684*	*153*	*28.8%*	*51.0%*
Educated Citizenry and Workforce	480	657	177	36.9%	49.0%
Total, All Programs	**1,011**	**1,341**	**330**	**32.6%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	1	1	0	0.0%	0.7%
Health Care	0	6	6	-	4.2%
Emerging Technologies					
Mechanical Science and Manufacturing	2	17	15	750.0%	12.0%
Natural Science and Technology	11	43	32	290.9%	30.3%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	5	16	11	220.0%	11.3%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	21	27	6	28.6%	19.0%
Subtotal, Targeted Programs	*40*	*110*	*70*	*175.0%*	*77.5%*
Educated Citizenry and Workforce	16	32	16	100.0%	22.5%
Total, All Programs	**56**	**142**	**86**	**153.6%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FAU

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	88	143	55	62.5%	2.2%
Health Care	310	411	101	32.6%	6.4%
Emerging Technologies					
Mechanical Science and Manufacturing	97	158	61	62.9%	2.4%
Natural Science and Technology	287	408	121	42.2%	6.3%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	400	451	51	12.8%	7.0%
Design and Construction	34	75	41	120.6%	1.2%
Electronic Media and Simulation	4	36	32	800.0%	0.6%
Economic Development in High Wage Jobs					
High Wage/High Demand	1,214	1,661	447	36.8%	25.7%
Subtotal, Targeted Programs	*2,434*	*3,343*	*909*	*37.3%*	*51.7%*
Educated Citizenry and Workforce	2,411	3,125	714	29.6%	48.3%
Total, All Programs	**4,845**	**6,468**	**1,623**	**33.5%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FGCU

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	15	97	82	549.8%	5.3%
Health Care	90	155	65	72.3%	8.5%
Emerging Technologies					
Mechanical Science and Manufacturing	0	5	5	-	0.3%
Natural Science and Technology	1	40	39	3946.9%	2.2%
Medical Science and Health Care	0	24	24	-	1.3%
Computer Science and Information Technology	34	104	70	206.4%	5.7%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	157	343	186	118.4%	18.7%
Subtotal, Targeted Programs	*297*	*769*	*472*	*158.9%*	*42.0%*
Educated Citizenry and Workforce	367	1,060	693	189.0%	58.0%
Total, All Programs	**664**	**1,829**	**1,165**	**175.5%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	26	48	22	84.8%	7.2%
Health Care	57	129	72	126.0%	19.4%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	25	25	-	3.8%
Medical Science and Health Care	0	30	30	-	4.5%
Computer Science and Information Technology	9	20	11	118.4%	3.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	34	74	40	118.4%	11.2%
Subtotal, Targeted Programs	*126*	*326*	*200*	*158.5%*	*49.0%*
Educated Citizenry and Workforce	97	339	242	249.2%	51.0%
Total, All Programs	**223**	**665**	**442**	**198.0%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	7	7	-	45.7%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	5	5	-	34.8%
Subtotal, Targeted Programs	*0*	*12*	*12*	*-*	*80.4%*
Educated Citizenry and Workforce	0	3	3	-	19.6%
Total, All Programs	**0**	**15**	**15**	**-**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FGCU

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	41	146	105	254.9%	5.8%
Health Care	147	291	144	97.9%	11.6%
Emerging Technologies					
Mechanical Science and Manufacturing	0	5	5	-	0.2%
Natural Science and Technology	1	65	64	6446.9%	2.6%
Medical Science and Health Care	0	54	54	-	2.2%
Computer Science and Information Technology	43	124	81	188.0%	4.9%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	191	422	231	121.2%	16.8%
Subtotal, Targeted Programs	*423*	*1,107*	*684*	*161.7%*	*44.1%*
Educated Citizenry and Workforce	464	1,402	938	202.2%	55.9%
Total, All Programs	**887**	**2,509**	**1,622**	**182.9%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FIU

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	139	206	67	48.3%	3.1%
Health Care	343	459	116	33.7%	6.9%
Emerging Technologies					
Mechanical Science and Manufacturing	166	267	101	60.6%	4.0%
Natural Science and Technology	165	282	117	71.1%	4.2%
Medical Science and Health Care	1	20	19	1900.8%	0.3%
Computer Science and Information Technology	420	594	174	41.5%	8.9%
Design and Construction	40	65	25	62.3%	1.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	802	1,140	338	42.2%	17.0%
Subtotal, Targeted Programs	*2,076*	*3,033*	*957*	*46.1%*	*45.3%*
Educated Citizenry and Workforce	2,689	3,658	969	36.1%	54.7%
Total, All Programs	**4,765**	**6,692**	**1,927**	**40.4%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	124	177	53	43.0%	7.0%
Health Care	45	71	26	57.0%	2.8%
Emerging Technologies					
Mechanical Science and Manufacturing	66	162	96	144.9%	6.4%
Natural Science and Technology	54	96	42	77.5%	3.8%
Medical Science and Health Care	61	82	21	34.9%	3.3%
Computer Science and Information Technology	147	192	45	30.3%	7.6%
Design and Construction	23	39	16	71.1%	1.6%
Electronic Media and Simulation	17	31	14	83.8%	1.2%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	6	6	-	0.2%
Subtotal, Targeted Programs	*537*	*856*	*319*	*59.4%*	*33.8%*
Educated Citizenry and Workforce	1,199	1,676	477	39.8%	66.2%
Total, All Programs	**1,736**	**2,532**	**796**	**45.9%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	2	5	3	149.0%	1.4%
Health Care	0	2	2	-	0.7%
Emerging Technologies					
Mechanical Science and Manufacturing	3	50	47	1566.7%	14.0%
Natural Science and Technology	11	53	42	383.6%	14.9%
Medical Science and Health Care	0	14	14	-	3.9%
Computer Science and Information Technology	3	27	24	816.0%	7.7%
Design and Construction	7	16	9	127.1%	4.5%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	15	22	7	46.1%	6.1%
Subtotal, Targeted Programs	*41*	*190*	*149*	*363.0%*	*53.2%*
Educated Citizenry and Workforce	37	167	130	350.5%	46.8%
Total, All Programs	**78**	**357**	**279**	**357.1%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FIU

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	67	67	-	59.8%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*0*	*67*	*67*	*-*	*59.8%*
Educated Citizenry and Workforce	0	45	45	-	40.2%
Total, All Programs	**0**	**112**	**112**	**-**	**100.0%**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	265	388	123	46.6%	4.0%
Health Care	388	532	144	37.1%	5.5%
Emerging Technologies					
Mechanical Science and Manufacturing	235	478	243	103.5%	4.9%
Natural Science and Technology	230	431	201	87.6%	4.5%
Medical Science and Health Care	62	183	121	195.7%	1.9%
Computer Science and Information Technology	570	813	243	42.7%	8.4%
Design and Construction	70	120	50	71.7%	1.2%
Electronic Media and Simulation	17	31	14	83.8%	0.3%
Economic Development in High Wage Jobs					
High Wage/High Demand	817	1,168	351	43.0%	12.1%
Subtotal, Targeted Programs	*2,654*	*4,146*	*1,492*	*56.2%*	*42.8%*
Educated Citizenry and Workforce	3,925	5,546	1,621	41.3%	57.2%
Total, All Programs	**6,579**	**9,693**	**3,114**	**47.3%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FSU

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	60	97	37	61.7%	1.2%
Health Care	146	208	62	42.5%	2.7%
Emerging Technologies					
Mechanical Science and Manufacturing	154	244	90	58.4%	3.1%
Natural Science and Technology	241	320	79	32.8%	4.1%
Medical Science and Health Care	0	5	5	-	0.1%
Computer Science and Information Technology	422	576	154	36.5%	7.3%
Design and Construction	43	64	21	48.8%	0.8%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	846	1,223	377	44.6%	15.6%
Subtotal, Targeted Programs	*1,912*	*2,737*	*825*	*43.1%*	*34.9%*
Educated Citizenry and Workforce	4,536	5,101	565	12.5%	65.1%
Total, All Programs	**6,448**	**7,838**	**1,390**	**21.6%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	99	135	36	36.4%	5.7%
Health Care	9	24	15	166.7%	1.0%
Emerging Technologies					
Mechanical Science and Manufacturing	85	127	42	49.4%	5.4%
Natural Science and Technology	41	87	46	112.2%	3.7%
Medical Science and Health Care	1	8	7	700.0%	0.3%
Computer Science and Information Technology	219	374	155	70.8%	15.8%
Design and Construction	35	50	15	42.9%	2.1%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	30	47	17	56.7%	2.0%
Subtotal, Targeted Programs	*519*	*852*	*333*	*64.2%*	*36.1%*
Educated Citizenry and Workforce	1,037	1,508	471	45.4%	63.9%
Total, All Programs	**1,556**	**2,360**	**804**	**51.7%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	8	22	14	175.0%	5.0%
Health Care	0	4	4	-	0.9%
Emerging Technologies					
Mechanical Science and Manufacturing	15	32	17	113.3%	7.2%
Natural Science and Technology	40	62	22	55.0%	14.0%
Medical Science and Health Care	4	9	5	125.0%	2.0%
Computer Science and Information Technology	11	17	6	54.5%	3.8%
Design and Construction	5	10	5	100.0%	2.3%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	4	8	4	100.0%	1.8%
Subtotal, Targeted Programs	*87*	*164*	*77*	*88.5%*	*36.9%*
Educated Citizenry and Workforce	182	280	98	53.8%	63.1%
Total, All Programs	**269**	**444**	**175**	**65.1%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

FSU

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	120	120	-	25.4%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*0*	*120*	*120*	*-*	*25.4%*
Educated Citizenry and Workforce	234	353	119	50.9%	74.6%
Total, All Programs	**234**	**473**	**239**	**102.1%**	**100.0%**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	167	254	87	52.1%	2.3%
Health Care	155	236	81	52.3%	2.1%
Emerging Technologies					
Mechanical Science and Manufacturing	254	403	149	58.7%	3.6%
Natural Science and Technology	322	469	147	45.7%	4.2%
Medical Science and Health Care	5	142	137	2740.0%	1.3%
Computer Science and Information Technology	652	967	315	48.3%	8.7%
Design and Construction	83	124	41	49.4%	1.1%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	880	1,278	398	45.2%	11.5%
Subtotal, Targeted Programs	*2,518*	*3,873*	*1,355*	*53.8%*	*34.8%*
Educated Citizenry and Workforce	5,989	7,242	1,253	20.9%	65.2%
Total, All Programs	**8,507**	**11,115**	**2,608**	**30.7%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

NCF

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*0*	*0*	*0*	-	*0.0%*
Educated Citizenry and Workforce	141	215	74	52.5%	100.0%
Total, All Programs	**141**	**215**	**74**	**52.5%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

NCF

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*0*	*0*	*0*	-	*0.0%*
Educated Citizenry and Workforce	141	215	74	52.5%	100.0%
Total, All Programs	**141**	**215**	**74**	**52.5%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UCF

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	122	129	7	5.7%	1.3%
Health Care	384	431	47	12.2%	4.2%
Emerging Technologies					
Mechanical Science and Manufacturing	333	430	97	29.1%	4.2%
Natural Science and Technology	241	368	127	52.7%	3.6%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	595	703	108	18.2%	6.9%
Design and Construction	57	134	77	135.1%	1.3%
Electronic Media and Simulation	65	233	168	258.5%	2.3%
Economic Development in High Wage Jobs					
High Wage/High Demand	900	1,097	197	21.9%	10.8%
Subtotal, Targeted Programs	*2,697*	*3,525*	*828*	*30.7%*	*34.6%*
Educated Citizenry and Workforce	4,495	6,659	2,164	48.1%	65.4%
Total, All Programs	**7,192**	**10,184**	**2,992**	**41.6%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	143	146	3	2.1%	5.7%
Health Care	71	128	57	80.3%	5.0%
Emerging Technologies					
Mechanical Science and Manufacturing	255	298	43	16.9%	11.7%
Natural Science and Technology	49	49	0	0.0%	1.9%
Medical Science and Health Care	0	12	12	-	0.5%
Computer Science and Information Technology	122	159	37	30.3%	6.3%
Design and Construction	2	5	3	150.0%	0.2%
Electronic Media and Simulation	13	38	25	192.3%	1.5%
Economic Development in High Wage Jobs					
High Wage/High Demand	20	52	32	160.0%	2.0%
Subtotal, Targeted Programs	*675*	*887*	*212*	*31.4%*	*34.9%*
Educated Citizenry and Workforce	1,172	1,654	482	41.1%	65.1%
Total, All Programs	**1,847**	**2,541**	**694**	**37.6%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	4	4	-	1.2%
Emerging Technologies					
Mechanical Science and Manufacturing	40	110	70	175.0%	33.2%
Natural Science and Technology	9	49	40	444.4%	14.8%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	7	14	7	100.0%	4.2%
Design and Construction	2	5	3	150.0%	1.5%
Electronic Media and Simulation	0	12	12	-	3.6%
Economic Development in High Wage Jobs					
High Wage/High Demand	47	76	29	61.7%	23.0%
Subtotal, Targeted Programs	*105*	*270*	*165*	*157.1%*	*81.6%*
Educated Citizenry and Workforce	17	61	44	258.8%	18.4%
Total, All Programs	**122**	**331**	**209**	**171.3%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UCF

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	265	275	10	3.8%	2.1%
Health Care	455	563	108	23.7%	4.3%
Emerging Technologies					
Mechanical Science and Manufacturing	628	838	210	33.4%	6.4%
Natural Science and Technology	299	466	167	55.9%	3.6%
Medical Science and Health Care	0	12	12	-	0.1%
Computer Science and Information Technology	724	876	152	21.0%	6.7%
Design and Construction	61	144	83	136.1%	1.1%
Electronic Media and Simulation	78	283	205	262.8%	2.2%
Economic Development in High Wage Jobs					
High Wage/High Demand	967	1,225	258	26.7%	9.4%
Subtotal, Targeted Programs	*3,477*	*4,682*	*1,205*	*34.7%*	*35.9%*
Educated Citizenry and Workforce	5,684	8,374	2,690	47.3%	64.1%
Total, All Programs	**9,161**	**13,056**	**3,895**	**42.5%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UF

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	39	41	2	5.1%	0.5%
Health Care	206	167	(39)	-18.9%	1.8%
Emerging Technologies					
Mechanical Science and Manufacturing	594	605	11	1.8%	6.7%
Natural Science and Technology	527	545	19	3.5%	6.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	322	338	16	5.0%	3.7%
Design and Construction	100	100	0	0.0%	1.1%
Electronic Media and Simulation	25	26	1	4.0%	0.3%
Economic Development in High Wage Jobs					
High Wage/High Demand	549	554	5	0.9%	6.1%
Subtotal, Targeted Programs	*2,362*	*2,376*	*14*	*0.6%*	*26.1%*
Educated Citizenry and Workforce	6,180	6,712	532	8.6%	73.9%
Total, All Programs	**8,542**	**9,088**	**546**	**6.4%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	81	138	57	70.4%	2.7%
Health Care	211	322	111	52.6%	6.2%
Emerging Technologies					
Mechanical Science and Manufacturing	484	799	315	65.1%	15.5%
Natural Science and Technology	162	362	200	123.5%	7.0%
Medical Science and Health Care	80	164	84	105.0%	3.2%
Computer Science and Information Technology	110	180	70	63.6%	3.5%
Design and Construction	86	146	60	69.8%	2.8%
Electronic Media and Simulation	2	11	9	450.0%	0.2%
Economic Development in High Wage Jobs					
High Wage/High Demand	675	1,020	345	51.1%	19.7%
Subtotal, Targeted Programs	*1,891*	*3,142*	*1,251*	*66.2%*	*60.8%*
Educated Citizenry and Workforce	1,127	2,027	900	79.9%	39.2%
Total, All Programs	**3,018**	**5,169**	**2,151**	**71.3%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	6	23	17	283.3%	1.6%
Health Care	10	26	16	160.0%	1.8%
Emerging Technologies					
Mechanical Science and Manufacturing	88	180	92	104.5%	12.4%
Natural Science and Technology	136	295	159	116.9%	20.3%
Medical Science and Health Care	63	111	48	76.2%	7.6%
Computer Science and Information Technology	9	17	8	88.9%	1.2%
Design and Construction	8	16	8	100.0%	1.1%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	183	303	120	65.6%	20.8%
Subtotal, Targeted Programs	*503*	*971*	*468*	*93.0%*	*66.7%*
Educated Citizenry and Workforce	191	484	293	153.4%	33.3%
Total, All Programs	**694**	**1,455**	**761**	**109.7%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UF

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	272	472	200	73.5%	39.3%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	267	310	43	16.1%	25.8%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*539*	*782*	*243*	*45.1%*	*65.1%*
Educated Citizenry and Workforce	418	420	2	0.5%	34.9%
Total, All Programs	**957**	**1,202**	**245**	**25.6%**	**100.0%**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	126	202	76	60.3%	1.2%
Health Care	699	987	288	41.2%	5.8%
Emerging Technologies					
Mechanical Science and Manufacturing	1,166	1,584	418	35.8%	9.4%
Natural Science and Technology	825	1,202	378	45.8%	7.1%
Medical Science and Health Care	410	585	175	42.7%	3.5%
Computer Science and Information Technology	441	535	94	21.3%	3.2%
Design and Construction	194	262	68	35.1%	1.5%
Electronic Media and Simulation	27	37	10	37.0%	0.2%
Economic Development in High Wage Jobs					
High Wage/High Demand	1,407	1,877	470	33.4%	11.1%
Subtotal, Targeted Programs	*5,295*	*7,271*	*1,976*	*37.3%*	*43.0%*
Educated Citizenry and Workforce	7,916	9,643	1,727	21.8%	57.0%
Total, All Programs	**13,211**	**16,914**	**3,703**	**28.0%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UNF

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	75	71	(4)	-5.3%	2.4%
Health Care	104	130	26	25.0%	4.4%
Emerging Technologies					
Mechanical Science and Manufacturing	52	56	4	7.7%	1.9%
Natural Science and Technology	69	58	(11)	-15.9%	2.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	132	193	61	46.2%	6.6%
Design and Construction	17	15	(2)	-11.8%	0.5%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	375	537	162	43.2%	18.2%
Subtotal, Targeted Programs	*824*	*1,060*	*236*	*28.6%*	*36.0%*
Educated Citizenry and Workforce	1,390	1,885	495	35.6%	64.0%
Total, All Programs	**2,214**	**2,945**	**731**	**33.0%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	44	58	14	31.8%	8.8%
Health Care	56	32	(24)	-42.9%	4.8%
Emerging Technologies					
Mechanical Science and Manufacturing	5	5	0	0.0%	0.8%
Natural Science and Technology	1	1	0	0.0%	0.2%
Medical Science and Health Care	13	22	9	69.2%	3.3%
Computer Science and Information Technology	8	6	(2)	-25.0%	0.9%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*127*	*124*	*(3)*	*-2.4%*	*18.8%*
Educated Citizenry and Workforce	440	537	97	22.0%	81.2%
Total, All Programs	**567**	**661**	**94**	**16.6%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	30	30	-	73.2%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	5	11	6	120.0%	26.8%
Subtotal, Targeted Programs	*5*	*41*	*36*	*720.0%*	*100.0%*
Educated Citizenry and Workforce	0	0	0	-	0.0%
Total, All Programs	**5**	**41**	**36**	**720.0%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UNF

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	119	129	10	8.4%	3.5%
Health Care	160	192	32	20.0%	5.3%
Emerging Technologies					
Mechanical Science and Manufacturing	57	61	4	7.0%	1.7%
Natural Science and Technology	70	59	(11)	-15.7%	1.6%
Medical Science and Health Care	13	22	9	69.2%	0.6%
Computer Science and Information Technology	140	199	59	42.1%	5.5%
Design and Construction	17	15	(2)	-11.8%	0.4%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	380	548	168	44.2%	15.0%
Subtotal, Targeted Programs	*956*	*1,225*	*269*	*28.1%*	*33.6%*
Educated Citizenry and Workforce	1,830	2,422	592	32.3%	66.4%
Total, All Programs	**2,786**	**3,647**	**861**	**30.9%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

USF

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	103	243	140	135.8%	3.1%
Health Care	203	479	276	135.8%	6.1%
Emerging Technologies					
Mechanical Science and Manufacturing	239	538	299	125.2%	6.8%
Natural Science and Technology	427	1,007	580	135.8%	12.8%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	405	955	550	135.8%	12.1%
Design and Construction	66	156	90	135.8%	2.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	807	1,317	510	63.2%	16.7%
Subtotal, Targeted Programs	*2,250*	*4,694*	*2,444*	*108.6%*	*59.5%*
Educated Citizenry and Workforce	3,126	3,197	71	2.3%	40.5%
Total, All Programs	**5,376**	**7,891**	**2,515**	**46.8%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	102	305	203	198.5%	10.8%
Health Care	106	196	90	84.9%	7.0%
Emerging Technologies					
Mechanical Science and Manufacturing	152	265	113	74.6%	9.4%
Natural Science and Technology	54	212	158	291.8%	7.5%
Medical Science and Health Care	164	190	26	15.8%	6.8%
Computer Science and Information Technology	237	305	68	28.5%	10.8%
Design and Construction	31	54	23	72.6%	1.9%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	234	257	23	9.6%	9.1%
Subtotal, Targeted Programs	*1,080*	*1,782*	*702*	*65.0%*	*63.4%*
Educated Citizenry and Workforce	964	1,029	65	6.7%	36.6%
Total, All Programs	**2,044**	**2,811**	**767**	**37.5%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	3	17	14	450.0%	4.2%
Health Care	8	35	27	337.5%	8.9%
Emerging Technologies					
Mechanical Science and Manufacturing	13	54	41	312.1%	13.6%
Natural Science and Technology	18	45	27	151.4%	11.5%
Medical Science and Health Care	21	60	39	185.7%	15.3%
Computer Science and Information Technology	6	20	14	225.0%	5.0%
Design and Construction	8	22	14	168.8%	5.5%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	50	77	27	54.4%	19.7%
Subtotal, Targeted Programs	*127*	*329*	*202*	*158.7%*	*83.7%*
Educated Citizenry and Workforce	52	64	12	23.4%	16.3%
Total, All Programs	**179**	**393**	**214**	**119.4%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

USF

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	89	198	109	122.5%	100.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	0.0%
Subtotal, Targeted Programs	*89*	*198*	*109*	*122.5%*	*100.0%*
Educated Citizenry and Workforce	0	0	0	-	0.0%
Total, All Programs	**89**	**198**	**109**	**122.5%**	**100.0%**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	208	564	356	171.1%	5.0%
Health Care	317	710	393	123.9%	6.3%
Emerging Technologies					
Mechanical Science and Manufacturing	404	857	453	112.2%	7.6%
Natural Science and Technology	499	1,264	765	153.2%	11.2%
Medical Science and Health Care	274	448	174	63.5%	4.0%
Computer Science and Information Technology	648	1,279	631	97.4%	11.3%
Design and Construction	105	231	126	119.6%	2.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	1,091	1,650	559	51.3%	14.6%
Subtotal, Targeted Programs	*3,546*	*7,002*	*3,456*	*97.5%*	*62.0%*
Educated Citizenry and Workforce	4,142	4,290	148	3.6%	38.0%
Total, All Programs	**7,688**	**11,293**	**3,605**	**46.9%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UWF

BACHELOR'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	44	106	62	140.9%	4.2%
Health Care	10	77	67	670.0%	3.0%
Emerging Technologies					
Mechanical Science and Manufacturing	43	184	141	327.9%	7.2%
Natural Science and Technology	74	195	121	163.5%	7.6%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	133	261	128	96.2%	10.2%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	2	16	14	700.0%	0.6%
Economic Development in High Wage Jobs					
High Wage/High Demand	227	340	113	49.8%	13.3%
Subtotal, Targeted Programs	*533*	*1,179*	*646*	*121.2%*	*46.2%*
Educated Citizenry and Workforce	901	1,371	470	52.2%	53.8%
Total, All Programs	**1,434**	**2,550**	**1,116**	**77.8%**	**100.0%**

MASTER'S DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	18	23	5	27.8%	4.9%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	2	3	1	50.0%	0.6%
Natural Science and Technology	3	7	4	133.3%	1.5%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	18	23	5	27.8%	4.9%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	64	94	30	46.9%	20.2%
Subtotal, Targeted Programs	*105*	*150*	*45*	*42.9%*	*32.2%*
Educated Citizenry and Workforce	245	316	71	29.0%	67.8%
Total, All Programs	**350**	**466**	**116**	**33.1%**	**100.0%**

DOCTORAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	0.0%
Health Care	0	0	0	-	0.0%
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	0.0%
Natural Science and Technology	0	0	0	-	0.0%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	0	0	0	-	0.0%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	0	0	0	-	0.0%
Economic Development in High Wage Jobs					
High Wage/High Demand	28	30	2	7.1%	100.0%
Subtotal, Targeted Programs	*28*	*30*	*2*	*7.1%*	*100.0%*
Educated Citizenry and Workforce	0	0	0	-	0.0%
Total, All Programs	**28**	**30**	**2**	**7.1%**	**100.0%**

DEGREE PRODUCTION PLANS FOR TARGETED PROGRAMS BY LEVEL AND INSTITUTION (Continued)

UWF

FIRST PROFESSIONAL DEGREES					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	0	0	0	-	-
Health Care	0	0	0	-	-
Emerging Technologies					
Mechanical Science and Manufacturing	0	0	0	-	-
Natural Science and Technology	0	0	0	-	-
Medical Science and Health Care	0	0	0	-	-
Computer Science and Information Technology	0	0	0	-	-
Design and Construction	0	0	0	-	-
Electronic Media and Simulation	0	0	0	-	-
Economic Development in High Wage Jobs					
High Wage/High Demand	0	0	0	-	-
Subtotal, Targeted Programs	*0*	*0*	*0*	-	-
Educated Citizenry and Workforce	0	0	0	-	-
Total, All Programs	**0**	**0**	**0**	**-**	**-**

ALL DEGREE LEVELS					
	Actual	University Plans			
Program Area	2003-04	2012-13	Increase	% Increase	% of Total
Critical Needs					
Education	62	129	67	108.1%	4.2%
Health Care	10	77	67	670.0%	2.5%
Emerging Technologies					
Mechanical Science and Manufacturing	45	187	142	315.6%	6.1%
Natural Science and Technology	77	202	125	162.3%	6.6%
Medical Science and Health Care	0	0	0	-	0.0%
Computer Science and Information Technology	151	284	133	88.1%	9.3%
Design and Construction	0	0	0	-	0.0%
Electronic Media and Simulation	2	16	14	700.0%	0.5%
Economic Development in High Wage Jobs					
High Wage/High Demand	319	464	145	45.5%	15.2%
Subtotal, Targeted Programs	*666*	*1,359*	*693*	*104.1%*	*44.6%*
Educated Citizenry and Workforce	1,146	1,687	541	47.2%	55.4%
Total, All Programs	**1,812**	**3,046**	**1,234**	**68.1%**	**100.0%**

SECTION 5:

ANALYSIS OF NEW PROGRAMS AND SYSTEM IN 2012-13

SECTION 5:
ANALYSIS OF NEW PROGRAMS AND SYSTEM IN 2012-13

ACTUAL AND PROJECTED ENROLLMENTS BY YEAR AT FLORIDA'S PUBLIC UNIVERSITIES BY LEVEL, 2003-04 THROUGH 2012-13

DEGREE LEVEL	INST	ENROLLMENT BY YEAR										CHANGE	
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Number	Percent
Bachelor	FAMU	11,325	11,684	12,062	12,466	12,872	13,426	13,913	14,311	14,727	15,136	3,811	33.7%
	FAU	19,081	20,205	20,542	21,141	21,592	22,214	22,815	23,320	23,875	24,359	5,278	27.7%
	FGCU	5,092	5,529	6,466	7,562	8,795	10,093	11,185	12,219	13,101	13,892	8,800	172.8%
	FIU	27,602	29,133	30,393	31,493	32,608	33,741	34,897	36,074	37,068	37,594	9,992	36.2%
	FSU	29,897	30,053	31,003	31,313	31,626	31,942	32,262	32,584	32,910	33,239	3,342	11.2%
	NCF	667	705	735	765	795	826	878	930	982	1,034	367	55.0%
	UCF	32,449	33,295	34,647	36,122	37,600	39,039	40,102	41,101	41,971	42,910	10,461	32.2%
	UF	33,742	34,678	34,788	34,888	34,988	35,088	35,188	35,288	35,388	35,488	1,746	5.2%
	UNF	11,074	11,997	12,682	13,244	13,751	14,285	14,835	15,414	16,033	16,613	5,539	50.0%
	USF	28,514	29,570	31,814	33,267	35,489	37,888	39,028	42,186	43,662	45,190	16,676	58.5%
	UWF	8,275	8,671	9,095	9,580	10,118	10,682	11,296	11,956	12,639	13,409	5,134	62.0%
	Sum	***207,718***	***215,519***	***224,226***	***231,840***	***240,235***	***249,223***	***256,400***	***265,383***	***272,356***	***278,864***	***71,146***	***34.3%***
Masters	FAMU	983	1,088	1,225	1,367	1,506	1,663	1,782	1,908	2,030	2,157	1,174	119.5%
	FAU	2,796	2,917	2,966	3,015	3,078	3,159	3,241	3,288	3,350	3,407	611	21.9%
	FGCU	733	823	966	1,158	1,332	1,497	1,653	1,769	1,889	1,987	1,254	171.1%
	FIU	5,569	5,950	6,648	7,170	7,784	8,387	8,914	9,640	10,112	10,176	4,607	82.7%
	FSU	4,373	4,495	4,685	4,798	4,920	5,038	5,158	5,287	5,413	5,553	1,180	27.0%
	NCF	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	UCF	4,678	4,862	5,189	5,504	5,781	6,021	6,237	6,389	6,550	6,691	2,013	43.0%
	UF	5,268	5,543	5,875	6,171	6,482	6,806	7,143	7,496	7,860	8,248	2,980	56.6%
	UNF	2,899	2,880	2,872	2,878	2,883	2,914	2,947	2,980	3,015	3,049	150	5.2%
	USF	5,530	5,873	6,413	7,068	7,682	8,338	9,018	9,207	9,396	9,585	4,055	73.3%
	UWF	1,009	1,024	1,055	1,090	1,125	1,164	1,203	1,249	1,296	1,352	343	34.0%
	Sum	***33,838***	***35,455***	***37,894***	***40,219***	***42,573***	***44,987***	***47,297***	***49,214***	***50,911***	***52,205***	***18,367***	***54.3%***
Doctorate	FAMU	163	209	253	333	404	461	509	558	600	659	496	304.4%
	FAU	523	588	638	667	694	711	726	744	746	744	221	42.3%
	FGCU	-	-	-	33	53	73	98	106	113	116	116	n/a
	FIU	984	1,089	1,189	1,314	1,394	1,474	1,543	1,614	1,683	1,757	773	78.5%
	FSU	2,206	2,283	2,337	2,376	2,410	2,450	2,492	2,528	2,571	2,603	397	18.0%
	NCF	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	UCF	1,259	1,393	1,513	1,636	1,752	1,910	2,028	2,136	2,236	2,307	1,048	83.2%
	UF	4,715	4,875	5,169	5,427	5,700	5,985	6,285	6,596	6,919	7,261	2,546	54.0%
	UNF	91	104	106	139	144	148	153	158	162	165	74	81.3%
	USF	1,702	1,837	2,121	2,418	2,710	2,950	3,220	3,222	3,225	3,227	1,525	89.6%
	UWF	224	224	230	238	246	254	265	276	289	308	84	37.5%
	Sum	***11,867***	***12,603***	***13,556***	***14,581***	***15,507***	***16,417***	***17,319***	***17,938***	***18,543***	***19,147***	***7,280***	***61.3%***
First Professional	FAMU	764	830	965	1,100	1,235	1,295	1,330	1,340	1,350	1,360	596	78.0%
	FAU	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	FGCU	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	FIU	195	291	306	357	419	492	594	667	686	707	512	262.5%
	FSU	852	915	968	1,107	1,259	1,397	1,540	1,638	1,716	1,744	892	104.7%
	NCF	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	UCF	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	UF	3,556	3,764	3,980	4,092	4,142	4,192	4,242	4,242	4,242	4,242	686	19.3%
	UNF	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	USF	415	448	458	480	480	480	560	639	719	799	384	92.5%
	UWF	-	-	-	-	-	-	-	-	-	-	n/a	n/a
	Sum	***5,782***	***6,248***	***6,677***	***7,136***	***7,535***	***7,856***	***8,266***	***8,526***	***8,713***	***8,852***	***3,070***	***53.1%***
All Levels	***FAMU***	***13,235***	***13,812***	***14,505***	***15,265***	***16,017***	***16,845***	***17,534***	***18,117***	***18,707***	***19,313***	***6,078***	***45.9%***
	FAU	***22,400***	***23,710***	***24,146***	***24,823***	***25,364***	***26,084***	***26,782***	***27,352***	***27,971***	***28,510***	***6,110***	***27.3%***
	FGCU	***5,825***	***6,352***	***7,432***	***8,753***	***10,180***	***11,663***	***12,936***	***14,094***	***15,103***	***15,994***	***10,169***	***174.6%***
	FIU	***34,350***	***36,463***	***38,536***	***40,334***	***42,205***	***44,094***	***45,949***	***47,996***	***49,549***	***50,233***	***15,883***	***46.2%***
	FSU	***37,328***	***37,746***	***38,993***	***39,594***	***40,215***	***40,827***	***41,452***	***42,037***	***42,610***	***43,139***	***5,811***	***15.6%***
	NCF	***667***	***705***	***735***	***765***	***795***	***826***	***878***	***930***	***982***	***1,034***	***367***	***55.0%***
	UCF	***38,386***	***39,550***	***41,349***	***43,262***	***45,133***	***46,970***	***48,367***	***49,626***	***50,757***	***51,908***	***13,522***	***35.2%***
	UF	***47,281***	***48,860***	***49,812***	***50,578***	***51,312***	***52,071***	***52,858***	***53,622***	***54,409***	***55,239***	***7,958***	***16.8%***
	UNF	***14,064***	***14,981***	***15,660***	***16,261***	***16,778***	***17,347***	***17,935***	***18,552***	***19,210***	***19,827***	***5,763***	***41.0%***
	USF	***36,161***	***37,727***	***40,805***	***43,232***	***46,362***	***49,656***	***51,827***	***55,254***	***57,002***	***58,802***	***22,641***	***62.6%***
	UWF	***9,508***	***9,919***	***10,380***	***10,908***	***11,489***	***12,100***	***12,764***	***13,481***	***14,224***	***15,069***	***5,561***	***58.5%***
	Sum	***259,205***	***269,824***	***282,353***	***293,775***	***305,850***	***318,482***	***329,282***	***341,061***	***350,524***	***359,068***	***99,863***	***38.5%***

SUMMARY OF PLANNED AND NEW PROGRAM BY DEGREE LEVEL AND INSTITUTIONS

LEVEL	CIP CODE	CIP TITLE	NUMBER OF PLANNED NEW PROGRAMS BY UNIVERSITY THROUGH 2012-13											SYSTEM TOTAL
			FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	
Bachelors	4	Architecture and Related Programs				1	1							2
	5	Area, Ethnic, Cultural and Gender Studies			1	1	1		1					4
	9	Communications, Journalism and Related Fields	1		1									2
	11	Computer and Information Sciences and Support Services	1	1		1								3
	13	Education	2			1	2		1					6
	14	Engineering	1		3	2	1		1					8
	15	Engineering Technology			1									1
	22	Law, Legal Services and Legal Studies				1								1
	24	Liberal Arts and Sciences, General Studies and Humanities			1				2					3
	26	Biological and Biomedical Sciences	1		1	1								3
	27	Mathematics and Statistics	1						2					3
	30	Multi/Interdisciplinary Studies					1							1
	38	Philosophy and Religion			1									1
	40	Physical Sciences	1		1	1							1	4
	43	Protective Services			1									1
	45	Social Sciences			3								1	4
	50	Visual and Performing Arts			1				6					7
	51	Health Professions and Related Clinical Sciences			3	1							1	5
	52	Business, Management, Marketing and Related Support Services			1				6				1	8
	99	*Subtotal, All Programs*	*8*	*1*	*19*	*10*	*6*	*0*	*19*	*0*	*0*	*0*	*4*	*67*

LEVEL	CIP CODE	CIP TITLE	NUMBER OF PLANNED NEW PROGRAMS BY UNIVERSITY THROUGH 2012-13											SYSTEM TOTAL
			FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	
Masters	3	Natural Resources and Research			1								1	2
	4	Architecture and Related Programs				2								2
	5	Area, Ethnic, Cultural and Gender Studies				1								1
	13	Education		1					2				1	4
	14	Engineering	1	1		3			2					7
	15	Engineering Technology				2								2
	16	Foreign Languages, Literatures and Linguistics				1					1			2
	22	Law, Legal Services and Legal Studies				1	1							2
	23	English Language and Literature/Letters			1									1
	24	Liberal Arts and Sciences, General Studies and Humanities	1			1								2
	26	Biological and Biomedical Sciences				2	2							4
	27	Mathematics and Statistics	1											1
	30	Multi/Interdisciplinary Studies				1								1
	31	Parks, Recreation, Leisure and Fitness Studies			1								1	2
	38	Philosophy and Religion				1			1					2
	40	Physical Sciences							1					1
	42	Psychology	1											1
	43	Protective Services			1				1					2
	44	Public Administration and Services	1										1	2
	45	Social Sciences	1						1		1			3
	50	Visual and Performing Arts				5			4					9
	51	Health Professions and Related Clinical Sciences	3		3		1						1	8
	52	Business, Management, Marketing and Related Support Services			1	1								2
	54	History			1		1							2
	99	*Subtotal, All Programs*	*9*	*2*	*9*	*21*	*5*	*0*	*12*	*0*	*2*	*0*	*5*	*65*

LEVEL	CIP CODE	CIP TITLE	NUMBER OF PLANNED NEW PROGRAMS BY UNIVERSITY THROUGH 2012-13											SYSTEM TOTAL
			FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	
Doctorate	3	Natural Resources and Research				1								1
	4	Architecture and Related Programs				1								1
	5	Area, Ethnic, Cultural and Gender Studies	1											1
	9	Communications, Journalism and Related Fields							1					1
	11	Computer and Information Sciences and Support Services	1											1
	13	Education	1	2	2	1			1					7
	14	Engineering	1	1		4						1		7
	23	English Language and Literature/Letters				1								1
	26	Biological and Biomedical Sciences	1			2	1		1					5
	27	Mathematics and Statistics				1			1					2
	30	Multi/Interdisciplinary Studies					1							1
	38	Philosophy and Religion				1								1
	40	Physical Sciences	1						1					2
	42	Psychology	1			2								3
	45	Social Sciences							2			1		3
	50	Visual and Performing Arts				2			1					3
	51	Health Professions and Related Clinical Sciences	2		3	1								6
	52	Business, Management, Marketing and Related Support Services							1					1
	99	*Subtotal, All Programs*	*9*	*3*	*5*	*17*	*2*	*0*	*9*	*0*	*0*	*2*	*0*	*47*
First-Professional	4	Architecture and Related Programs				1								1
	51	Health Professions and Related Clinical Sciences				1								1
	99	*Subtotal, All Programs*	*0*	*0*	*0*	*2*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*2*
All Levels	***99***	***Grand Total, All Programs***	***26***	***6***	***33***	***50***	***13***	***0***	***40***	***0***	***2***	***2***	***9***	***181***

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13

FAMU

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	9.0702	Multimedia Studies	8	0	0	0	0	5	10	15	25	35	40
	11.0101	Information Assurance CIS	6	0	0	10	15	20	0	0	0	0	0
	13.0101	Education, General	10	0	0	50	64	67	70	73	78	82	86
	13.1315	Reading, Teacher Education	1	0	0	51	60	64	69	75	79	82	85
	14.0501	Biomedical/Medical Engineering	5	0	0	0	2	3	3	4	4	4	4
	26.1200	Biotechnology	10	0	0	5	8	9	10	11	11	11	11
	27.0101	Computer Science - Mathematics	3	0	0	10	20	22	0	0	0	0	0
	40.0501	Forensic Science - Chemistry	4	0	0	10	20	22	0	0	0	0	0
Masters	14.0900	Computer Engineering General	6	0	0	0	0	1	1	2	2	2	2
	23.9999	English Language & Literature	10	0	0	12	15	17	0	0	0	0	0
	27.0101	Mathematics	3	0	0	10	12	15	0	0	0	0	0
	42.1701	School Psychology - Eds	1	0	0	12	17	20	0	0	0	0	0
	44.0401	Public Administration	10	0	0	0	12	15	17	0	0	0	0
	45.0601	Economics	10	0	0	10	13	15	0	0	0	0	0
	51.0912	Physicians's Assistance	10	0	0	0	0	15	30	30	40	50	60
	51.0913	Athletic Training	10	0	0	0	0	0	20	45	50	50	50
	51.2310	Rehabilitaion Counseling	10	0	0	15	30	30	40	50	60	70	75
Doctorate	5.0201	African American Studies	10	0	0	0	12	15	20	0	0	0	0
	11.0101	Computer and Information Science	6	0	0	10	13	17	0	0	0	0	0
	13.0301	Curriculum & Instruction	9	0	15	16	17	15	18	15	18	15	18
	14.0901	Computer Engineering	6	0	0	0	0	1	2	2	2	2	3
	26.0101	Biology	4	0	0	0	0	10	13	15	0	0	0
	40.0501	Chemistry	4	0	0	0	10	13	15	0	0	0	0
	42.1701	School Psychology - Ph.D.	1	0	0	0	12	16	20	0	0	0	0
	51.2201	Public Health	5	0	6	9	12	20	30	40	50	60	70
	51.2308	Physical Therapy (DPT)	2	0	0	0	15	30	30	40	40	45	45

PLANNED ENROLLMENTS IN NEW PROGRAMS - FAU
BY LEVEL, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-12

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	11.0103	Information Technology	6	0	0	20	50	100	0	0	0	0	0
Masters	13.0601	Instructional Technology and Research	10	0	0	0	15	17	19	0	0	0	0
	14.0101	Interdisciplinary Engineering	3	0	0	0	10	20	30	0	0	0	0
Doctorate	13.0901	Social Foundations of Ed	10	0	0	0	12	12	12	0	0	0	0
	13.1101	Counselor Ed./Student Counseling/Guidance	10	0	0	6	6	6	0	0	0	0	0
	14.0801	Civil Engineering	7	0	0	0	5	8	12	0	0	0	0

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13 (Continued)

FGCU

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	5.0123	China Studies	10	0	0	0	8	12	16	0	0	0	0
	9.0903	Advertising	10	0	0	25	50	100	0	0	0	0	0
	14.0301	BioEngineering	4	0	0	12	17	24	0	0	0	0	0
	14.0901	Software Engr	6	0	0	12	42	114	0	0	0	0	0
	14.1401	Environmental Engr	4	0	0	6	10	22	0	0	0	0	0
	15.1501	Management Engr	10	0	0	0	6	15	20	0	0	0	0
	24.0102	Public Svcs Mgt	10	0	25	30	35	0	0	0	0	0	0
	26.1200	Biotechnology	10	0	20	30	45	0	0	0	0	0	0
	38.0101	Philosophy	10	0	0	0	8	14	21	0	0	0	0
	40.0501	Chemistry	4	0	0	0	10	18	29	0	0	0	0
	43.0111	Criminalistics and Criminal Science	10	0	30	60	90	0	0	0	0	0	0
	45.0201	Anthropology	10	0	0	15	30	53	0	0	0	0	0
	45.0701	Geography	10	0	0	0	0	15	27	44	0	0	0
	45.1101	Sociology	10	0	0	13	35	55	0	0	0	0	0
	50.0901	Music	10	0	0	0	10	17	25	0	0	0	0
	51.0701	Hlth Svcs Adm	2	0	0	10	20	25	0	0	0	0	0
	51.2208	Community Health	5	0	8	20	26	0	0	0	0	0	0
	51.3101	Dietetics	10	0	0	8	18	20	0	0	0	0	0
	52.0906	Resort Hospitality Mgmt	10	2	70	150	0	0	0	0	0	0	0
Masters	3.0103	Environmental Studies	4	0	0	0	12	17	25	0	0	0	0
	23.0100	English	10	0	0	16	35	48	0	0	0	0	0
	31.0599	Sports Psychology	10	0	0	0	0	20	40	60	0	0	0
	43.0111	Criminalist&CriminalForenSci	10	0	0	20	27	34	0	0	0	0	0
	51.0913	Athletic Training/Trainer	10	0	0	0	0	0	0	0	0	0	10
	51.2208	Health Education	5	0	10	20	25	0	0	0	0	0	0
	51.2306	Occupational Therapy	2	0	8	27	52	0	0	0	0	0	0
	52.0906	Resort Hospitality Mgmt	10	0	0	0	25	35	45	0	0	0	0
	54.0101	History	10	0	0	0	0	16	35	48	0	0	0
Doctorate	13.0301	Curriculum and Instruction	9	0	0	0	22	22	22	0	0	0	0
	13.0401	Education Admin/Ldrshp, Gnrl	9	0	0	0	11	11	11	0	0	0	0
	51.0000	Health Science,Interdis	10	0	0	0	0	0	0	5	10	15	0
	51.1601	Nursing	2	0	0	0	0	0	0	0	3	5	8
	51.2308	Physical Therapy	2	0	0	0	0	20	40	60	0	0	0

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13 (Continued)

FIU

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	4.0601	Landscape Architecture	10	0	0	10	15	18	24	24	24	24	24
	5.0201	African New World Studies	10	0	0	0	8	12	15	18	20	22	24
	(11.1095)	(Computer Prog. Tech)	6	0	0	10	15	20	25	30	40	45	50
	13.1210	Early Childhood Education and Teaching	10	0	24	57	138	150	165	175	185	195	205
	(14.1810)	(Construction Engineering)	3	0	0	0	0	0	5	10	15	20	25
	14.2701	Software Systems Engin.	3	0	0	10	15	20	25	30	40	45	50
	22.0000	Legal Studies	10	0	0	6	12	15	17	20	22	24	26
	26.1103	Informatics	4	0	0	10	14	18	20	25	30	35	40
	40.0401	Meteorology / Atmospheric	4	0	0	8	12	15	20	25	35	40	45
	51.0203	Speech Communication	10	0	0	0	8	15	25	35	40	50	55
Masters	4.0301	Urban and Regional Planning	7	0	0	0	0	0	0	0	0	0	0
	4.0501	Interior Architecture	10	0	0	4	5	8	8	8	9	10	11
	5.0206	Asian Studies	10	0	0	0	6	8	12	14	18	20	22
	14.0801	Construction Engineering	7	0	0	0	5	10	15	20	22	24	26
	14.1801	Materials Engineering	3	4	5	6	7	8	8	9	9	9	10
	14.2701	Software Systems Engin.	3	0	0	10	14	18	22	25	27	30	32
	14.9999	Media Engineering	10	0	0	0	5	10	15	17	19	21	23
	15.0305	Telcom. & Networking	3	40	45	50	55	60	70	80	90	100	110
	16.0901	French	10	0	0	0	0	5	7	10	12	14	16
	22.0209	Trans Bus & Int Trade Law	10	0	0	0	0	12	15	20	20	20	20
	24.0103	Humanities	10	0	0	0	5	7	9	12	14	16	18
	26.0202	Biochemistry	4	0	0	6	10	12	14	16	18	20	22
	26.1103	Informatics	4	0	0	8	12	14	16	20	24	28	30
	30.1401	Museum Studies	10	0	0	5	7	10	12	14	16	18	20
	38.0101	Philosophy	10	0	0	0	0	4	6	8	12	15	18
	50.0404	Industrial Design	10	0	0	4	6	6	7	8	9	10	11
	50.0408	Interior Design	10	0	0	6	8	12	18	24	24	24	24
	50.0409	Graphic Design	10	0	0	4	5	6	7	8	9	10	11
	50.0501	Theatre	10	0	0	4	6	8	10	12	14	16	18
	50.0704	Arts Mgmt. & Production	10	0	0	6	10	12	14	16	18	20	22
	52.1299	Technology Management	6	3	10	15	20	25	30	35	40	45	50

NOTE: Programs in parentheses indicate 1990 CIP coding.

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13 (Continued)

FIU (Continued)

LEVEL	CODE	CIP TITLE	AREA	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Doctorate	3.0103	Environmental Studies	4	0	0	6	8	12	16	18	22	24	26
	4.0201	PhD in Architecture	10	0	0	0	0	2	4	4	4	4	4
	13.1314	Physical Education Teaching and Coaching	10	0	0	0	16	18	20	22	24	26	28
	14.0501	Biomedical Eng.	5	0	7	10	20	25	30	32	32	35	40
	14.0901	Computer Eng.	6	0	0	4	10	14	19	24	29	34	39
	14.1801	Materials Eng.	3	0	6	8	9	10	11	12	13	14	15
	14.2701	Ind. & Systems Eng.	3	7	12	15	18	20	22	24	26	28	30
	23.0100	English	10	0	0	5	8	10	12	14	16	18	20
	26.0202	Biochemistry	4	0	0	0	6	8	10	12	16	18	20
	26.1103	Informatics	4	0	0	0	8	12	16	20	24	28	30
	27.0101	Mathematics	3	0	0	5	7	9	10	12	14	16	18
	38.0201	Religious Studies	10	0	0	6	10	14	16	18	20	24	26
	42.0301	Cognitive Science	10	0	0	0	5	8	10	12	14	16	18
	42.1801	Education Psychology	10	0	0	0	12	14	16	18	20	22	24
	50.0703	Art History	10	0	0	0	0	5	7	9	11	12	14
	50.0901	Music	10	0	0	5	8	10	12	14	16	18	22
	51.2201	Public Health	5	0	0	5	5	5	5	5	5	5	5
First-Professional	4.0201	Doctor of Architecture	10	0	0	0	4	6	12	12	12	12	12
	51.1201	Medicine (M.D.)	5	0	0	0	36	82	138	223	277	277	277

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13 (Continued)

FSU

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	4.0301	Urban & Reg Planning	7	0	0	0	0	30	30	30	35	35	40
	5.0108	Middle Eastern Studies	10	0	3	3	3	4	4	4	5	5	7
	13.0401	Ed Leadership	10	0	0	0	0	50	50	52	52	54	54
	13.1001	Special Ed	1	0	0	0	0	0	10	12	12	14	14
	14.0501	Biomedical/Medical Engineering	5	0	0	0	10	11	12	13	14	15	16
	30.1100	Gerontology	2	0	0	0	0	0	0	25	28	30	33
Masters	22.0202	Amer Law for Foreign Lawyers	10	0	5	5	5	6	6	7	7	8	8
	26.1102	Biostatistics	4	0	0	0	3	5	7	9	11	11	11
	26.1309	Epidemiology	5	0	5	7	9	11	13	14	15	16	17
	51.2201	Public Health	5	1	2	3	4	5	6	7	8	9	10
	54.0104	History & Phil of Science	10	0	1	3	3	4	4	5	5	6	6
Doctorate	26.0102	Biomedical Sciences	4	0	6	6	8	8	10	10	12	12	14
	30.1101	Gerontology	2	0	0	6	6	7	8	8	9	9	10

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13 (Continued)

UCF

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	5.0107	Latin American Studies	10	0	0	0	10	20	30	40	50	60	70
	13.1001	Exceptional Education (Trk)	1	0	130	140	145	150	155	160	165	170	170
	14.1001	Ee-Electro-Optics (Trk)	3	0	0	0	16	30	40	45	50	50	50
	24.0101	Liberal Studies-Acc Underg To Grad (Trk)	10	0	2	4	6	8	10	12	14	16	18
		Liberal Studies-Nanoscience (Trk)	10	0	2	4	6	8	10	12	14	16	18
	27.0101	Mathematics Bs – Biology (Trk)	3	0	0	0	6	8	10	10	12	14	16
		Mathematics Bs – Economics (Trk)	3	0	0	5	6	7	8	9	10	10	11
	50.0301	Dance Ba/Bfa	10	0	0	0	0	0	4	8	12	12	12
	50.0501	Theatre-Acting For Tv&Film (Trk)	10	0	0	0	0	0	4	8	12	12	12
	50.0602	Film - World Cinema (Trk)	10	0	9	20	40	60	60	60	60	60	60
	50.0706	Dig Med-Tools For Dig Music (Trk)	8	0	22	29	40	44	52	58	64	70	84
		Dig Med-Tools For Visual Lang (Trk)	8	0	35	75	110	123	131	141	151	171	171
		Dig Med-Visual Languages (Trk)	8	0	35	75	114	123	131	141	151	171	171
	52.0901	Hospitality-Finance And Technology (Trk)	10	0	4	4	4	4	4	4	4	4	4
		Hospitality-Lodging Mgmt (Trk)	10	0	5	10	15	20	20	20	20	20	20
		Hospitality-Pgm (Trk)	10	0	0	30	60	80	100	100	100	100	100
		Hospitality-Theme Park	10	0	0	0	30	40	50	50	50	50	50
		Hospitality-Timeshare Mgmt	10	0	0	0	10	15	20	20	20	20	20
		Hospitality-Tourism And Travel (Trk)	10	0	5	5	5	5	5	5	5	5	5
Masters	13.1311	Math Ed Middle School (Trk)	1	0	8	8	9	9	9	10	10	10	10
	13.1316	Science Ed Middle School (Trk)	1	0	3	3	4	4	4	5	5	5	5
	14.0101	Ie-Systems Engineering And Management (Trk)	3	0	24	24	24	24	24	24	24	24	24
	14.0501	Biomedical Engineering	5	0	0	20	30	35	40	45	50	55	60
	38.0101	Philosophy	10	0	0	0	0	5	10	15	20	25	25
	40.0203	Planetary Science	10	0	0	0	2	2	3	3	4	4	5
	43.0106	Forensic Science	10	0	20	30	40	50	54	54	54	54	54
	45.0201	Anthropology	10	0	0	0	0	12	24	36	36	38	38
	50.0301	Dance Ma/Mfa	10	0	0	0	0	0	0	4	8	12	12
	50.0600	Film & Dig Med	10	0	0	45	90	122	125	128	128	128	128
	50.0702	Computer Art & Design Mfa	10	0	8	16	24	24	24	24	24	24	24
	50.0903	Music	10	0	0	0	12	14	16	18	20	22	24
Doctorate	9.0102	Communication	10	0	0	0	0	10	20	30	40	45	50
	13.1401	Tch Eng To Speaker Of Oth Lang	10	0	0	0	0	0	8	16	24	32	32
	26.1307	Conservation Biology	4	0	15	25	30	35	40	45	50	55	60
	27.0501	Statistics	3	0	0	0	0	8	16	24	32	32	32
	40.0203	Planetary Science	10	0	0	0	3	6	9	12	15	15	15
	45.1001	Political Science	10	0	0	0	0	0	10	12	14	17	20
	45.1101	Sociology	10	0	12	24	36	38	40	40	40	42	42
	50.0706	Digital Media	8	0	0	0	0	0	6	12	18	24	30
	52.0601	Economics	10	0	0	0	0	2	2	3	3	4	4

PLANNED ENROLLMENTS IN NEW PROGRAMS BY LEVEL AND INSTITUTION, WITH TARGETED AREA INDICATIONS, 2003-04 THROUGH 2012-13 (Continued)

UNF

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Masters	16.0905	Spanish	10	0	0	0	0	0	0	10	15	20	30
	45.1101	Applied Sociology	10	0	2	3	4	6	8	10	12	14	16

USF

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Doctorate	14.0501	Biomedical Engineering	5	0	7	11	14	19	24	24	0	0	0
	45.0799	Geog/Environmental Science	10	0	10	17	19	22	25	28	0	0	0

UWF

LEVEL	CIP CODE	CIP TITLE	TARGET AREA	PLANNED ENROLLMENTS BY YEAR									
				2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelors	40.0607	Oceanography	4	0	6	36	45	0	0	0	0	0	0
	45.0601	Economics	10	0	0	15	22	30	0	0	0	0	0
	51.0000	Health Science	10	0	0	20	40	50	0	0	0	0	0
	52.1501	Real Estate	10	0	0	12	18	30	0	0	0	0	0
Masters	3.0104	Environmental Sci	4	0	25	45	39	0	0	0	0	0	0
	13.1315	Reading	1	0	10	20	30	0	0	0	0	0	0
	30.9999	Administration	10	0	126	173	215	0	0	0	0	0	0
	44.0701	Social Work	10	0	0	30	38	45	0	0	0	0	0
	51.2201	Public Health	5	0	0	18	25	35	0	0	0	0	0

NOTE: Institutions were requested to provide enrollment plans for the first three years of program initiation and development. Therefore, in some cases, zeros are entered following the first three years of enrollments in new programs. This does not indicate the enrollments will decline to zero, but that enrollments have not been forecasted past the three-year point.

SECTION 6:

LETTER RESPONSES FROM INSTITUTIONS

SECTION 6:
EXCERPTS FROM INSTITUTIONAL RESPONSES RELATED TO POLICY ISSUES WITH THE DEGREE PRODUCTION ANALYSIS

Response from Florida Agricultural and Mechanical University

Enrollment and Degree Projections
Dr. Castell Bryant, who recently assumed duties as Interim President, wishes to revisit the enrollment and degree projections submitted last summer to the BOG. We request additional time in order to allow President Bryant to submit revised projections.

Furthermore, we did not have the 2003-04 actual data available at the time we calculated the projections. Therefore it would be fruitful to revise the projections using the actual 2003-04 data as the baseline.

FAMU's projections must be evaluated not only in terms of the historical trends and new programs planned, but more so in terms of the **New Initiatives** designed to support enrollment growth and degree production. Chief among the initiatives begun is the Freshman and Sophomore Year program implemented in January 2005, designed to improve student progression and increase graduation rates. The initiatives include the following:

1.1 Planned Initiatives to Support Enrollment Growth

- 1.1.1 Recruitment Research and Consultation on Enrollment Management.
- 1.1.2 Expansion of Off-Campus Degree Programs.
- 1.1.3 Expansion of Distance Education.

1.2 Planned Initiatives to Support Degree Production

- 1.2.1 New Degree Programs and Transitioning of Some Degree Programs to the Doctoral Level.
- 1.2.2 Freshman and Sophomore Year Experience
- 1.2.3 Progression Research
- 1.2.4 Expansion of Distance Education.

Targeted Programs
Already, in 2003-04, FAMU exceeds the BOG goal of awarding 50% of the degrees in targeted areas by 2012-13 and we intend to continue to increase our percent of degrees awarded in these programs. Our noteworthy performance in this area is due to a long-standing strategy at the university to target production in critical professions such as health, education and engineering, as well as in science and mathematics. Additional programs in targeted areas are also proposed for development under the Center of Excellence in Science, Mathematics, Engineering and Technology (COESMET) that was accepted by the former Board of Regents. We request that the proposed **MS in Rehabilitation Counseling (CIP 51.2310)** be included in the targeted "Critical Needs in Health Care" category. We intend to pursue this degree specifically because it has been

identified as a critical need by state and federal agencies. The need for African Americans in this field is particularly acute.

BOG Target for Doctoral Programs
The BOG target to reduce the number of doctoral degrees awarded in the SUS is incompatible with the BOG goals of increasing external research funding and of creating world class universities. Specifically in regard to FAMU's proposed new doctoral programs, there continues to be a need within the state and throughout the nation, to address the severe underrepresentation of African Americans and other minorities receiving doctoral degrees. If one examines the number of doctoral degrees awarded to African Americans in the targeted areas by the SUS, it becomes evident that action must be taken to remedy the shortage. The disciplines we have selected in which to pursue doctoral degrees are primarily within the targeted science, technology and health areas.

Proposed Degrees
Please note that the enrollment and degree projections included some but not all the proposed new degrees on the FAMU strategic plan. We were selective because it is not realistic to assume that we would be able to implement all the programs on our strategic plan. However, if some of these programs not included in the projections rise to the fore in the future as programs that we must pursue in order to fulfill a need, we trust that their absence on the enrollment and degree projections will not be an impediment.

We wish to delete the PhD in Gerontology that was included in the projections. After the projections were submitted, this program was deleted from our internal list of programs to be considered.

Minority Access to Higher Education
The BOG has requested that MGT address the issue of geographic access to higher education. This is an important matter. However, no less critical is the issue of minority access to higher education. For example, a cursory overview of high school achievement and test scores required for admission to universities in the State University System will reveal that a crisis exists among African American students seeking access to the SUS, thus adversely affecting the overall educational quality throughout the State.

Annually, Dr. Martha J. Miller, Educational Policy Consultant in the Florida Department of Education, provides the leadership in compiling test scores on the SAT and the ACT by race, ethnicity, gender, economic status and other criteria. The compilation reveals the dire need to improve one of the most debilitating and disturbing problems facing higher education in Florida. Dr. Miller's analysis indicates that during the academic year of 2003, a total of 9,686 African Americans took the SAT test with only 1,728 or 17.8% making a score of 1010 or above the required score for regular admission to an SUS university. On the ACT, a total of 10,054 African American high school students took the test with only 1,582 or 15.7 percent making 21 or above. If we combine the numbers on both the SAT and ACT, they will clearly show that, at most, only 3,310 African Americans (not accounting for duplication of students sitting for both the SAT and ACT) achieved scores high enough to gain admission to the SUS without some type of alternative admission.

It becomes clear from the statistics shown above that special consideration should be established for increased access for minorities to higher education in Florida until high schools can achieve increased equity among all students enrolled.

At the graduate level, few African Americans earn PhD degrees nationally and in the State. The following table illustrates the number of PhD degrees awarded to African Americans in the fields of science and mathematics in the State University System of Florida in recent years:

PhDs Awarded to African Americans in SUS 2001-2004, Science and Mathematics

Program	2001-02	2002-03	2003-04
Computer & Information Science	2	0	0
Life Sciences	1	0	1
Mathematics	0	0	0
Physical Science (includes Physics, Chemistry, Geology)	1	4	4 (includes first graduate from FAMU PhD Physics and 3 in chemistry from other universities)

Source: Division of Colleges and Universities, Facts and Figures, Degrees Awarded 1991-2003

FAMU has the capability to significantly increase the number of African American PhDs in these fields. For example, there are four students expected to graduate this year from the newly established PhD in physics. Therefore we could potentially quadruple the number of African American PhDs in Physics in the entire university system with the first graduating cohort, and double the number of African American PhDs in the SUS in the physical sciences. Additionally, the first two PhDs in Environmental Sciences were awarded in December 2004, with potential for two more in the Spring of 2005.

While the percent increases in degrees awarded for FAMU that appear in the MGT report are dramatic, they do not lead to productive discussions regarding cost per degree. It is the absolute numbers rather than percents of increases that are relevant to this discussion.

Response from Florida Atlantic University

- Full funding of enrollment growth plans and increments are essential to the success of the BoG strategic plan. Without adequate funding to meet planned enrollment targets, the SUS will be not be able to meet the overall strategic goals set for enrollment with respect to producing an educated population or a populace educated in targeted disciplines. This point was underscored by the State University President's Association (SUPA) analysis of the 2005-06 Legislative Budget Request.

- It is important that the Board of Governors review the lists of targeted degrees to reconsider disciplines that might have been omitted or that are in critical demand

regionally, and therefore, critical elements in a university's mission. For example, at Florida Atlantic University, the master's degree in Social Work and degrees in Criminal Justice (all levels) are programs that were omitted from the statewide list (erroneously we believe), but are key disciplines that Florida Atlantic University would continue to serve because of intense regional need and demand.

- Current policies do not provide universities with the authority to ensure that enrollment targets in selected disciplines can be achieved. For example, the process for limiting access to degree programs requires approval beyond the local boards of trustees. It is necessary to enact policies that provide tools to the universities that they need to manage enrollments in order to channel students away from over-represented areas and into targeted disciplines.

- Another policy issue relates to whether an institution's focus on particular degree programs will affect its appeal to certain segments of the student market. For example, universities need clear state explanations of how the supply/demand-driven enrollment policies embodied in the strategic plan goals will be reconciled with policies relating to student access and diversity. Since the emphasis on targeted degree programs may encourage universities to de-emphasize popular programs of study, the program de-emphasis may have unintended consequences on their ability to attract and serve specific student clientele groups. This phenomenon might have an adverse effect on student diversity.

- With respect to setting degree production targets at the doctoral level, it is important to consider that doctoral degree production increases are essential to supporting the Board of Governor's strategic goal 3 aimed at developing world class academic programs and research. The selection of quantitative targets based on interstate comparisons may not provide the right point of reference for setting degree production targets in the context of strategic goal 3.

- The Board of Governors will need to enact policies that provide clear guidance to institutions regarding how to behave as the economy and the needs of the state and region change. Indeed, as the strategic plan is successful, the relative program emphasis may need to shift away from the initial set of targeted disciplines toward other emerging needs and disciplines. Universities will need to understand clearly at what point the targeted disciplines will be reviewed in light of changing market conditions. The Board of Governors will also need to develop guidelines for how universities will be expected to account for students who are still in the "pipeline" when the targeted disciplines change. These policies should recognize the complexities involved in "ramping up" and "ramping down" programs in terms of staffing, equipment infrastructure, library support, and general campus support, including the allocation of space.

- In light of the foregoing suggestions for BoG policies, it is important to ensure that these policies be flexible enough to accommodate the individual aspects of each institution's mission, size, population served, student diversity, regional needs, history, and funding base.

With respect to the Y-Axis targeted degree totals, we believe that the entire exercise would be strengthened by the addition of three steps:

1. Inviting universities to reconsider their projections in light of the technical and definitional clarifications of targeted programs, especially in light of the various compilations and comparisons to the 50th percentile criteria used for initial reference.

2. The reexamination envisioned in the first step will allow the Board of Governors to consider adding or deleting programs based on new evidence.

3. Finally, the Board of Governors should determine whether the 50th percentile criteria should be revised in light of where the totals stand in each discipline and overall target category.

Response from Florida Gulf Coast University

It is important to realize that FGCU was created to address a lack of opportunity for higher education in the southwest region of the state. Less than ten years in operation, FGCU has developed nearly 60 academic degree programs and has awarded almost 4,000 degrees. Degree production has increased from 49 in 1997-1998 to 899 in 2003-2004. The region FGCU serves is growing rapidly and dramatically and will continue to do so for the foreseeable future. It is incumbent for FGCU to keep up and indeed sustain that rate of growth.

The degree projection and program plans that FGCU developed and submitted to you in the summer of 2004 (that were used by MGT and DCU staff in MGT's study) are the result of FGCU's strategic planning process. While they are admittedly ambitious, they are well within FGCU's capability based on its track record of the last decade. The implementation of 14 new bachelors, 8 masters, and 5 doctoral programs during the next decade is possible if the partnership established by the Legislature at the inception of FGCU is perpetuated and supported by the Board of Governors. Obviously funding will be critical to that end.

The programs that FGCU has targeted for growth mirror in many cases the key categories of critical need identified by the Board of Governors, but the need in the southwest region goes beyond that established for the state as a whole and can only be met by FGCU through a combination of expanded degree production in existing programs and the establishment of new programs.

The 14 bachelor programs include both targeted and "non-targeted" programs. Key among the targeted programs are three new engineering degrees that in connection with a recently created biotechnology and a planned chemistry degree collectively will do much to advance greatly needed regional economic diversification. The non-targeted programs are intended to ensure FGCU fulfills its mission to the region as its only public comprehensive university. Failure to do so will stifle regional growth and lead to potential and costly mission duplication with the region's community colleges and/or limited opportunities at the region's independent colleges. At the master's level, the new

programs planned build upon existing successful programs at the undergraduate level. The modest addition of five doctoral programs over the next ten years will address growing unmet regional needs for advanced study in education and healthcare and will complement existing programs at the master's level.

While FGCU could argue with the choice of programs included in the categories of critical need or what constitutes a high-wage profession, we believe it will be much more productive if the Board recognizes another class of programs that are necessary to meet regional needs. Such an approach would better capture FGCU's position and mission in the system at this moment. For this reason, FGCU believes the application of the 50% threshold for future degree production in targeted disciplines while worthy should be subject to mitigating circumstances.

FGCU disagrees with some of the interpretive comments MGT included in its analysis of FGCU's degree projections. These have already been referenced in the Policy Issues section above. Specifically FGCU disagrees with statements such as:

"175% growth in degree production (baccalaureate) seems very ambitious, but perhaps possible as a new institution."

"Seems very unlikely that master's degrees can expand this rapidly; 8 new programs planned."

"Unlikely that FGCU can get facilities to permit growth in this time frame; 22 new programs planned."

With regard to the first statement, FGCU has in the last five years alone nearly doubled it's bachelors degree production (355, 1999-2000 to 667, 2003-2004). With the increase in FTEs being projected FGCU feels it is possible to realize these numbers in the next decade.

As mentioned previously, the 8 new master's programs planned are based on existing programs at the undergraduate level and already have a suitable infrastructure present for their support. Consequently, additional resources necessary for their implementation will be incremental rather than completely de novo.

Finally, the third statement indicates that limited facilities will impede growth, making realization of our projected new program growth impractical. FGCU has built rapidly in the past and has plans to increase square footage commensurate with the growth it anticipates. FGCU has made good use of leveraging private against public dollars to accelerate facility development and will continue to do so. We are also conducting a space analysis to ensure we get the best use of our existing and planned space. FGCU also makes excellent use of technology to complement instructional space and will continue to do so. Continued support from the Board of Governors and the Legislature ultimately will determine achievement of our goals.

Response from Florida International University

FIU intends to accelerate its degree production at every level in targeted areas to contribute to meeting the BOG's degree goals and critical needs of Florida. Delivering a seamless educational environment that is student-centered requires Florida's educational systems to invest in programs that fit statewide goals as well as student career interests and local demand. FIU proposes that the most effective strategy for serving both purposes will be to incrementally fund desired numbers of new targeted degrees without capping many popular, but untargeted programs.

Florida International University considers the BOG Strategic Planning project to be extremely important and offers the following general comments.

- The extremely fast progression of the planning effort has left out critical commentary and input by the universities. As a consequence, there are numerous issues and problems that still need to be addressed. Given the importance of the study and the complexity of the issues, additional discussion and institutional input will produce a more viable set of outcomes.

- The leaders and faculty of Florida's public universities have not been consulted in development of the targeted program lists. To enhance this process they should now be given an opportunity to suggest changes and additions to the lists. This recommendation is part of the Advisory Council of Faculty Senates resolution on program approvals.

- The BOG must recognize that targeted degree needs vary throughout Florida. FIU proposes that BOTH statewide and regional program needs be considered in the BOG Strategic Plan targets. FIU's plans for addressing the health care needs and its planned medical degree as well as other mission-related degrees need to be included as regional needs.

- The BOG's graduate program targets, especially at the doctoral level, are not aggressive enough. These goals should be set similar to those states with the most successful and advanced economies. Florida's economy will only be successful if our students are able to compete with the best and brightest from around the nation. We should not force our students into a competitive disadvantage.

- The BOG goal of increasing research and federal funding is dependent on larger, not smaller, increases in doctoral degrees and postdoctoral students. Thus, the BOG's doctoral degree goals should be higher.

- The BOG plan may inadvertently result in decreasing the very revenues needed to increase degrees in targeted programs. High demand programs such as psychology and journalism produce the funds needed to support the more expensive health, science, and engineering programs that make up most of the targeted list. To meet the 50% goal, untargeted programs will have to be capped and revenues from these programs will decline. Numeric targets are better since they would not force institutions to trade untargeted programs for targeted ones.

1. Regional Needs

FIU recommends that all universities be given the opportunity to expand the targeted list to include regional needs. The BOG plan addresses only statewide needs for programs.

Creating a seamless and student-centered net of programs for Florida will mean providing curricular pathways from K-12 to Community Colleges to Universities that address a variety of educational needs, not just targeted programs. The final list of targets should include both statewide and regional programs.

Florida International University (FIU) is the only public research extensive university in Southeast Florida. A more vibrant economy in Southeast Florida with a stronger science and technology emphasis is dependent on leveraging the talent and resources of universities in the area. In particular, universities such as FIU must contribute to the science and technology workforce, especially at the doctoral and post doctoral levels.

FIU's programs are more affordable than those available through private institutions in Southeast Florida and thus create access to university programs otherwise unobtainable by many low and middle income students living in this area. To support geographic access by place bound and low income students, FIU must deploy the full array of programs needed by students, not just programs in statewide targeted areas. Over three-quarters of FIU's students are from Miami-Dade County which has lower numbers of baccalaureate degrees per capita (12% of all persons 18 or older) than in Florida (13%), or the nation as a whole (14%).

There are relatively unique economic development needs in Southeast Florida that require specific degree programs not on the BOG list. For example, Miami is a Mecca for tourism and an international banking center for Latin America and the Caribbean. The top five industry classifications in our area are Business Services, Health Services, Local Government, Engineering and Management Services, and Eating and Drinking Places. Yet, degrees in Hospitality Management and many business fields are not included on the targeted list for the State. Southeast Florida depends on FIU to produce their hotel managers, bank presidents, professionals, even their government officials.

Some other important regional needs for which FIU graduates serve a particular need include:

- The environmental and marine sciences are especially important regional priorities given the needs of the state, and especially of our region, and given the fragile eco-system of Southeast Florida.

- Miami has been identified as one of the poorest cities in the U.S. and the needs of the poorest citizens require that universities such as FIU offer degrees in programs like social work, public health, and social services.

- Since we need to better understand basic social problems, disciplines such as sociology, criminal justice, public administration, forensic science, and others are also very important.

- Miami is also the major architectural design center of Florida (and the Caribbean). All aspects of design are represented in our community.

Attachment A contains a description of FIU's core mission-related programs in health, the environment, emerging techologies and international studies. In addition, FIU has

initiated a major curricular emphasis on entrepreneurship. While entrepreneurship is a major focus of our business programs, the concept is being systematically diffused throughout the curriculum in other areas such as engineering, the sciences, the arts, and social sciences.

Specific Responses to BOG Plan

Regional Needs

In addition to accelerating our efforts to meet the degree goals of the BOG in its designated target areas, FIU will also try to address regional needs in the disciplines described below. Additional information on each program is available in Attachment B.

At the undergraduate level, FIU will designate programs in Hospitality; Business; Finance; Real Estate; Human Resource Management; Entrepreneurship; Advertising; Public Relations; Marine Biology; Speech and Language Pathology; Landscape Architecture; Early Childhood Education; Criminal Justice; and Social Work as particular regional program growth needs.

At the master's level, FIU will designate additional targeted programs in Social Work; Dietetics and Nutrition; Criminal Justice; Hospitality Management; Tourism Studies; Forensic Science; Media Engineering; Informatics; Technology Management/ entrepreneurship; Telecommunications and Networking; Hospitality Management; Tourism Studies; Human Resource Management; Accounting; Taxation; Finance; and Real Estate as special regional needs.

At the doctoral level, FIU would designate additional target programs in Dietetics and Nutrition; Environmental Studies; Informatics; Higher Education; Health, Physical Education and Recreation; and Social Welfare.

Target Programs

Future degree plans are based on both statewide and regional needs. FIU will accelerate its graduate program planning for master's degrees in Physician Assistant and doctoral degrees in Biochemistry, School Psychology, Mathematics and Materials Science Engineering – all targeted areas in which FIU can offer quality academic and research programs.

2. National averages vs. more aggressive targets

The goal of reaching the national average in graduate degree production is not aggressive enough to move Florida to the vibrant economy envisioned by its leaders. FIU recommends that higher goals be set for doctoral production. Increased research funding is a direct result of increased doctoral degree production.

Florida ranks 4th in population and workforce size among U.S. States, yet ranks 32nd on the Milken Institute Technology Index. Florida declined in this ranking from 29th in the nation in 2002. This index is based upon five factors, including R&D (FL ranks 41st), risk capital and infrastructure (FL ranks 28th), human capital investments (FL ranks 44th),

technology and scientific workforce (FL ranks 27th), and technology concentration and dynamism (FL ranks 29th).

Degree goals at every level should target the most economically successful states that Florida should emulate. Doctoral degrees are especially important drivers of the new economy. "Successful" states could be identified based on the profile of industries and jobs, state gross product, state levels of external funded research and many other factors for which data are readily available.

In comparison with urban public research universities in other states, FIU produces about one-third the number of doctoral degrees that would be expected given the total number of degrees it produces. Increasing FIU's doctoral degree production will result in more funded research, greater economic contributions to South Florida and, ultimately, support job creation in advanced skill areas.

The BOG has set goals for higher extramural funding to reach world-class research funding. That goal cannot be achieved without significant increases in doctoral programs. The BOG plans call for an increase of 46.3% in the total number of degrees produced. This total number includes even more ambitious increases in targeted areas (79.5% increase). This increase in the number of students taught to achieve the degrees expected will require commensurate increases in faculty. Just to match the very modest BOG goals of increases of 6.5% in per faculty Federal Research Expenditures and the maintenance of 120 doctoral degrees per 1,000 faculty will require increases in doctoral degree production well in excess of the 14.7% increase projected elsewhere in the document. So, there are substantial internal inconsistencies in the overall BOG projections for doctoral degree production.

3. Percent vs. Numeric Targets

FIU recommends that production of more degrees in targeted areas should be promoted through the use of new, incremental funding. Specific numeric targets should be set and funded instead of broad percentage targets.

If 1,000 more teachers are needed in Florida, then the BOG should offer new funding to support the needed new degrees. Setting a 50 percent target implies that some programs must increase degree production while others are capped or decreased. As the MGT study notes, currently only 32% of the degrees awarded by all public universities in the U.S. are in the BOG targeted areas. It is unlikely that Florida is so atypical of the rest of the country in education in these targeted areas requiring excellent pre-college preparation that the SUS will be able to achieve the 50% goal just by increasing the numerator. Thus, if the 50% goal is to be attained, it will be necessary to reduce the denominator. This strategy is counter to the statewide theme of seamless programs that are student-centered. Place bound students may not be able to find affordable programs in a commutable geographic area if universities restrict access to untargeted programs.

An unintended consequence of juggling the percent in targeted and untargeted programs could be undermining the financial base needed to achieve the BOG's aims.

Large enrollments in some untargeted programs now provide the financial revenues necessary to support the more expensive targeted programs.

Forcing universities to restrict access to untargeted programs will not result in significant cost savings. Tenured professors have very specific skills and cannot be easily shifted from one program to another. The net effect of capping enrollments would be to make untargeted programs more expensive on a per FTE basis.

The best solution to the percentage problems noted above is to establish the desired number of graduates in each future year in the targeted disciplines rather than global percentages.

4. Mismatch between student and occupational demand

FIU recommends that further analysis be made of potential mismatches between student and occupational demand before targets are finalized.

Student demand is best reflected by the current array of enrollments by major. These enrollment choices are based on student academic preparation, career goals, and expected employment outcomes. If we could achieve a major increase tomorrow in the number of targeted degrees, will there be jobs for these graduates in Florida? Where is the evidence for occupational demand, especially in emerging technology fields?

In the case of teacher education, occupational demand is present, but not student demand. Low salaries and perceived poor work conditions contribute to lack of student interest in teaching careers. Encouraging the universities to create more degrees in this targeted area is not the solution to teacher shortages. Current production of graduates in teacher education would be sufficient to meet the current needs of the State if the early attrition rate of teachers from the profession were stemmed. Until working conditions for teachers are improved, greater degree production will simply run more students through this unsatisfactory cycle. The State of Florida needs to identify other strategies - such as teacher fellowships – to address the real issues underlying teacher shortages.

Response from Florida State University

In summary, our primary concerns center around the following issues:

1. Inconsistency between BOG goals for production of doctoral degrees and research goals.
2. More study of the critical needs or targeted degree areas.

We are concerned about two issues raised at the December 16, 2004 meeting and the December 23, 2004 conference call: (1) the relationship between the doctoral production goal and the world-class university research expenditure goal, and (2) the 50% allocation among baccalaureate, masters and doctoral production. The first issue arose in the context of the forecast that in relation to national averages the state will be above average in doctoral production. This results in the doctoral degree 2008-2009

target being set 14 doctoral degrees less than the actual number produced in 2003-04. At the same time, the BOG has established ambitious research goals that will require additional doctoral student effort to reach. One goal appears in conflict with another. It is our understanding that the analysis currently being undertaken does not provide costs for realizing the research goals. As discussed at the December 16, 2004 meeting, the production and research goals are connected and probably cannot be considered in isolation without ignoring the way research is done within the universities. We need to find a way to bridge the research goal to doctoral production. Access is not the key to understanding doctoral production and to focus on existing workforce needs falls short. Florida's gross state product per capita ranks below average nationally, substantially below that of other large states, and has increased its research activities considerably only in the last ten years.

Our discussions to date seem to isolate and treat separately the production and research goals. At least that is the implication drawn from the focus on average production of doctoral students in various states. The normative basis of production was considered only in relation to production in other states or other circumstances. Our discussions did not consider this as a limiting factor on the "world class" goal. Of course, it is likely to be one -- and the Board may want to use the production goal to adjust and limit the research goal.

However, we recommend proceeding in another way. The "world class" research goal could be used to expand the doctoral (not masters) production goal. We could begin with the research goal as primary to the long term economic vitality of the state. This would be a BOG priority. To wit, doctoral production in the large publics would be considered in relation to their research expenditures -- doctoral degree/ research expenditure dollar. Increasingly, it appears crucial to establishing a comparative competitive advantage. The average doctoral production needed for each dollar of research expenditures would be applied against the BOG's research goal (in expenditures) to determine the doctoral production goal. With this figure in hand, we could then move on to consider the 50% allocation. Again, we propose a linkage between the research goal and the production goal focusing on the relative merits of the targets.

The opportunity to address university specific or regional priorities should be included in the model. The critical state needs or targeted programs should be studied further. Several of the high wage areas do not appear to be high wage fields. Workforce needs constantly change due to federal and or state regulations, changes in technology, employer demand and the like.

Response from New College of Florida

Thank you for this opportunity to contribute additional perspective and information to the Board of Governors' strategic planning efforts. New College intends to participate fully in the overall expansion and enhancement of the State University System. We plan to do so in ways that directly reflect the Board's priorities and objectives, although the scale and scope of our enrollment growth will occur in proportion to our size and mission. We anticipate steady growth, at a rate calculated to maintain our current level of student/ faculty engagement as well as the exceptional success of our graduates. Our goal is to

assure that New College fulfills its distinctive mission as the State's designated Honors College. We will continue to provide an attractive and viable option within the SUS for high-achieving Floridians who might otherwise choose to attend similar selective small colleges outside of the state.

As you know, New College confers only one degree, the Bachelor of Arts, and although we offer a wide range of "majors" or areas of concentration, our honors liberal arts and sciences program falls within one CIP code.

Policy Issues

The need for rapidly increasing the production of bachelor's degrees in the State of Florida is clear and justifiable. Obviously, the overall impact of New College's projected enrollment growth on the targeted growth in statewide production of bachelor's degrees will be minimal, but we believe that New College's special mission – providing Florida's most talented undergraduates the opportunity to participate in a distinctive learning environment – will continue to play an important role in the SUS. Plans for significant enrollment growth over the next ten years at the College assure that increasing numbers of New College graduates will be prepared to successfully complete post-graduate and professional programs, and many will begin productive careers in Florida. As for the targeted programs identified in the Strategic Plan, although we do not directly credential professionals such as teachers, nurses, or engineers, New College does excel at producing graduates who are likely to pursue advanced training in those and similarly valued professions.

Like the other SUS institutions, we applaud the Board of Governors' efforts to identify and plan for targeted growth, and recognize that the assessment of current costs is necessary in order to project and plan for future needs. However, we also share many of our colleagues' concerns, especially those related to the accuracy and reliability of the data used to calculate current costs per degrees, the validity of the comparisons of various programs across levels and institutions, and the potential uses of the cost per degree calculations to drive funding allocations. We remain confident that through the collaborative efforts of the Board, the staff, and the members of the SUS, these concerns will be adequately addressed prior to any policy implementation.

Finally, it is important to highlight the distinctiveness of the New College academic program when comparing costs and productivity among other programs or institutions:

- Although all New College graduates receive a Bachelor of Arts degree (within a single CIP code), students complete areas of concentrations in 21 traditional disciplines in the Natural and Social Sciences and Humanities and several interdisciplinary areas. Like other institutions in the SUS, the costs of producing graduates in each major vary; some are far more expensive than others.

- We maintain state-of-the art science and marine biology laboratories as well as extensive fine arts and music facilities. These facilities are used exclusively by the liberal arts and sciences program.

- We are a free-standing residential college, which means that all of our expenditures are devoted to the delivery of our honors liberal arts program. (Our honors program is not subsidized by larger enrollments in other programs on campus; our indirect costs are not shared with other programs.)

- Due to our relatively small enrollment numbers, it is more difficult to generalize and make confident projections using available data. Percentage changes can be fairly large, with relatively small changes in raw numbers.

Please forgive the narrowness of the scope of the preceding discussion – it has been decidedly New College-centric. As you know, we are somewhat self-conscious about our uniqueness, which often leads to a tendency to over-explain. We want to actively participate in the Strategic Planning process, and hope that this information assists you and the Board in your efforts. Please let me know if you require any additional information.

Response from University of Central Florida

UCF's primary recommendations regarding the Y-axis and the BOG targeted programs are to:

1. replace percent goals with numerical goals (companies hire people, not percentages);
2. include targeted programs omitted due to earlier technical issues; and
3. adapt the y-axis model to include *regional targeted programs* (list of programs included in the letter).

(a) Appropriateness of growth expectations based on mission, size, population served, and/or maturity;

As a metropolitan research university, UCF must remain sensitive to the needs of its region while also striving for national and international recognition. Accordingly, UCF must be cognizant of the research and instructional needs of its region. Central Florida is undergoing rapid growth that is expected to continue for many years. Along with this growth comes increasing demands for new research and educational programs. Accordingly, access to quality education that meets the specialized needs of Central Florida is integral to enrollment planning at UCF.

Enrollment planning at UCF assumes a maximum capacity of approximately 50,000 students on its Orlando campus. It also assumes continued expansion of its regional campus system, building on the very successful 2 + 2 model with community colleges. We anticipate the regional campuses at Cocoa and Daytona Beach will enroll about 5,000 students and we are working toward regional campus facilities at both Valencia Community College and Seminole Community College. Currently, 60% of UCF upper division undergraduate students are Community College transfers. UCF enrolls 25% of all Florida community college graduates who continue for a Bachelor's degree in the state of Florida.

UCF currently has two satellite campuses, including the Rosen College of Hospitality Management which is targeted to enroll 2,000 students. Most recently, UCF partnered with the City of Orlando to house the School of Film and Digital Media and the Florida Interactive Entertainment Academy in the completed renovated EXPO Center in downtown Orlando. The City of Orlando provided this facility to UCF at no cost and spent over $3 million of City funds to renovate the space to meet requirements set forth by UCF. Discussions are underway with City of Orlando officials regarding the possibility of locating other UCF instructional and research programs in downtown Orlando.

Currently, 60% of UCF undergraduate students are FTIC students. As our number of FTIC students increased, so did the academic preparation of those students. Steadily improving retention rates also contribute to our increased enrollment. In addition, as more students enroll full-time, credit hour production and FTE growth increased, making it necessary to amend our 5-year enrollment projections. We believe the growth projections provided are appropriate for UCF, given our mission, size, and population served. Growing from approximately 43,000 students to over 56,000 students in ten years will require careful enrollment management. Our Campus Master Plan and our Regional Campus plan under development provide the basis for that growth.

We must keep in mind, however, that external factors impact enrollment projections. For example, when new enrollment growth funding appeared unlikely last year, we made slight downward adjustments in admissions. When enrollment growth funding was later received, it was not possible to overcome the impact of our earlier actions. Consequently, our 2004-05 enrollment is less than what was projected. This situation was aggravated by an unprecedented series of hurricanes, resulting in a smaller than predicted growth in enrollment for the 2004-2005 academic year. These impacts will "ripple" through our projections as they are revised. Block tuition, if implemented, will almost certainly impact enrollment, an impact that was not reflected in our 2004-2013 enrollment projections.

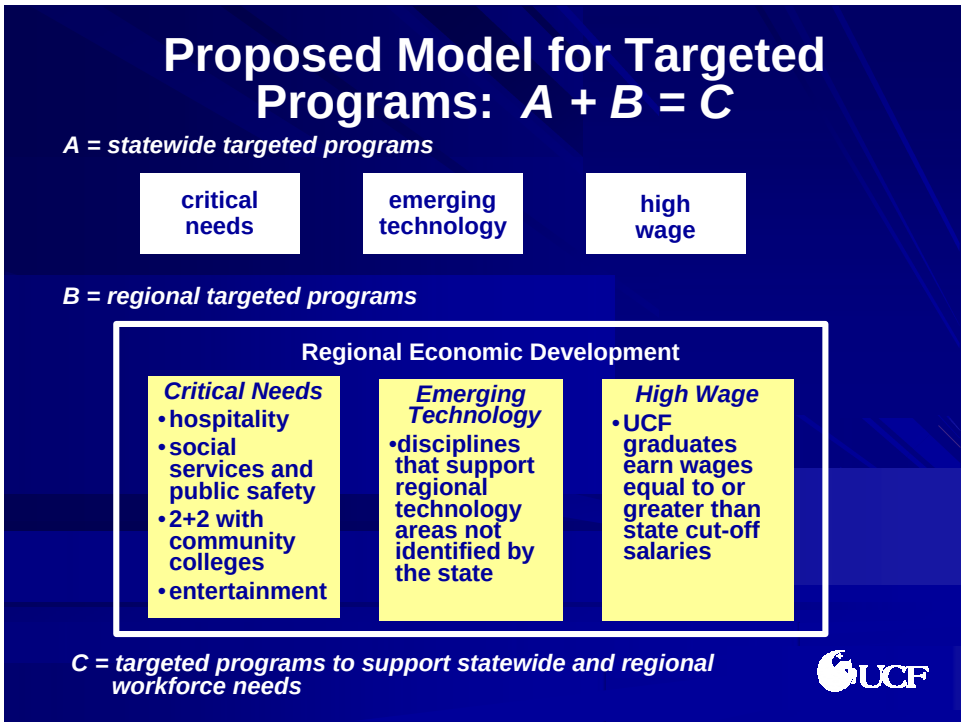
(b) Appropriateness of the national average as the goal for the doctoral degree production;

Doctoral students are crucial to the generation of new research findings and, as such, represent an important investment for all involved. UCF degree projections for 2012-13 indicate that 81% of the projected doctoral degrees are in targeted programs, of which 70% are in emerging technologies. The growth in production of doctoral degrees at UCF is consistent with our growth in research.

(c) The need for regional as well as statewide targeted programs;

UCF recommends an expansion of the current BOG model to include programs that have regional significance. While the current approach targets academic disciplines with statewide impact, it fails to recognize the unique contribution each institution makes to its region's economic growth and vitality. A model that combines statewide targeted programs and regional targeted programs would support both local and statewide workforce needs. The following diagram shows how this model could be constructed.

1. UCF's Proposed Model for Targeted Programs



2. Proposed Categories for UCF's Regional Targeted Programs.

As a metropolitan research university, UCF must meet the needs of its surrounding region by targeting those disciplines that support regional economic development. We propose that the DCU establish an approval process for regional targeted programs. UCF's preliminary recommendations for groups of regional targeted programs appear below. The detailed program lists with their specific CIPs appear in Section III (a)-2. starting on page 14 under New Critical Needs.

- Hospitality Management

  Hospitality and tourism are vital to the economic vitality of Central Florida and the State of Florida, generating $49B in revenue in 2002. The hospitality industry is the largest employer in Florida (871,000 – statewide), and accounts for 204,500 jobs in Central Florida. It is the largest industry in Central Florida ($24.9B).

- Entertainment and arts

  Florida has the third largest Entertainment/Arts/Tourism industry in the nation. It has statewide economic importance, but is crucial to Central Florida. UCF must serve this industry. Statewide, the economic impact of the arts and cultural industry is in excess of $1.1 billion, creating more than 18,000 full-time jobs. Cultural tourism generates over $3.3 billion annually. One in six tourists visiting

Florida attends cultural programs and events, and cultural tourists stay longer and spend more. The Orlando Entertainment Industry Task Force reported that representatives of the major tourism businesses in Central Florida face an insufficient labor pool to meet the needs of the region's arts and entertainment industry.

- Social and educational infrastructure

  Growing metropolitan areas experience health and social needs that can retard economic growth. Like other large cities, Orlando faces a variety of social problems at the same time the region is severely underserved by those trained to assist in solving such problems. By working with community agencies to educate and train the needed workforce, UCF can improve the quality of life for all citizens and make the region more attractive to business and industry. Likewise, the need for teachers remains acute.

- Regional High Wage Targeted Programs

  The existing statewide targeted programs identify a number of high wage programs that were identified through the use of a state-level median salary. UCF recommends that high wage programs also be identified for individual universities based on the earnings of their graduates. Although we do not have access to median data, an analysis of the average salary data for our graduates yielded the list of specific programs that would qualify as high wage for UCF under the mean criterion may be found in Section III (a)-2. starting on page 14 under New Critical Needs. We have requested a data run on the median data from FETPIP and can provide a final list upon receipt of those data.

- AS to BS

  A final new category of regionally targeted programs includes the AS to BS programs. These programs increase access to bachelor's degrees and encourage individuals to enroll in an AS program as a means to that end. AS to BS programs also provide career growth opportunities for incumbent workers who are continuing their education on a part-time basis. They promote economic development by supporting industries such as information technology, healthcare, construction, automotive, and aerospace. Furthermore, they enable sustained salary growth by allowing AS degree holders to enter high wage careers that require a BS degree.

(d) The implications on enrollments in existing programs if the 50% target is to be met;

UCF recommends developing degree production goals based on the number of degrees awarded in targeted disciplines, rather than the current use of percentage goals. Percentage calculations are particularly problematic for large and rapidly growing institutions, the very institutions likely to produce most of the graduates in targeted areas. Percentages alone do not provide clear information about the number of degrees

awarded and a percentage-based approach could actually encourage universities to reduce enrollment and, thus, decrease access to higher education.

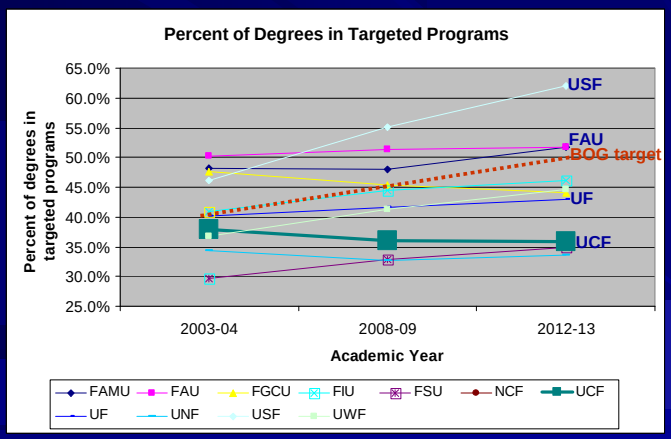
In order to achieve the 50% goal, UCF would be forced to move 1,846 degrees from the educated citizenry category to the targeted programs category by 2012-13. While we will endeavor to accomplish this task, we remain uncertain about our ability to identify and recruit the required numbers of students in these targeted areas. Our engineering and science programs have plans to grow, but we would be required to add even more growth in these areas. Whether it will be possible to attract students in sufficient number to meet these goals remains unknown. Both our nursing program and our education programs have planned moderate growth. However, nursing enrollments are currently limited by on- and off-campus training sites and clinical opportunities. To meet percentage goals in education, our initial calculations suggest we would need to triple the size of our College of Education. Even so, finding qualified students interested becoming teachers will not be easy.

Percentage-based goals could also be achieved by simply reducing the number of students graduated in educated citizenry programs. Assuming that the current projected growth in the targeted programs is all that could be achieved, UCF would need to reduce the number of educated citizenry degrees by 3,694 by 2012-13. Doing so would require the creation of numerous limited access programs, a step that would effectively limit the educational opportunities for between 8,000-10,000 UCF students. Since the vast majority of these students are neither interested nor prepared to study engineering, science, health, or education, it isn't clear where they would find opportunities to pursue their educational interests among the SUS universities.

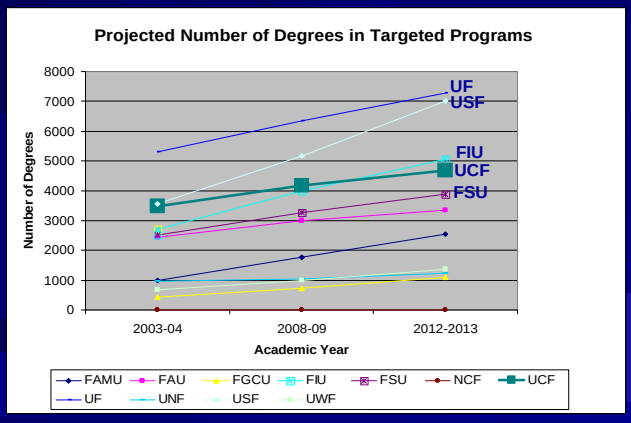
(e) The implications of using common percentage goals;

UCF recommends that the SUS goal be a numerical target based on the documented workforce needs in each of the targeted fields. The following graphs depict the distortion caused when percentages are used rather than actual number of degrees. When the number of degrees in targeted areas is considered, UCF's significant contributions to the targeted programs are much more apparent. UCF understands and supports the importance of addressing the needs of the state but feels that degree production goals should be specified in terms of the number of degrees awarded in particular programs. If the desired number of degrees were specified at each level and for each discipline, specific targets could be set for each university taking into account their capacity to meet the statewide goals. Once again we note that employers hire people, not percentages.

Percentages can be misleading.



Companies hire people, not percentages!



Response from University of Florida

There have been a significant number of issues in the reports commissioned by the BOG that the University has concerns.

1) **Number of Degree Awarded Statewide**: The two reports look at degrees awarded by both public and private universities in the State. It seems that the "net" needed for the SUS to produce is the difference between the anticipated degrees need annually as defined by the BOG staff minus the degrees awarded by the private institutions. An example of this process at work is the discussion of future doctorates needed to be produced by the SUS. Nova Southeastern produces a "large" number of doctoral degrees but in a very defined curriculum area (education). The University sees its mission as a national graduate research institution to produce a wide range of graduate and professional degrees and the production by Nova only infringes on the production of 50 of the 694 doctoral degrees produced in 2003-04. Our recommendation would have the consultants do their analysis discipline by discipline and not just at the degree level. Also we question the assumption of staff when setting the goals that the private sector will expand so that "they will continue to produce the same percentage of the degrees as they do today. " We may have misunderstood the explanation and if we did we apologize. Also we question the application of this policy if there is a accountability measure dealing with the growth of contract and grant dollars. As you realize, the fuel for the growth of these dollars is not only a strong research oriented faculty but a strong doctorial graduate program to supply graduate assistants to work along side the faculty and develop new knowledge.
2) **Degree Programs and How Grouped:** In review of the listing for this University and the others there were several issue that raised concerns:
    a. **Education:** We noticed that the education discipline was not completely included in the "Special Needs" area. With the expansion of the pre-K program and funding of the class size amendment the need for all teachers should be considered a State need. The two amendments would seem to place additional needs on the elementary teacher disciplines. But the need for teachers at all levels will be needed to meet the class size goals of the amendment.
    b. **High Income:** Many jobs slotted in the medical and technology related areas are also high income and should be listed in both places. For example, if we accept the consultant report that we are producing too many PharmD graduates, and we do not, then it would easily fit in the high income category. Also all graduate and professional degrees would fit in this category also.
3) **Number of Degrees Awarded "Off-Book":** The University, in the spirit of entrepreneurial expansion offers degree programs to individuals not in Florida and NOT paid for by the State but entirely by the Students enrolled in the program. The programs have dealt with the recredentialing of the existing workforce. Three examples come to mind,
    a) The "working" PharmD program was started by the University to allow individual pharmacists who had only received a bachelors degree to

engage in additional clinical practice coursework and receive a PharmD degree. The program is offered as a self-supporting "off-book" program and as such its costs are not included in the Expenditure Analysis. Also it is a national and international program with students enrolled electronically in many states and Korea and Europe.

b) The Doctor of Audio logy (AuD) degree program was initiated by the University to allow individuals who had received a masters degree in audiology in the past to participate electronically and totally self-supporting to receive an AuD degree. The AuD is currently required by the VA for practice within their system.

c) The third example is the "Executive" MBA program. The College of Business Administration established these programs to allow individuals to both work full-time and earn a MBA degree. This is a totally supporting program.

4) **Too Many PharmD Degrees**: The reports indicate that the University will be producing too many PharmD degrees in the future. There are studies that indicate based on the "baby boomer" pharmacists retiring and the population of Florida expanding that we may not be producing enough PharmDs. Also the PharmD degree had been included under "Health Care" in the BOG but could have been included under "High Income" since beginning PharmD graduates begin earning in the 70 to 80 thousand dollar range.

5) **Workforce Credentials Changes**: This is a very problematic issue in the whole future modeling of degrees awarded. Where we have projected a masters degree now we need to move those future degrees to a 1st professional degree. Three examples might demonstrate the issue.

   a. **Physical and Occupational Therapy:** Both of these degree programs have, in the last five years, converted from a bachelor degree program to a master degree program. Now the physical therapy degree is moving to a doctorate (DPT) and the master degree program will be abandoned. The doctorate should be grouped with the 1st professional degrees not with doctorial programs. There is also a significant market to exploit for a "working" DPT degree as a self-supporting program in another example of a recredentialing program. This type of program is currently offered at other AAU universities nationally.

   b. **Audiology:** The program has moved from a master level degree to a doctorial degree in the past 5 years.

   c. **Pharmacy:** The University no longer awards the bachelor degree in pharmacy and only awards the PharmD degree. It is another 1st professional degree.

   d. **The Future:** It would not surprise the University if occupational therapy followed physical therapy in the abandonment of the masters degree. There is study under way of the awarding a doctorate in nursing to replace the specialized master degree programs.

6) **Loss of Student Choice**- The University is here to service its students and as such we need to offer the degrees they want. If we do not they will not come. We are like any business, **YOUR PRODUCT MUST MEET THE DEMANDS OF YOUR CUSTOMERS OR YOU WILL GO BANKRUPT.**

7) **Research and Public Service:** The expenditure model does not include in its total instructional costs the cost expended on research and public service and these faculty activity are also core activities to the operation of a university and need to be included in any costing model.

Response from University of North Florida

The Board of Governor's (BOG) plan to raise degree production in Florida to the mid point nationally, as measured by degrees awarded per capita, is an appropriate goal for baccalaureate degree production at this time, recognizing that Florida currently ranks 45th. However, with many of Florida's younger state institutions developing both the breadth and depth of their academic degree programs, we would recommend that the goal be revisited periodically to determine whether it remains appropriate. In the not too distant future, Florida may want to strive to exceed this average.

With respect to masters and doctoral degree production, the mid point among the states is probably overly restrictive as a state target, especially when considered in light of the BOG goal to increase research expenditures from federal sources. Masters and doctoral students are a vital resource for conducting the research needed to realize this goal.

In determining projected doctoral degree production figures, it is critical to consider the disciplines in which doctoral degrees are awarded. For example, the production of Education doctoral degrees by Nova creates a perception that the State of Florida is at or above the national mid point in the production of doctoral degrees; however, to have the human resources available to significantly garner federal research funding, masters and doctoral students are needed in the sciences and engineering, just to name a couple disciplines.

The goal of having 50 percent of all degrees awarded in targeted disciplines (e.g., healthcare, education, technology) should be, at most, a metric to be monitored. While it may be beneficial and useful to offer incentives to students to obtain their degrees in selected disciplines, it is neither practical nor desirable to require students to do so. Further, as science and technology advance in multiple directions, there is likely to be a shift in the disciplines that will best support development in the state. This potential shift may mean that the set of targeted disciplines evolves over time.

Response from University of South Florida

The following issues and suggestions pertaining to degree production goals are presented for consideration by the FBOG Strategic Planning Committee:

- Annual enrollment growth funding will be essential to increased degree and research production, improved access, and maintenance of academic program quality.

- While degrees awarded can serve as a meaningful indicator of institutional productivity, it should not be viewed as the sole measure. Doing so will undermine the FBOG's goal of providing access to certain segments of the college-age population, such as working, first generation, and under-served student groups.

- Mission variation among Florida's public universities and colleges is most appropriate and is considered an important asset of the SUS. The strategic planning process for degree production should recognize and reflect these differences by both degree level and targeted degree area.

- USF continues to expand its capacity and improve its efficiency for degree production consistent with the FBOG's goal of increasing per capita degree production to meet the needs of workforce and economic development across the State of Florida. As a large, multi-campus, metropolitan-based, comprehensive institution, USF recognizes its responsibility to contribute to the FBOG's aggressive growth in baccalaureate degree production. Along with other public Doctoral/Research-Extensive Universities in the state, USF recognizes the importance of its mission-driven role to produce more doctoral degrees in targeted areas.

- As capacity is increased, ensuring the highest standards of academic program quality, and geographical access to higher education (especially for those place bound students), along with the enhancement of USF's research productivity remains fundamentally important.

- Because it is altogether likely that state-wide geographic differences exist with regard to the need for targeted degree production (particularly for employees who are expected to pursue undergraduate or graduate education concurrent with full-time employment), further analysis of such localized and regional needs, along with differential university capacity, is suggested.

- A transparent and seamless strategic planning and accountability process for degree production and research expansion, that makes explicit the relationship of performance goals, performance monitoring, and resource allocation is essential to the Florida State University System's emergence as a national leader.

Response from University of West Florida

The University of West Florida projected enrollments and degree production through the year 2013-2014 based on an overall steady growth rate between 3% and 7% per year. However, within the mix of academic programs, growth was based on trend lines, anticipated demand, and planned offerings (supply). Therefore, individual academic program growth projections ranged from a steady state for low demand programs and support programs, to ambitious growth rates for high demand programs.

High demand programs are defined as programs with demonstrated or expected high demand in the UWF region and in the state. Such programs are included in the list of

programs identified by the Board of Governors as programs targeted for enrollment growth and enhanced degree production over the next ten years (see BOG Strategic Plan for targeted program listings). Additional programs have been targeted by UWF for growth due to the specific mission and strategic plans of the University.

UWF has successfully transitioned from an upper level university to a more traditional four-year university, strengthened by its master's level programs and a limited number of doctoral programs. As it celebrates its 35th birthday, UWF sits at the threshold of greatness, striving to be, and expecting to be the best regional comprehensive university in America. UWF does not strive to be the largest or even one of the larger state universities in Florida. Nor does it seek to have a great number of academic programs for the sake of size of program offerings. What UWF does seek is to provide the best programs with the best access and the best student experiences for the citizens of its region, while fulfilling the role of best alternative university for citizens throughout the rest of Florida. UWF anticipates steady growth to the 12,000 to 15,000 student headcount range with parallel enhanced quality of educational experiences and student life over the next ten years.

The opportunity for such success is based on several strategic changes and activities generating the "New UWF." Such changes and activities include, but are surely not limited to the following:

- As UWF matures into adulthood, it is blessed with a great Faculty and Staff that is ever-changing and ever-developing to fulfill its great responsibilities efficiently and effectively. Faculty and Staff accomplishments continue to make positive impacts on student instruction and student life. New levels of enthusiasm and excitement are attracting new faculty, staff, and students to UWF, bringing fresh ideas and opportunities to the entire campus community.

- UWF is aggressively planning new programs, enhancing existing programs, and sun-setting obsolete programs to fulfill the current and future needs of its students

- UWF is expanding its public/public and public/private partnerships throughout its eight-county northwest Florida region. Partnerships with community colleges provide access to existing and new programs.

- UWF is expanding its presence and activities in the city of Pensacola, especially the historic city, now managing the Historic Pensacola Village, expanding the Florida Institute for Human and Machine Cognition, and being a major player participating in the development of the Community Maritime Park project, expected to include a maritime museum, recreational and sports facilities and activities, and educational opportunities.

- UWF is expanding its partnerships with military bases in northwest Florida (Eglin and Hurlburt AFBs, Whiting Field, and Pensacola Naval Air Station) to provide state-of-the-art instructional opportunities for thousands of military and military-related personnel on the local installations and on bases and ships around the world.

- UWF is changing its campus culture from an upper-level university to a four-year institution. Original facilities for small class sizes are being remodeled and new facilities are being built to facilitate somewhat larger class sizes for beginning courses, when practical, and other campus facilities and activities are transitioning to facilitate younger students entering UWF as first-time-in-college (FTIC) students where more campus life activities and experiences are needed and expected. UWF continues its ambitious pace of providing appropriate on-campus student residence halls and apartments based on increased student (and parent) demand.

- UWF recognizes its unique position and responsibility for workforce enhancement and economic development in its region. Within a one-hundred mile radius of UWF, there are eight Florida counties, approximately thirty Alabama counties, and several Mississippi counties. Citizens of these counties work, shop, vacation, and otherwise participate in the economic activities of the UWF region. It is important that UWF continue to recognize its "economic community" as it crosses state lines. Therefore, UWF continues to enhance public and private partnerships in this important community. A vary important aspect of this relationship is the continuation and expansion of special tuition for students living in UWF's special economic community, with tuition levels slightly higher than that of Florida residents.

During the summer of 2004, The University of West Florida projected enrollments and degree production through the year 2013-2014 based on an overall steady growth rate between 3% and 7% per year. After reviewing the Board of Governor's Strategic Plans and the comments of the BOG's consulting firm, MGT of America, UWF continues to believe that its projections of enrollment growth and degrees to be conferred are reasonable and accurate. Therefore, except for the data corrections noted elsewhere in this response, UWF recommends no changes to the data as submitted to the Chancellor during the summer of 2004.

Classification of Instructional Programs (CIP) codes are updated about every ten years by the US Department of Education. Therefore, assigning CIP codes to new programs that are on the cutting-edge of demand is sometimes difficult. Sometimes new programs are developed long before an appropriate CIP code is assigned and defined. For example, UWF has a program developed in 2004, MS in Administration, that is assigned a generic CIP code of 30.9999 because an appropriate six-digit CIP code has not been developed and approved for use. Further, specific courses within particular degree programs are assigned CIP codes also, and these codes may not agree with the generic program codes as assigned.

Under the Common Course Numbering System in Florida, courses are assigned CIP codes, usually based on traditional usage, but may be used in support of a particular program that has a different CIP code. This situation occurs often in programs that are interdisciplinary in nature. These situations cause potential mismatching of program costs to degree production and tend to misconstrue the costs of academic programs. For these reasons, it would improve the reliability of the data if MGT based its analyses on the first two digits of the CIP codes rather than drilling down to the sixth digit.

Regarding MGT's observations about UWF's degree production plans, the same discussion presented in the first section of this response is appropriate not only for enrollment projections, but also for degree production projections. UWF has carefully presented its best estimates of enrollment and degree production based on many factors, and feels that the estimates are appropriate.

SECTION 7:

APPENDICES

SECTION 7:
APPENDICES

PHASE 1

SCOPE OF SERVICES - # 2

Assistance with Board of Governors Strategic Planning Process

1. Deliverable: A written analysis of key challenges facing the Board of Governors (BOG) in meeting the degree production goals and the goals for targeted programs in its strategic plan.

   Specifications: The analysis must include:
   - Explanation of differences between BOG's goals for degree production and universities' plans for degree production
   - Explanation of differences between BOG's goals for degrees produced in targeted programs and universities' plans for degrees produced in targeted programs
   - Key challenges facing the BOG, based on these analyses

   Description of activities: The contractor must:
   - Use the Y-Axis completed at the Board of Governors Strategic Planning Committee on July 22, 2004, to identify the degree goals and the goals for fields that would meet the critical needs of the State of Florida.
   - Use the university enrollment and degree plans that were required to be submitted to the Department of Education Division of Colleges and Universities by June 23, 2004.
   - Consult with university staff as necessary.
   - Consult with the Contract Manager at least once every week.

2. Deliverable: A written analysis of cost-effective strategies for reaching the goals identified by the BOG by FY 2012-13.

   Specifications: Strategies recommended must:
   - Be defensible
   - Take into consideration the goal of Florida reaching the national average in degree production.
   - Address the key challenges identified by the Contractor in Deliverable #1.
   - Address each of the BOG's goals

   Description of activities: The contractor must:
   - Determine strategies necessary to reach the BOG's goals.
   - Consult with staff from Florida's universities, as necessary.
   - Consult with the Contract Manager at least once every week.

3. Deliverable: A written estimate of the operating and fixed capital outlay costs of each strategy identified in Deliverable #2.

   Specifications: Determinations of costs must include:
   - Recurring and nonrecurring funds needed for the operating budget
   - Fixed capital outlay needs

   Assumptions used must be defensible and clearly delineated in the report.

   Description of activities: The contractor must:
   - Consult with staff from Florida's universities, as necessary.
   - Consult with the Contract Manager at least once every week.

PHASE 2

SCOPE OF SERVICES
for Refining Cost-per-Degree Model and
Revising Summaries and Observations of University Degree Plans
(Assistance with Board of Governors Strategic Planning Process)

1. Deliverable: Refined cost per degree model for Board of Governors goals.

   Specifications: The refined model must:

   - incorporate as appropriate the analysis and presentation framework as presented by MGT at the November 18, 2004 Board of Governors meeting
   - consider using the three most recent years of degree and expenditure data
   - account for all direct and indirect instructional expenditures and all degrees
   - group universities' programs into at least three cost levels (high, medium, low)
   - take into account input from universities based on the December 16, 2004 and January 2005 meetings
   - note programs where reliable cost analysis is not yet possible and recommend approaches for future analysis
   - be submitted electronically and documented in a written report.

   Programs where reliable cost estimates are not yet possible must be noted and approaches for future analysis must be recommended.

   Description of activities: The contractor must

   - Meet with universities in January to discuss cost per degree data (six days of half-day meetings with each institution, one day each in Pensacola, Tallahassee, Jacksonville, Central Florida, Southwest Florida, and Southeast Florida)
   - Consult with university and division staff as necessary
   - Consult with the Contract Manager at least once a week.

2. Deliverable: Revised summaries of university degree plans with observations of key challenges

   Specifications: The revised summaries must

   - Update the initial summaries and observations developed by MGT for the November 18 Board of Governors meeting
   - Reflect university goals submitted to DCU on October 15, 2004 and note corrections and revisions submitted by the universities before or during consultations in January
   - Include revisions of observations based on the updated numbers
   - Suggest adjustments either to the allocation of Board of Governors targeted programs developed by MGT or to university plans in order to bring goals and plans into alignment

   Description of activities: The contractor must

   - Meet with universities in January to discuss planned degree counts (same meetings as deliverable #1)
   - Consult with university and division staff as necessary
   - Consult with the Contract Manager at least once a week.

BOARD OF GOVERNORS
STRATEGIC PLANNING FOR THE STATE UNIVERSITY SYSTEM

Y-AXIS (AUGUST 2004)

Goals and Objectives	2002-03 (or as indicated)	2008-09	2012-13
I. State University System Goals			
A. Access to and Production of Degrees			
1. Bachelor	39,989	50,305	58,622
2. Master's	12,179	15,316	17,845
3. Doctoral*	1,315	1,428	1,508
4. Professional	1,380	1,864	2,278
TOTAL	54,863	68,927	80,253
5. Access/Diversity: Minority Representation in SUS Graduates as Percentage of Expected Representation	74%	89%	100%
B. Meeting statewide professional and workforce needs (details to support I.A.)			
TOTAL Degrees	**54,863**	**68,927**	**80,253**
TOTAL Degrees in Targeted Programs	**22,320**	**31,986**	**40,054**
Targeted Program Degrees as % of All Degrees	**41%**	**46%**	**50%**
1. Critical Needs: Education	1,281		
2. Critical Needs: Health Professions	3,227		
3. Economic Development: Emerging Technologies	10,480		
a. Mechanical Science and Manufacturing	*2,564*		
b. Natural Science and Technology	*2,538*		
c. Medical Science and Health Care	*734*		
d. Computer Science and Information Technology	*4,086*		
e. Design and Construction	*503*		
f. Electronic Media and Simulation	*55*		
4. Economic Development: High-wage/high-demand jobs	7,332		
5. Educated citizenry/workforce (not specifically targeted)	32,543		
*The number of doctoral degrees needed will be evaluated at the program level in consultation with universities. Florida currently produces 96% of the national average in doctoral degrees per capita, but many of these are not in fields that lead primarily to research or teaching.			

BOARD OF GOVERNORS
STRATEGIC PLANNING FOR THE STATE UNIVERSITY SYSTEM (Continued)

Y-AXIS (AUGUST 2004)

C. Building world-class academic programs and research capacity			
1. Research Expenditures			
a. Total Research Expenditures per full-time faculty	$ 85,090	$ 85,090	$ 85,090
b. Federal Research Expenditures per full-time faculty	$ 40, 491 (2001-02)	$ 42,039	$ 43,105
c. Research expenditures - Contracts and Grants (Constant dollars)	$1,023,438,497 (2001-02)	$ 1,738,996,414	$ 2,354,304,598
2. U.S. Patents Issued per 1000 full-time faculty	10.9	10.9	10.9
3. National Research Council rankings (number of ranked programs in top 25% nationally)	2002-2003 survey is pending. Six out of 62 in top 25% in 1992-93	Progress Indicated in Related Measures	36 out of 146 programs ranked in top 25% nationally
4. Centers of Excellence			
a. Biomedical and Marine Biotechnology (FAU)	X (2003-04)		
b. Photonics (UCF)	X (2003-04)		
c. Regenerative Health Biotechnology (UF)	X (2003-04)		
d. New Centers of Excellence...			
5. Doctoral degrees Per 1000 full-time faculty	120 (2001-02)	120	120
6. Other Forms of National Recognition for Institutions' Academic and Research Programs			
a. Faculty Admitted to the National Academies in the last five years	TOTAL= 6 NAS=4 (UF-3, FSU-1) NAE=2 (UF-1, FAU-1) IOM=0	9	13
b. Highly Cited Scholars	TOTAL=29 (FSU-7, FAU-1, FIU-1, UCF-3, UF-14, USF-3)	46	62
c. Nobel Prizes, Pulitzer Prizes and MacArthur Fellowships awarded to faculty in last five years	TOTAL=1 NOB=0 PUL=0 MAC=1 (FIU)	2	2
d. Academic Programs that Will Receive National Recognition			

BOARD OF GOVERNORS
STRATEGIC PLANNING FOR THE STATE UNIVERSITY SYSTEM (Continued)

Y-AXIS (AUGUST 2004)

II. Constituent University Goals			
A. Access to and Production of Degrees			
1. Bachelor			
2. Master's			
3. Doctoral*			
4. Professional			
TOTAL			
5. Access/Diversity: Minority Representation in SUS Graduates as Percentage of Expected Representation			
B. Meeting statewide professional and workforce needs (details to support I.A.)			
TOTAL Degrees			
TOTAL Degrees in Targeted Programs			
Targeted Program Degrees as % of All Degrees			
1. Critical Needs: Education			
2. Critical Needs: Health Professions			
3. Economic Development: Emerging Technologies			
a. Mechanical Science and Manufacturing			
b. Natural Science and Technology			
c. Medical Science and Health Care			
d. Computer Science and Information Technology			
e. Design and Construction			
f. Electronic Media and Simulation			
4. Economic Development: High-wage/high-demand jobs			
5. Educated citizenry/workforce (not specifically targeted)			
C. Building world-class academic programs and research capacity			
1. Research Expenditures			
a. Total Research Expenditures per full-time faculty			
b. Federal Research Expenditures per full-time faculty			
c. Research expenditures - Contracts and Grants (Constant dollars)			
2. U.S. Patents Issued per 1000 full-time faculty			
3. National Research Council rankings (Number of ranked programs and, of those, number in top 25% nationally)			
4. Center(s) of Excellence			
5. Doctoral degrees per 1000 full-time faculty			
6. Other Forms of National Recognition for Institutions' Academic and Research Programs			
D. Meeting community needs and fulfilling unique institutional responsibilities			

TARGETED PROGRAM COVERAGE BY INSTITUTION, DEGREE LEVEL, AND TARGETED AREA BASED ON 2003-04 PROGRAM INVENTORY

CIP Code	Degree Programs	Target Area	By Level:				BACHELOR'S PROGRAMS										MASTER'S PROGRAMS										DOCTORAL PROGRAMS										FIRST-PROFESSIONAL PROGRAMS									
			B	M	D	FP	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF
1.1101	Plant Sciences	4	x	x	x	x	4																																										
1.1102	Agronomy and Crop Science	4	x	x	x	x	4											4											4																					
1.1103	Horticulture Science	4	x	x	x	x	4											4											4																					
1.1199	Plant Medicine	4	x	x	x	x																							4																					
3.0103	Environmental Studies	4	x	x	x	x				4											4																													
3.0104	Environmental Science	4	x	x	x	x	4		4		4			4						4		4	4		4		4				4																			
4.0201	Architecture	9	x				9		9									x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4.0301	Urban & Regional Planning	7	x	x	x	x			7									7	7			7								7																					
9.0702	Multimedia Studies	8	x	x	x	x			8																																									
11.0101	Computer & Information Science	6	x	x	x	x	6	6	6	6	6	6	6	6	6	6		6	6	6		6	6	6	6	6			6	6			6		6	6														
11.0103	Information Technology	6	x	x	x	x				6		6	6	6																																				
11.0401	Information Sciences & Studies	6	x	x	x	x		6		6																																								
13.0101	Education, General	9			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				9									x	x	x	x	x	x	x	x	x	x	x
13.0301	Curriculum & Instruction	9			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	9			9	9	9	9						x	x	x	x	x	x	x	x	x	x	x
13.0401	Ed Admin/Leadership, General	9			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	9	9	9	9	9	9		9	9	9			x	x	x	x	x	x	x	x	x	x	x
13.0901	Social Foundations of Ed	9		x			x	x	x	x	x	x	x	x	x	x	x	9	9			9							x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
13.1001	Special Ed, General	1	x	x	x	x	1			1	1	1	1		1	1		1			1	1	1	1	1	1			1	1			1			1														
13.1005	Ed of the Emotionally Handicap	1	x	x	x	x				1				1							1																													
13.1006	Ed of the Mentally Handicapped	1	x	x	x	x		1		1		1		1						1	1																												
13.1009	Ed of Blind & Visually Handicapped	1	x	x	x	x		1												1																													
13.1011	Ed of Specific Learning Disabled	1	x	x	x	x		1		1				1						1	1																												
13.1202	Elementary Teacher Ed	9	x				9	9	9	9	9	9	9	9	9			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
13.1203	Jr High/Middle School Ed	1	x	x	x	x	1				1				1																																		
13.1205	Secondary Teacher Ed	1	x	x	x	x									1	1					1					1	1																						
13.1305	English Teacher Ed	9	x					9	9	9	9	9	9	9				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
13.1306	Foreign Languages Teacher Ed	1	x	x	x	x		1		1		1	1	1				1	1		1				1					1																			
13.1311	Mathematics Teacher Ed	1	x	x	x	x		1	1	1	1	1	1	1	1			1	1	1	1		1	1	1	1				1																			
13.1312	Music Teacher Ed	9	x				9	9	9	9	9			9	9	9		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
13.1314	Physical Ed Teaching & Coaching	9	x				9	9	9	9				9	9	9		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
13.1315	Reading Teacher Ed	1	x	x	x	x												1	1		1	1	1	1	1		1			1																			
13.1316	Science Teacher Ed	1	x	x	x	x		1	1	1	1	1	1	1	1			1	1	1	1		1	1	1	1				1																			
13.1317	Social Sciences Teacher Ed (13.1318)	9	x					9	9	9	9	9	9	9				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
13.1320	Trade and Industrial Teacher Ed	1	x	x	x	x			1	1		1	1	1	1					1	1				1	1				1																			
14.0101	Engineering, General	3	x	x	x	x				3											3												3																
14.0201	Aerospace Engineering	3	x	x	x	x	3						3					3											3																					
14.0301	Agricultural/Biological Engin.	4	x	x	x	x	4		4									4											4																					
14.0501	Biomedical Engineering	5	x	x	x	x							5					5	5	5	5				5				5	5	5						5												
14.0701	Chemical Engineering	3	x	x	x	x	3	3	3	3			3					3	3	3	3								3	3	3	3																	
14.0801	Civil Engineering	7	x	x	x	x	7	7	7	7	7		7	7	7			7	7	7	7	7			7	7				7	7	7	7			7	7											
14.0901	Computer Engineering	6	x	x	x	x	6	6	6	6	6	6	6	6				6			6	6			6	6			6	6			6	6														
14.1001	Electrical, Electronics Eng	3	x	x	x	x	3	3	3	3	3	3	3	3				3	3	3	3	3			3	3			3	3	3	3	3			3	3											
14.1101	Engineering Mechanics	3	x	x	x	x												3											3																				
14.1301	Engineering Science	3	x	x	x	x	3											3																														
14.1401	Environmental Health Eng	4	x	x	x	x	4						4					4				4			4	4			4							4												
14.1801	Materials Engineering (14.2001)	3	x	x	x	x	3											3							3	3			3							3												
14.1901	Mechanical Engineering	3	x	x	x	x	3	3	3	3	3		3	3	3			3	3	3	3	3			3	3			3	3	3	3	3			3	3											
14.2301	Nuclear Engineering	4	x	x	x	x	4											4											4																				
14.2401	Coastal & Ocean Eng	4	x	x	x	x					4							4					4						4					4														
14.2701	Industrial & Systems Eng	3	x	x	x	x	3							3				3					3			3			3							3												
14.3501	Industrial/Manufacturing Eng	3	x	x	x	x		3	3	3			3						3	3	3				3					3	3	3			3												
15.0201	Civil Technology	7	x	x	x	x			7																																								
15.0303	Electronic Engineering Tech	3	x	x	x	x			3				3																																			
15.0899	Mechanical Eng-Related Tech. (15.0202)	3	x	x	x	x							3																																			
15.1001	Construction/Build Tech (15.0103/15.0104)	9	x	x			9		9						9	9		9							9				x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
15.1102	Surveying	3	x	x	x	x	3																																								
15.1202	Information Systems Technology	6	x	x	x	x							6																																			
22.0211	Tax Law/Taxation	9		x			x	x	x	x	x	x	x	x	x	x	x	9				6							x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
25.0101	Library / Information Studies	6	x	x	x	x													6			6								6																			
26.0101	Biology, General	4	x	x	x	x		4	4	4	4	4	4	4	4				4	4	4	4	4	4	4	4				4		4	4				4											
26.0102	Biomedical Sciences	4	x	x	x	x				4												4								4																		
26.0202	Biochemistry (26.0201)	4	x	x	x	x		4										4											4																			
26.0206	Molecular Biophysics (40.0809)	4	x	x	x	x																								4																	
26.0210	Biomolecular Sciences	4	x	x	x	x																															4										
26.0301	Botany, General	4	x	x	x	x	4											4											4																		

TARGETED PROGRAM COVERAGE BY INSTITUTION, DEGREE LEVEL, AND TARGETED AREA BASED ON 2003-04 PROGRAM INVENTORY (Continued)

CIP Code	Degree Programs	Target Area	By Level:				BACHELOR'S PROGRAMS										MASTER'S PROGRAMS										DOCTORAL PROGRAMS										FIRST-PROFESSIONAL PROGRAMS									
			B	M	D	FP	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF
26.0305	Plant Pathology	4	x	x	x	x	4											4											4																					
26.0308	Plant Molecular & Cellular Biology	4	x	x	x	x												4											4																					
26.0503	Microbiology /Bacteriology	4	x	x	x	x	4			4			4					4			4			4					4																				
26.0701	Zoology	4	x	x	x	x	4											4											4																				
26.0702	Entomology	4	x	x	x	x	4											4											4		4																	
26.0911	Cancer Biology	5	x	x	x	x																										5																
26.1103	Bioinformatics and Computational Bio	4	x	x	x	x															4																										
26.1201	Biotechnology	4	x	x	x	x										4																																
26.1301	Interdisciplinary Ecology	4	x	x	x	x												4											4																				
26.1302	Marine/Aquatic Biology	4	x	x	x	x					4			4																																
26.1307	Conservation Biology	4	x	x	x	x																														4											
26.1309	Epidemiology	5	x	x	x	x												5	5																												
26.9999	Medical Sciences	4	x	x	x	x												4			4								4				4															
27.0101	Mathematics, General	3	x	x	x	x	3	3	3	3	3	3	3	3	3			3	3		3	3	3						3	3		3	3															
27.0301	Applied Math/Math Sciences	3	x	x	x	x								3									3													3											
27.0501	Statistics	3	x	x	x	x	3	3					3	3	3			3	3					3	3	3			3	3																	
30.0101	Interdisc. Biological & Physical Sci (30.01	4	x	x	x	x				4		4			4																															
30.0601	Modeling and Simulation	8	x	x	x	x																		8												8										
30.1101	Gerontology (19.0705)	2	x	x	x	x				2									2		2											2														
30.2401	Neuroscience	4	x	x	x	x																								4															
40.0401	Atmospheric Sci & Meteorology	4	x	x	x	x		4											4											4																
40.0501	Chemistry	4	x	x	x	x	4	4	4	4	4	4	4	4	4			4	4	4	4	4			4				4	4		4	4		4	4									
40.0508	Chemical Physics	4	x	x	x	x		4											4											4																
40.0599	Chemical Sciences/Industrial Chemistry	4	x	x	x	x		4															4																						
40.0601	Geology	4	x	x	x	x	4	4		4	4			4				4	4		4	4			4				4	4		4				4									
40.0607	Oceanography/Marine Science	4	x	x	x	x						4							4		4									4		4														
40.0801	Physics	4	x	x	x	x	4	4	4	4	4	4	4	4	4			4	4	4	4	4		4	4				4	4	4	4	4		4	4									
40.0899	Radiation Physics	4	x	x	x	x		4																																					
42.1701	School Psychology	1	x	x	x	x												1		1	1								1			1														
50.0706	Digital Arts/ Digital Media	8	x	x	x	x	8						8					8																												
51.0202	Audiology/Audiologist & Hear. Sci.	9			x													x	x	x	x	x	x	x	x	x	x	x	9			9									x	x	x	x	x	x	x	x	x	x
51.0401	Dentistry	5	x	x	x	x																																				5									
51.0501	Dental Sciences	5	x	x	x	x												5																																
51.0701	Health Services Admin	2	x	x	x	x			2		2		2	2				2		2	2	2			2	2				2																		
51.0706	Health Information Management	2	x	x	x	x			2				2	2																																	
51.0907	Radiologic (Med) Tech	2	x	x	x	x							2																																		
51.0908	Cardiopulmonary Sciences (RespTher)	2	x	x	x	x			2				2																																		
51.1005	Medical Technology	2	x	x	x	x				2	2	2	2			2																														
51.1201	Medicine	5	x	x	x	x																								5			5									5									
51.1601	Nursing/Registered Nurse	2	x	x	x	x	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2		2	2	2	2																					
51.1608	Nursing Science	2	x	x	x	x																							2			2	2		2	2									
51.2001	Pharmacy (PharmD)	2	x	x	x	x																																				2		2							
51.2099	Pharmaceutical Science	5	x	x	x	x												5			5								5		5																	
51.2201	Public Health	5	x	x	x	x												5	5	5	5			5								5															
51.2208	Community Health	5	x	x	x	x										5								5																							
51.2306	Occupational Therapy	2	x	x	x	x								2				2			2			2		2																					
51.2308	Physical Therapy	2	x	x	x	x												2			2	2		2	2	2																					
51.2401	Veterinary Medicine	5	x	x	x	x																																				5									
51.2501	Veterinary Medical Sciences	5	x	x	x	x												5											5																				
52.0201	Business Admin & Mgmt	9		x			x	x	x	x	x	x	x	x	x	x	x	9	9	9	9	9	9	9	9		9			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.0203	Logistics & Materials Mgt	9		x			x	x	x	x	x	x	x	x	x	x	x													x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.0206	Nonprofit Management	9		x			x	x	x	x	x	x	x	x	x	x	x						9	9	9					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.0209	Transportation Management	9		x			x	x	x	x	x	x	x	x	x	x	x													x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.0301	Accounting	9	x				9	9	9	9	9	9	9	9	9	9	9	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.0801	Finance, General	9	x				9	9		9	9	9	9	9	9	9	9	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.0803	Financial Services	9	x													9		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.1101	International Busi. Mgmt	9	x					9		9	9				9	9		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52.1201	Mgmt Info Systems/Busi Data Proc.	6	x	x	x	x		6		6	6	6	6	6		6			6		6			6	6		6																					

Targeted Program Key:

1-Critical Needs-Education
2-Critical Needs-Health Care
3-Emerging Technologies-Mechanical Science and Manufacturing
4-Emerging Technologies-Natural Science and Technology
5-Emerging Technologies-Medical Science and Health Care
6-Emerging Technologies-Computer Science and Information Technology
7-Emerging Technologies-Design and Construction
8-Emerging Technologies-Electronic Media and Simulation
9-Economic Development-High Wage/High Demand
x-Program exists in SUS institution, but not targeted at this level
Program area not targeted at this level