STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 16, 2013
2:45 p.m. – 5:00 p.m.

Chair: Mr. John Rood
Members: Chopra, Colson, Frost, Perez, Webster

1. **Call to Order and Opening Remarks** — **Governor John Rood**

2. **Approval of Meeting Minutes:** — **Governor Rood**
   a. September 12, 2012 Committee Meeting Minutes
   b. December 17, 2012 Committee Workshop Minutes

3. **Consideration of State University System 2011-12 Annual Accountability Report** — **Governor Rood**

4. **Strategic Plan Alignment** — **Governor Rood**

5. **Online Education** — **Governor Rood**

6. **Next Steps and Closing Remarks** — **Governor Rood**

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013

SUBJECT: Approval of Minutes of Meetings held on September 12, 2012, and December 17, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of the Committee's meetings held on September 12, 2012 at Florida Gulf Coast University in Fort Myers, and December 17, 2012 at Florida Atlantic University in Davie.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve minutes for the meetings held on September 12, 2012 at Florida Gulf Coast University, and on December 17, 2012 at Florida Atlantic University.

Supporting Documentation Included: Minutes: September 12, 2012; and December 17, 2012

Facilitators/Presenters: Governor Rood

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FORT MYERS, FLORIDA
SEPTEMBER 12, 2012

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu/.

1. Call to Order and Opening Remarks

Governor Caruncho convened the meeting of the Strategic Planning Committee at 2:04 p.m. Governors Chopra, Colson, Frost, Perez, and Webster were also present, and a quorum was established. Governor Caruncho welcomed new Committee members Chopra and Webster.

2. Approval of Minutes from June 19-20, 2012

A motion was made by Governor Perez that the Committee approve the minutes of the Committee's meeting held June 19-20, 2012 as presented. The motion was seconded by Governor Colson, and the motion carried unanimously.

3. Further Consideration of University 2012-13 Work Plans

Governor Caruncho indicated that this item should be considered in two parts. First, subsequent to its June 2012 meeting, the Committee asked Board staff to identify the most important system-wide issues in the Work Plans and, in that process, staff was also directed to compile institution-specific issues so that they could inform and direct the submission of next year's Work Plans. Secondly, after Florida Agricultural and Mechanical University's (FAMU) Work Plan presentation at the June meeting, the University was directed to make a presentation in September with specific detail as to how it planned to improve retention and graduation rates, and to decrease levels of student indebtedness.

Governor Caruncho called on Vice Chancellor Ignash to make a brief presentation on the key systemic as well as institution-specific issues identified by Board staff subsequent to this year's Work Plan submissions and presentations.

Dr. Ignash identified key systemic issues that appeared to be impacting the State University System. These included improving retention and graduation rates; increasing STEM degree production; reducing academic program duplication; reducing student debt; and, as a sub-issue of student debt, the acquisition by students of excess hours to degree.

With regard to improving retention and graduation rates, Dr. Ignash indicated that six institutions were asked to provide more specific information with regard to improving retention/graduation rates. She said that these institutions had provided multifaceted strategies for addressing this issue. These strategies included academic mapping, improved advising and counseling, the addition of faculty, the implementation of first-year experience courses, and other national best practices.

With regard to increasing STEM degree production, Dr. Ignash indicated that four institutions were asked to provide more specific information with regard to improving STEM production but that the identification of these institutions should not be interpreted to mean that other SUS institutions should not also work to increase STEM production. Dr. Ignash said that exactly how many more STEM graduates Florida needs, and in what specific subdisciplines of STEM, is still unclear. Dr. Ignash indicated that the Board's Commission on Florida Higher Education Access and Degree Attainment should provide clarity as it works to project degree growth needed in Florida in specific job-related fields and geographic locations.

With regard to reducing student debt, Dr. Ignash said that only FAMU was asked to provide more specific information with regard to reducing student debt but that this should not be interpreted to mean that other SUS institutions do not also struggle with student debt. Dr. Ignash indicated that FAMU's response to this issue was thoughtful, multifaceted, and founded on the assumption that increasing graduation rates is the best strategy of all for reducing student debt. Dr. Ignash said that the combination of reduced state support and increasing tuition has vaulted affordability/student debt to one of higher education's most pressing challenges.

With regard to academic program duplication, Dr. Ignash said that, subsequent to the Committee's June 2012 meeting, five institutions have withdrawn thirteen potential new programs, and that several others are reconsidering the viability of additional programs. Dr. Ignash indicated that the Council of Academic Vice Presidents was currently conducting an academic coordination exercise. Finally, Dr. Ignash noted the necessity of some program duplication based on workforce demand, STEM degree production, and rounding out institutional missions.

With regard to excess hours as a sub-issue of student debt, Dr. Ignash indicated that this issue has the potential of increasing costs to students which, in turn, could affect

student debt and retention/graduation rates. Dr. Ignash recommended that the Board of Governors continue to explore this issue throughout the year.

Governor Caruncho then called on FAMU's Dr. Larry Robinson Interim President, to present the Florida Agricultural and Mechanical University Addendum to its 2012-13 Work Plan. Dr. Robinson's presentation contained the following highlights:

- The top priority is clearly student retention and graduation rates. Seventy percent of tuition differential funds will support undergraduate academic enhancement. FAMU will use 30% of the tuition differential funds to address student debt.

- The plan indicated a dramatic reduction of profile admits to the University so that no more than 25% of first-time freshmen are admitted in Fall 2013 as profile admits. Other measures targeting student success are being implemented as follows:
    - Diagnostic testing is conducted on all incoming students and used for placement and academic planning.
    - Students who need remediation must enroll in remedial classes.
    - Students needing remediation will be provided with a more individualized program of study.
    - FAMU will continue its intrusive advising and counseling model with profile admits as they progress to upper levels. All profile admits will adhere to an academic plan to graduate.
    - A summer Freshman Studies Program for profile admits provides students with a head-start to improve reading, writing and math skills.

- A strong focus is being placed on student retention and graduation rates as the top priority.
    - Eleven new advisors, funded by tuition differential, will be added to the current staff of 15 full-time and 8 part-time advisors to decrease student/advisor ratios and to better employ an "Intrusive Academic Advising Model." Intrusive advising models have yielded excellent results nationally.
    - Ten additional tutors will be hired for Fall 2012, 6 in English and 4 in Math.
    - Twenty new, full-time, tenure-track faculty will be hired to teach an additional 80 course sections in core academic areas (math, English, chemistry, biology, and criminal justice) by the start of this academic year. This will reduce bottlenecks in key courses and will also reduce the number of adjunct faculty who teach these courses.
    - A new online Academic Mapping/Academic Advisement Module will track student progress in their classes and determine what requirements

are still outstanding. Academic Mapping has a proven track record in promoting student success. An advisor will be assigned to every student.
    - A new Grades First Early Alert System will track student class attendance and student performance. Freshman students who are absent receive notices from their advisors via e-mail, text, telephone or Facebook. The system also tracks whether students keep advising and tutoring appointments, and faculty are able to log onto the system to view student progress.
    - Under the "Academic Success Program" umbrella, new students will be oriented to the campus and receive information about the surrounding area, public transportation, financial aid, campus safety, and conflict resolution.
    - The University anticipates that 90% of FTIC students will have declared a major by the end of Spring term.
    - The Office of Student Retention, established in 2010, has developed a First Year Experience course to assist students with the academic, social and financial transition to college, which will be mandatory for all incoming freshmen not enrolled in professional programs. The course pilot in 2011-12 showed that students who took the course had higher GPAs than those who didn't take the course.
    - Ten hours each week of mandatory tutorial hours are required for at-risk students.
    - Additional supplementary instruction will be mandatory for key academic disciplines in STEM.
    - Academic Success courses in study skills and career development will be developed for at-risk students.
    - Title III grant funding is being used to redesign and enhance core STEM courses to improve student success rates.

- A plan to target initiatives to decrease student debt is clearly described.
    - Two new student debt counselors will be hired to offer mandatory debt management workshops.
    - The University will increase need-based student financial awards to an additional 328 students over 2011-12 levels.
    - The University's goal is to see a decline in student debt by 2015, and to ultimately reduce student debt to the national average for students in FAMU's average income bracket. Approximately 79% of FAMU's students report family income below $60,000.
    - FAMU will increase communications with students—and parents—about debt management and financial literacy. Financial management is incorporated into the mandatory First Year Experience course.

Governors Caruncho and Carter commended the University on the thoughtfulness and comprehensive nature of the Addendum. A motion was made by Governor Colson and seconded by Governor Perez to accept the University's Addendum to its 2012-13 University Work Plan. The motion carried unanimously.

4. Next Steps and Closing Remarks

Governor Caruncho noted that this is the third year that universities have presented their annual Work Plans to the Board and the first year in which there had been substantive discussion at a follow-up meeting concerning the longer-term planning portion of the Work Plans. Governor Caruncho indicated that the institutions of the State University System were working together to promote excellence and productivity in teaching, research, and community engagement and that it was important for the Committee to continue discussion about both system-level issues and institutional-level plans. Governor Caruncho noted that the State University System's strength was in recognizing each institution's distinctive mission and contribution to the whole. Finally, Governor Caruncho expressed his appreciation for all the good work that has gone into the universities' Work Plans.

Having no further business, a motion was made, seconded, and unanimously carried to adjourn the meeting on September 12, 2012 at 3:12 p.m.

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
WORKSHOP ON THE EXPANSION OF ONLINE EDUCATION
FLORIDA ATLANTIC UNIVERSITY, DAVIE CAMPUS
STUDENT UNION BUILDING, ROOM 105
DAVIE, FLORIDA
DECEMBER 17, 2012

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu/.

Mr. Rood convened the meeting of the Strategic Planning Committee of the Board of Governors on December 17, 2012 at 12:30 p.m., with the following members present: Manoj Chopra, Dean Colson, Patricia Frost, Tico Perez, and Elizabeth Webster. Other non-Committee Board members in attendance included Norman Tripp and Richard Beard.

1. Call to Order and Opening Remarks

President Saunders welcomed all those in attendance.

Chair Rood recognized the presence of state representative Jeanette M. Nuñez, Chair of the Higher Ed Workforce Subcommittee and Education Committee member. Chair Rood then introduced Mr. Robert Lytle and Ms. Vanessa Webb of The Parthenon Group and their presentation, "Strategy Retreat: Online University Study Summary."

2. Post-Secondary Online Expansion in Florida

Mr. Lytle began the formal presentation by introducing the context of the study as a "middle of the road" perspective, or a mediation of the viewpoints of all 39 participating institutions. He also emphasized the goal of the study, which is not total participation, but best-in-class program design or the best possible online education.

Mr. Lytle presented figures describing a growing trend in student enrollment in online coursework, both on a national and a statewide level. He indicated that 40% of students in the Florida College System and the State University System are enrolled in at least online course, compared to 31% nationally. Mr. Lytle outlined Florida stakeholders' four primary objectives for post-secondary online learning: expanding access, reducing

system and student costs, strengthening the link between the labor market and post-secondary education, and enhancing the student experience.

Thirty-eight institutions across the state are independently developing best practices in online post-secondary education with a focus on high quality program development, delivery, and support. Mr. Lytle identified four options (strategies) for consideration to drive the development and expansion of high quality new program offerings: 1) institution by institution, 2) institutional collaboration, 3) lead institution, and 4) new online institution. Mr. Lytle also outlined the pros and cons of each of these strategies. The pros and cons were also discussed and evaluated by various Board members and other individuals in attendance.

Mr. Lytle stated that he believes the implementation of these strategies will necessitate levels of initial investment ranging from thirty million dollars for the least expensive option (#2 above) to seventy million dollars to develop a new online university (option #4 above).

Mr. Lytle indicated that recurring expenditures per FTE vary across models with respect to strategy, program, and degree type. He projected costs over 10 years and provided a breakdown of the effectiveness of the educational investment with respect to each of the four strategies listed above. In response to the presentation, a dialogue between Mr. Lytle, Ms. Webb, and Committee members ensued in which they discussed access, admissions policy, accreditation models, marketing strategies and costs, and the role of private providers as partners in implementing each strategy, with special attention to the role of for-profit institutions.

3. Policy Issues for Online Expansion

Chair Rood introduced David Longanecker, the president of the Western Interstate Commission for Higher Education. Dr. Longanecker explained that his presentation would explore how policy supports the practice of online learning. He indicated that most states have policies related to finance, quality assurance and accountability, support of innovation, and institutional vitality. Dr. Longanecker indicated that Florida first needs to determine its policy goals. He assumed the State's goals were to provide high quality, accessible, workforce-relevant and cost-effective opportunities for the citizens of Florida. He said that Florida also needs to determine whether its online activities are to serve Florida or the world and if they are to be a profit center.

Dr. Longanecker presented three different general approaches to policy: benign, directive, and supportive. He defined the essence of public financial policy as balancing resources for the public good and private benefit. He said a state accomplishes that balance through the way it appropriates funds and establishes tuition and financial aid policies. He indicated that appropriations, tuition, and financial aid policy should

always be considered together, because they are so closely related. He also discussed ways in which funds are allocated to ensure desired activities or outcomes, using completion and reduction of equity gaps as examples. He outlined three general strategies that are frequently used: 1) shared benefits/shared costs, 2) students benefit/students pay, and 3) forced cost effectiveness. Dr. Longanecker emphasized that financial policy is a very strong lever if used effectively and should be treated sensitively in the formation of new online education policy.

Dr. Longanecker defined the essence of quality assurance and accountability as ensuring that students and society receive appropriate value and that the institutions and the state are held accountable for doing so. He identified two current accountability metrics in the national spotlight: student learning outcomes and student completion metrics.

Dr. Longanecker explained that student learning outcomes are a big issue for online learning and discussed several ways to provide incentives, detailing four different approaches: 1) disregard quality, 2) require institutions to develop quality assurance assessments, 3) require institutions to adopt externally developed assessments, and 4) establish standards for online learning. He said there were strengths and weaknesses to all four approaches. Dr. Longanecker also identified student completion as another major concern for online education, indicating that the perception is that too many students do not complete online programs. He said the University of Central Florida's data confirms that fully online students are less likely to complete their programs.

He stated that part of the dilemma is that the data concerning online education is not very good. It is important that Florida develop the data capacity to determine whether what the State adopts is working.

Dr. Longanecker reiterated that good policy supports innovations. He stated this could be achieved two different ways: through the directive approach of incentive funding and the supportive approach of outcomes-based funding. He indicated that Florida should ensure that its institutions remain strong. Dr. Longanecker then analyzed the four strategies proposed by the Parthenon group with respect to the three approaches to policy (benign, directive, and supportive), paying special attention to the potential for innovative practices.

Following the presentation, Committee members had a brief question and answer session with Mr. Longanecker, discussing the possibility of a blended model and the need for greater accountability.

4. National Landscape for Online Expansion

Chair Rood introduced Dr. Bruce Chaloux, CEO of Sloan Consortium. Dr. Chaloux discussed current trends in online education, noting a prediction by Ernst and Young that the dominant traditional model of higher education will prove unviable in all but a few cases in the next 10-15 years.

Dr. Chaloux identified five trends driving change in higher education: 1) democratization of knowledge and access, 2) contestability of markets and funding, 3) digital technologies, 4) global mobility, and 5) integration with industry. Dr. Chaloux also outlined three broad business models: streamlined status quo, niche dominators, and transformers.

Dr. Chaloux discussed the media hype surrounding online education and noted that the real issue at the heart of online education is the focus on increasing costs of higher education, graduation rates, and perceived value.

Dr. Chaloux then spent time describing the implications of these changes by forecasting trends impacting the higher education "industry." These trends include: changes in the distinction between online and on campus, the growing ubiquity of technological tools, faculty acceptance and development, new academic and non-academic competitors, the growing favor of competency-based learning, the proliferation of new assessment tools, the recognition of credit, the emergence of alternative programs to reduce cost, a push for accelerated learning strategies as a mechanism for cost reduction, changes to the role of faculty, changes to the higher education policy construct, a continuation of the shift towards more work- and skill-oriented degree programs, a shortening of degree pathways, and graduate programs continued movement toward practice and online delivery.

Dr. Chaloux asked a series of rhetorical questions concerning the challenges that face Florida, underscoring the fact that existing state higher education policy already has many of the pieces in place. He concluded the presentation by advising the Board to maintain flexibility in the construction of new policy, to learn from others, but create a unique Florida model.

5. Panel Discussion

Chair Rood introduced the panel members: Randy Hanna, Chancellor of the Florida College System; Dr. Joe Glover, UF Provost; Dr. Ed Moore, President of the Independent Colleges and Universities of Florida (ICUF); Dr. Eddie Wachter, Dean of Academic Affairs, DeVry University; and Ms. Susan Pareigis, President of the Council of 100. Chair Rood also briefly described the format as a series of four questions, with

each panel member allotted fifteen minutes to respond before a thirty minute open dialogue with the entire Committee.

The first question was "Who should be the target audience for state's expansion of online education and why?"

Chancellor Hanna addressed the target audience as those whose learning styles are suited for online technology.

Dr. Glover commented on the flexibility of online education and that this dimension may cater to particular audiences, but probably not STEM students as it is difficult to offer purely online learning in STEM fields. Dr. Glover also stated that the Southern Association of Colleges and Schools (SACS), the regional accrediting agency, requires the last quarter of degree credits be taken at the institution awarding the degree.

Dr. Moore addressed the need to use online education to enhance existing market activity and encouraged the Board to explore program possibilities outside of degree programs, while also stressing quality. He also encouraged the Board to consider how 2+2 can enhance online education.

Ms. Pareigis stressed the importance of statistical support and policy that is outcome-focused and tied to economic needs.

Dr. Wachter stated that he believes online education should be designed not for a specific audience but for the modality of online education. The requirements for accreditation are strict in order to ensure the requirements of the program are consistent between on-site and online programs.

The panel discussed Massive Open Online Courses (MOOCs). Dr. Wachter clarified that DeVry University develops its courses internally; the university has never bought a program from another entity. He has, however, recommended that students needing remediation take a MOOC. Dr. Glover clarified that Coursera and similar start-ups provide access to MOOCs designed with the intention of bringing educational content to the masses for free, but are still struggling to establish a working business model. Dr. Glover mentioned one such start-up, edX, which is working with the commercial testing company Pearson; Pearson provides testing centers where a student can be tested with integrity, which would allow, in principle, academic credit to be granted by a university for the course. Dr. Glover discussed University of Florida's efforts to develop five courses for Coursera in exchange for use of Coursera's online delivery platform and to be on the cutting edge of online education. Four of the UF courses will be in agriculture, where faculty will modify existing course content to fit the platform. Dr. Glover commented on experimental peer-to-peer grading and peer chat rooms, and the potential for star academics to produce MOOCs that would benefit society and

enhance a university's brand. Currently, there is no student support provided, other than experimental peer-to-peer activities. Dr. Glover indicated that it is conceivable that UF would buy these courses. Buying curricula in itself is not new—merely new in the online format.

Dr. Chaloux encouraged the Board to research all three major MOOC providers; they all take different approaches. Dr. Chaloux stated that he believes that the audience for online education is every qualified Floridian in need of higher education. Dr. Longanecker noted the difference between courses and programs and the need to brand and market online education to Florida citizens.

The panel discussed the increasing trend of competency-based assessments. Ms. Pareigis responded that the business community is focused on competency-based education. Chancellor Hanna commented that Florida has been a leader in providing competency-based education. Dr. Glover clarified that, while competency-based credit already exists in Florida, it is primarily given for lower level coursework. Dr. Moore expressed concern that there may be an expectation that online education will result in cost savings or cost reductions. He cautioned that, if the Board targets noncompleters, it may cost more to provide the extra support services those students will need to complete their programs. Dr. Glover commented that some students handle online learning better than others. Dr. Wachter then specified that First Time In College (FTIC) students in particular do not fare as well in fully online programs.

Chair Rood then asked the second question: "What cost models might be successful in Florida?"

Dr. Glover responded that online education is not cheaper initially and requires significant start-up funds. The state has recognized this fact by allowing universities to charge fees for distance learning. Dr. Glover noted that online education should be the same price or cheaper than residential education to avoid driving students away.

Dr. Moore commented that ICUF tuition and fees are market-driven and cannot be fixed in the same way as the public sector.

Ms. Pareigis reiterated that the business community is focused on quality and its costs. She encouraged the Committee to review cost data for online vs. traditional brick and mortar offerings. A new university also involves lost opportunity costs.

Dr. Wachter explained that the cost model for DeVry is the same as for Florida public universities. Over time, DeVry's cost model has evolved to increase expenditures for services in order to keep persistence high.

Chancellor Hanna agrees that there must be a focus on quality, particularly regarding the provision of support services. He noted a need to analyze the cost of an entirely online institution, which should indeed be cheaper, as it does not provide as many services as an institution with a campus. To be competitive and affordable, consider reducing tuition for students who are online-only.

Dr. Longanecker added that performance funding would lead to outcomes and providing incentive funding up front would entice the behavior the Board wants.

Dr. Chaloux explained that cost considerations are tied to the chosen model. The focus should be placed on efficiencies over time. Quality costs are a good investment, particularly when it comes to quality support services, which are necessary for a quality academic experience.

The panel discussed the effect of the blended model upon graduation rates. Dr. Wachter commented that, at DeVry, student persistence between first and second year increased by four or five percent. Dr. Moore cautioned that traditional accountability measures like graduation rates may become problematic as more institutions collaborate on online education and students take courses at a variety of institutions.

The panel discussed faculty-student communication in online courses. Dr. Chaloux said that better online courses incorporate a lot of faculty interaction, sometimes even more engagement than in traditional classroom environments. He mentioned a lack of faculty interaction as a drawback of MOOCs. Dr. Wachter spoke about DeVry's requirement of daily or weekly student interaction, as well as a requirement for faculty to report to Student Services a student's failure to communicate.

Dr. Chaloux noted there is a movement towards shorter terms, additional engagement, and strategies for more self-directed studies.

Chair Rood asked the third and final question, "What structure of online education holds the promise for degree production?" Chair Rood also reintroduced the topic of credit versus competency-based education.

Dr. Moore encouraged the Board to examine assets in place. A lot of time and money have been invested in all the sectors and these assets need to be incorporated in whatever the Board does. A lead institution or a new institution may actually increase costs because of redundancies.

Ms. Pareigis stressed using available technology to customize education, particularly through increased attention to assessments increasing efficiencies, and addressing Florida's economic needs. She dismissed Parthenon's first option as status quo. She also dismissed option four because of lost opportunity costs, instead favoring a blend of the

second and third options as the most efficient and cost-effective model. It is important to have someone in charge, but it does not have to be another institution.

Dr. Wachter stated that the key is leveraging the assets the State already has which would make option two the most desirable. He also encouraged the Committee to look at the market because of its potential to provide customization to meet Florida's unique needs. He then recommended the development of a brand based on existing assets and market.

Chancellor Hanna discussed the history of prioritizing technology in Florida's combined higher education systems, citing specifically the success of the Florida Virtual Campus. Chancellor Hanna favored a solution somewhere between options two and three, with a combination of resources to save money. Chancellor Hanna suggested that the Board design the structure it wants, then talk to SACS, rather than be limited by current SACS rules. He said the Board and Florida Legislature could enact significant change by working with SACS.

Dr. Glover spoke about services like marketing and advising that could be outsourced, with attention to services that should remain in-house and those that could be outsourced for greater efficiency. Dr. Glover underscored the need to understand that the online education audience is not monolithic, but rather consists of students with different needs and goals. Dr. Glover recommended focusing on a combination of options two and three.

Dr. Longanecker recommended that Florida builds on its strengths and that the Board rely heavily on the public universities but also partner with private institutions.

Dr. Chaloux emphasized flexibility within the structure of online education, also recommending involvement with competency-based education options at the undergraduate and graduate levels. Dr. Chaloux also noted efficiencies of outsourcing certain services, like marketing.

The panel discussed the Board's strong focus on Science, Technology, Engineering, and Math (STEM) programs. Ms. Pareigis discouraged the Board from choosing STEM over liberal arts education, but instead to prioritize the needs of the market, because business leaders often desire liberal arts degrees. Chancellor Hanna mentioned the college system's focus on online nursing, Information Technology (IT) and other professional degree programs that match State needs. Dr. Chaloux recommended focusing on both online and STEM, and the potential for MOOCs to be a solution. Dr. Glover spoke about an existing online STEM degree program, microbiology at UF, which is almost exclusively online with the exception of two labs offered at a variety of locations throughout the state. He encouraged the Board to consider its policies regarding geographical distribution of course offerings.

The panel discussed employer attitudes toward MOOCs. Ms. Pareigis noted that business people support MOOCs, but they have not been active long enough to fully understand their effects just yet. Ms. Pareigis again advocated for a focus on quality and needs analysis.

6. Committee Discussion

Chancellor Brogan thanked Parthenon and the various panel participants. He noted the need to capitalize on the good work being done through the adoption of best practices and a pressing need for collaborative efforts. Chancellor Brogan favored a more hybrid approach and, more specifically, the terminology of "lead organizational approach" rather than "lead institution."

Chair Colson stated that he believed option two should be pursued in conjunction with the Florida College System. He is interested in partnerships to deal with accreditation issues and suggested going after a new product, something that is not being done. Chair Colson also stated his interest in the notion of greater online coordination to create a "go at your own pace" education product as an alternative option.

Chair Rood observed that most participants wish to explore options two and three. He identified several problems raised during the workshop: the persistent need to track and measure online education; to develop best practices; the limited coordination between online offerings and market needs; issues of access and marketing; and possible duplication of effort resulting in a cost issue. Chair Rood presented the option of creating an RFP to address the issues he outlined and any other issues that rise to the top. He spoke about mounting a large marketing campaign for system online course offerings.

Dr. Glover warned that if the Board were to pursue an RFP, it must first determine the funding model. Governor Perez reiterated Ms. Pareigis' belief that there is a need to better understand existing data and suggested UCF as a model for data collection. Ms. Pareigis then commented that Parthenon may in fact have some of the brick and mortar cost comparison data and encouraged them to share it.

The Committee members discussed the viability of option four, then Chair Rood asked Dr. Glover to discuss the use of an external group to develop online courses. Dr. Glover responded positively on using external groups for the design of courses and the marketing of programs, but never for outsourcing academic content or the delivery of the course.

The Chancellor and Committee members discussed the feasibility of the March 1st deadline. Consensus was reached that a finished product would not be completed

within the next ninety days, but the cause could be advanced by legislative session. Chair Rood suggested the Committee come up with broad-based positions and have staff put that together and circulate it. He summarized the broad-based positions as the need for: better measurement; quality and best practices that lead to additional quality; ensuring the focus is matched to demands of the market; and better access, which he defined as the need for people to better understand what is available, perhaps through a central list that could be seen in an easier manner than it is now and perhaps, also, through supplemental marketing efforts. Chancellor Brogan mentioned that the Legislature will be patient if the Board can present evidence of its progress. The Chancellor then called upon the panelists and others involved to assist in drafting an action plan of deliverables, with deadlines, for further discussion. Committee members agreed. Chair Rood indicated there was agreement that the Committee did not want to stifle innovation, but did want to raise the bar further. Chair Rood questioned whether there was a need for a meeting in early January in Tallahassee or a longer meeting on January 16th, to further develop a hybrid of options two and three with consideration for option four. The Chancellor indicated he would work with Chair Rood on what is done next.

Chancellor Brogan thanked Nancy McKee for her work.

With no further business, the meeting was adjourned at 4:46 pm.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013

SUBJECT: State University System 2011-12 Annual Accountability Report

PROPOSED COMMITTEE ACTION

Approve the State University System 2011-2012 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2011-12 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

The System Report's Executive Summary includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional and System performance in key areas. Individual university reports can be accessed through the following links:

FAMU; FAU; FGCU; FIU; FSU; NCF; UCF; UF; UNF; USF; UWF

Vice Chancellor Ignash will make a brief presentation with regard to key metrics in the 2011-12 Annual Accountability Report.

Supporting Documentation Included: State University System 2011-12 Annual Report

Facilitators/Presenters: Governor Rood; Jan Ignash

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2011-12

Annual Accountability Report

Released January 2013

DRAFT – PENDING BOARD APPROVAL

State University System *of* Florida
Board of Governors

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Introduction

The State University System of Florida is committed to excellence in teaching, research and public service—the traditional mission of universities. This is achieved through a coordinated system of institutions, each having a distinct mission and each dedicated to meeting the needs of a diverse state and nation. This past year, the System has experienced myriad accomplishments and has identified a number of opportunities for improvement:

- The System continues to be ranked in the top ten nationally for six-year graduation rates (66%). The Board is focused on improving graduation rates of all universities, especially those that still fall below the national average.
- STEM (science, technology, engineering, and math) degree production increased almost 30% during the past four years—outpacing degree production growth in non-STEM disciplines.
- The System has an annual statewide economic impact of $80 billion—contributing more than 7% to Florida's gross domestic product and helping to fuel more than 770,000 jobs.
- The System continues to be a national leader for graduation of African-American and Hispanic students, though certain universities must continue to focus on improving this metric.
- To reduce unnecessary degree duplication, universities eliminated or did not implement hundreds of degree programs. This was the result of a robust and ongoing review by the Council of Academic Vice Presidents—a best practice for ensuring quality and efficiency.
- Already a national leader in online education, Florida is now working to better organize its distance learning offerings. A consultant hired by the Board outlined four options that will help shape recommendations for the future of online learning.
- The System is developing a performance-funding model, that will drive universities toward achieving the State's top priorities and reward both excellence and improvement on key metrics, especially in areas of student success.

The following sections focus on university performance relative to providing access to degrees, meeting Florida's workforce needs, building world-class academic programs and research capacity, and meeting institutional and community responsibilities. The report concludes with a look-ahead at goals and metrics approved as part of the Board's 2025 Strategic Plan. More information is available at **www.flbog.edu**.

2011-2012 DASHBOARD

Enrollments	Fall 2011	% Total	2006-2011 % Change
TOTAL	329,737	100%	**12%**
White	172,879	52%	0%
Hispanic	70,368	21%	41%
Black	45,069	14%	11%
Other	41,421	13%	51%
Full-Time	238,691	72%	14%
Part-Time	91,046	28%	8%
Undergraduate	254,351	77%	11%
Graduate	61,533	19%	17%
Unclassified	13,853	4%	5%

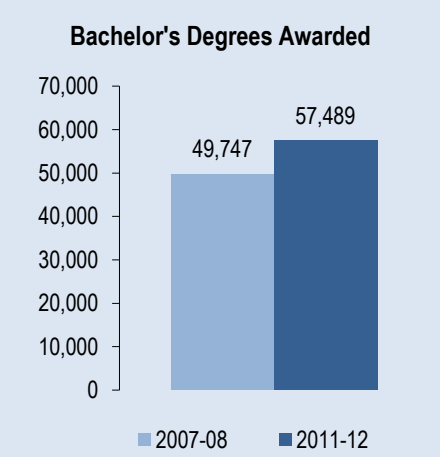
Degree Programs Offered	
TOTAL *(as of Spring 2012)*	**1,760**
Baccalaureate	733
Master's	715
Research Doctorate	279
Professional Doctorate	33

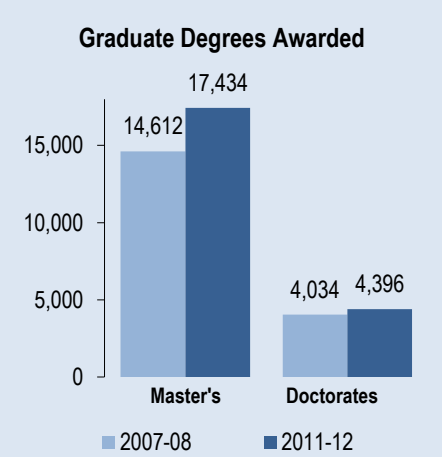
Faculty (Fall 2011)	Full-Time	Part-Time
TOTAL	**12,616**	**2,673**
Tenure & Ten. Track	7,716	247
Other Faculty	4,900	2,426

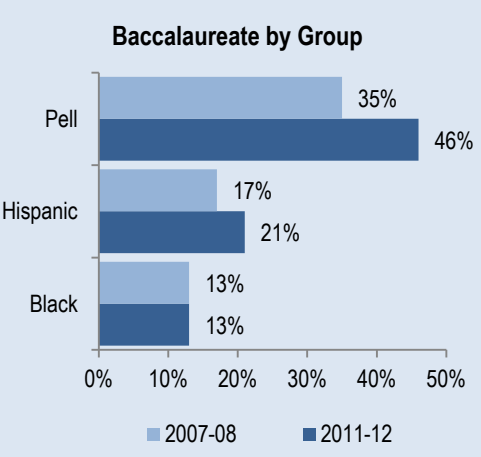
2010 Basic Carnegie Classifications	
Research Universities (Very High Activity)	FSU, UCF, UF,USF
Research Universities (High Activity)	FAU, FIU
Doctoral/Research Universities	FAMU, UWF
Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Arts & Sciences Focus, (No Graduate)	NCF

* The Preliminary Fall 2012 headcount enrollment is 330,531.

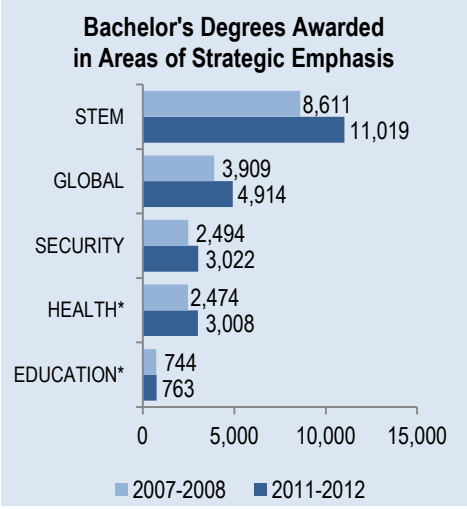
ACCESS TO AND PRODUCTION OF DEGREES

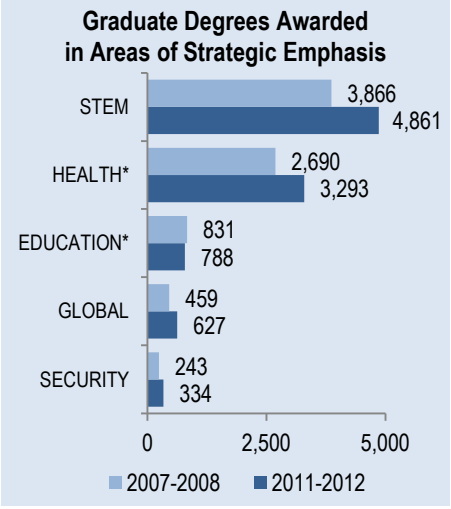


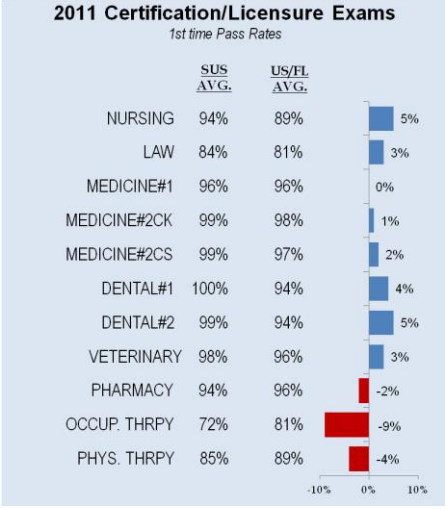




MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



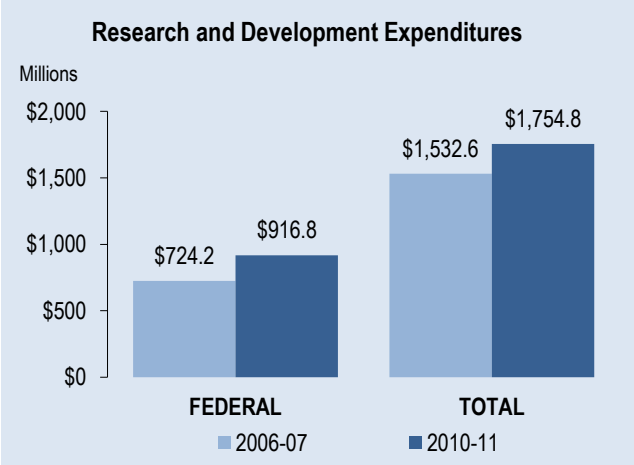


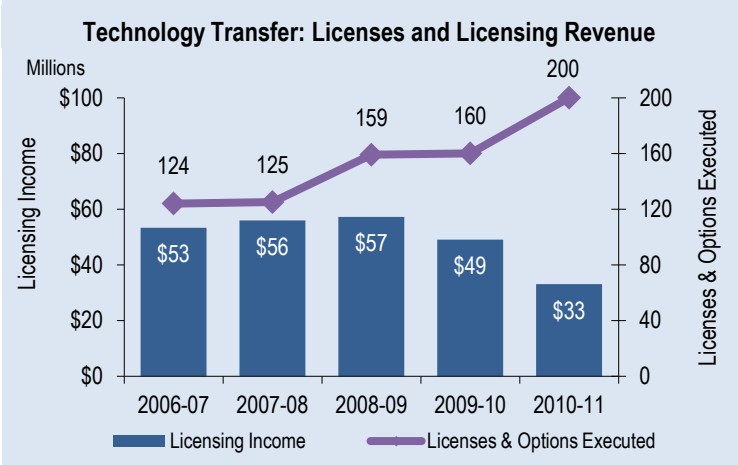


Notes for Areas of Strategic Emphasis:* Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.
Note on Exams: Based on 2008-2010 average due to small number of examinees.

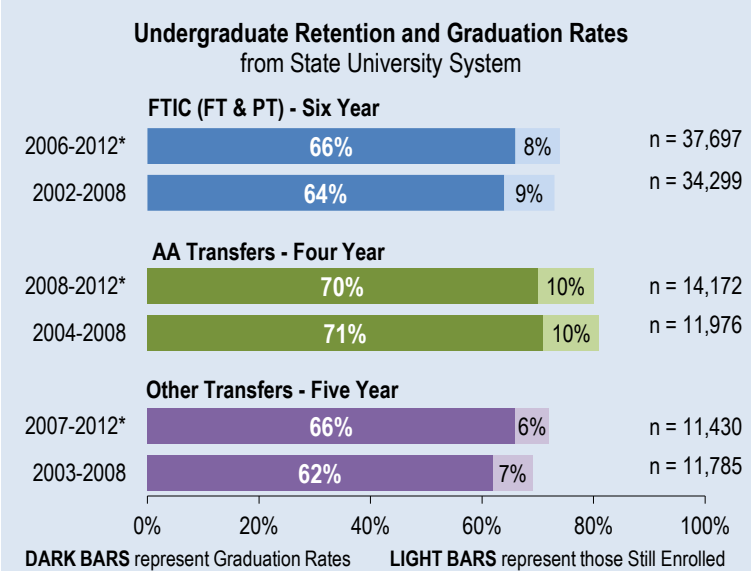
2011-2012 DASHBOARD

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH

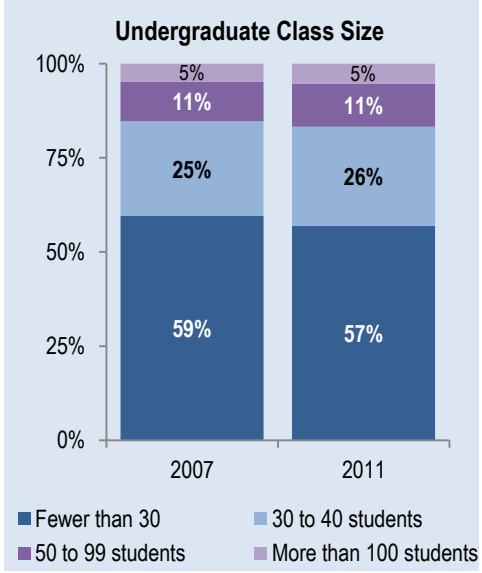


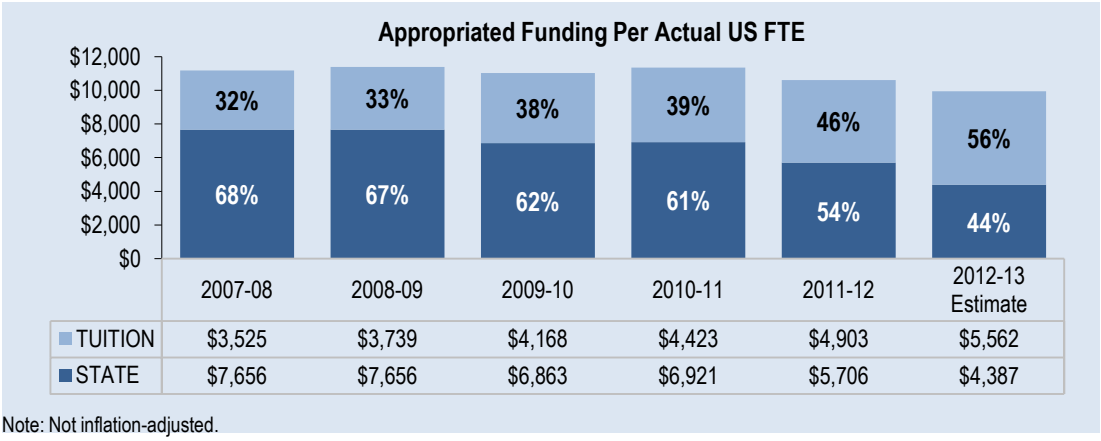


RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Indicates most recent data are still preliminary rates.





Note: Not inflation-adjusted.

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

Access to and Production of Degrees

With 329,737 students enrolled in Fall 2011 (the most recently available data), the State University System of Florida is the second-largest system in the country behind the California State University System based on Fall semester headcount enrollments. As a System, undergraduate enrollment increased 3% from Fall 2010 to Fall 2011, and graduate enrollment increased 1% from Fall 2010 to Fall 2011.

UNDERGRADUATE HEADCOUNT ENROLLMENT (Fall 2011)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	257	11,838	7,898	4,040	21,614	637	30,363	18,848	10,227	21,731	6,891	**134,344**
1yr % Change	*5%*	*3%*	*5%*	*-2%*	*1%*	*3%*	*1%*	*-1%*	*-1%*	*-4%*	*0%*	***0%***
Non-Hispanic Black	10,443	4,340	677	4,073	2,945	12	4,952	2,794	1,372	3,974	1,059	**36,641**
1yr % Change	*-1%*	*6%*	*23%*	*3%*	*-8%*	*0%*	*9%*	*-9%*	*-2%*	*-4%*	*14%*	***0%***
Hispanic	127	5,436	1,836	23,081	4,787	111	9,427	5,617	1,116	6,130	655	**58,323**
1yr % Change	*15%*	*9%*	*15%*	*7%*	*13%*	*9%*	*17%*	*4%*	*9%*	*5%*	*17%*	***9%***
Asian	86	966	184	1,013	893	25	2,743	2,613	658	2,005	340	**11,526**
1yr % Change	*-12%*	*-4%*	*20%*	*-2%*	*-15%*	*4%*	*4%*	*-3%*	*-11%*	*-6%*	*-9%*	***-4%***
Other	109	858	433	2,223	1,062	44	1,555	1,232	644	1,351	516	**10,027**
1yr % Change	*9%*	*30%*	*17%*	*19%*	*85%*	*47%*	*39%*	*19%*	*38%*	*43%*	*35%*	***33%***
Not Reported	0	171	106	538	449	16	638	904	86	573	9	**3,490**
1yr % Change	*0%*	*-7%*	*13%*	*25%*	*4%*	*-24%*	*-19%*	*4%*	*30%*	*-11%*	*-40%*	***-2%***
TOTAL	11,022	23,609	11,134	34,968	31,750	845	49,678	32,008	14,103	35,764	9,470	**254,351**
1yr % Change	*-1%*	*5%*	*8%*	*6%*	*3%*	*5%*	*5%*	*0%*	*0%*	*-1%*	*4%*	***3%***

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.

GRADUATE HEADCOUNT ENROLLMENT (Fall 2011)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	273	2,501	859	1,801	5,489	0	4,835	8,607	1,266	5,967	1,355	**32,953**
1yr % Change	*-10%*	*1%*	*-8%*	*6%*	*-3%*	*.*	*-4%*	*-4%*	*-6%*	*-3%*	*1%*	***-3%***
Non-Hispanic Black	1,540	561	60	1,079	668	0	747	778	143	785	184	**6,545**
1yr % Change	*5%*	*17%*	*2%*	*0%*	*-7%*	*.*	*-1%*	*2%*	*5%*	*-3%*	*-4%*	***1%***
Hispanic	97	597	102	3,422	644	0	828	1,336	81	944	93	**8,144**
1yr % Change	*15%*	*10%*	*5%*	*4%*	*8%*	*.*	*22%*	*-1%*	*-6%*	*10%*	*18%*	***6%***
Asian	50	200	18	293	271	0	357	1,062	67	538	48	**2,904**
1yr % Change	*-9%*	*12%*	*-5%*	*9%*	*-8%*	*.*	*3%*	*-3%*	*-3%*	*3%*	*-9%*	***0%***
Other	49	369	35	1,533	1,186	0	948	3,901	125	1,055	100	**9,301**
1yr % Change	*0%*	*8%*	*-8%*	*5%*	*11%*	*.*	*2%*	*5%*	*14%*	*12%*	*11%*	***6%***
Not Reported	0	85	15	159	192	0	473	588	29	144	1	**1,686**
1yr % Change	*0%*	*-27%*	*36%*	*47%*	*3%*	*.*	*53%*	*2%*	*-19%*	*27%*	*0%*	***16%***
TOTAL	2,009	4,313	1,089	8,287	8,450	0	8,188	16,272	1,711	9,433	1,781	**61,533**
1yr % Change	*3%*	*4%*	*-6%*	*5%*	*-1%*	*.*	*2%*	*-2%*	*-4%*	*0%*	*1%*	***1%***

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.

STUDENT RETENTION RATES

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping first-time-in-college (FTIC) students who are at risk academically. The percentage of students who continue to their second Fall term serves as a valuable early indicator of student success. The percentage of students who have maintained a Grade Point Average of 2.0 or higher by the end of their first year is an even stronger predictor of student success.

Percent of Full-Time FTIC Retained

Fall to Fall at the same university

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-2012	80%	78%	76%	82%	91%	83%	88%	96%	83%	86%	71%	**88%**
4 Year % Point Change (Compared to 2007 Cohort)	*-3.9%*	*1.5%*	*1.8%*	*0.7%*	*1.9%*	*0.5%*	*2.2%*	*0.3%*	*6.0%*	*-0.4%*	*-0.3%*	***1.0%***

Percent of Full-Time FTIC Retained (with 2.0 GPA or higher)

Fall to Fall at the same university

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-2012	65%	73%	71%	75%	90%	83%	86%	95%	78%	85%	63%	**84%**
4 Year % Point Change (Compared to 2007 Cohort)	*1.6%*	*9.5%*	*2.5%*	*1.5%*	*3.3%*	*0.5%*	*3.0%*	*0.6%*	*7.2%*	*3.6%*	*-0.2%*	***2.7%***

Percent of Full-Time FTIC Retained (by Gender and Race/Ethnicity)

Fall to Fall at the same university

2011-12	AMERICAN INDIAN	ASIAN	NON-HISPANIC BLACK	HISPANIC	WHITE	MISSING	NON-RESIDENT ALIEN	SUS
FEMALE	84%	93%	85%	89%	90%	90%	80%	**89%**
MALE	80%	92%	81%	86%	87%	87%	84%	**86%**
TOTAL	82%	93%	84%	88%	88%	89%	82%	**88%**

Other Full-time FTICs Retention Rates

Fall to Fall at the same university

Cohort	FLORIDA RESIDENT	NON-RESIDENT	FULL-TIME	PART-TIME
2011-2012	88%	80%	88%	68%

GRADUATION RATES

FTIC Graduation Rates *(for full- and part-time students)*

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
4 year: 2008-2012	12%	17%	23%	23%	61%	57%	40%	67%	25%	37%	26%	42%
4 Year % Point Change (Compared to 2004 cohort)	*0%*	*1.7%*	*-3.7%*	*4.7%*	*10.7%*	*0.6%*	*5.4%*	*7.9%*	*5.3%*	*13.8%*	*7.9%*	*6.1%*
6 year: 2006-2012	39%	40%	43%	47%	75%	69%	65%	85%	47%	56%	44%	66%
4 Year % Point Change (Compared to 2002 cohort)	*-1.9%*	*2.3%*	*2.4%*	*0.1%*	*5.5%*	*6.6%*	*1.7%*	*3.3%*	*1.5%*	*9.1%*	*1.5%*	*2.2%*

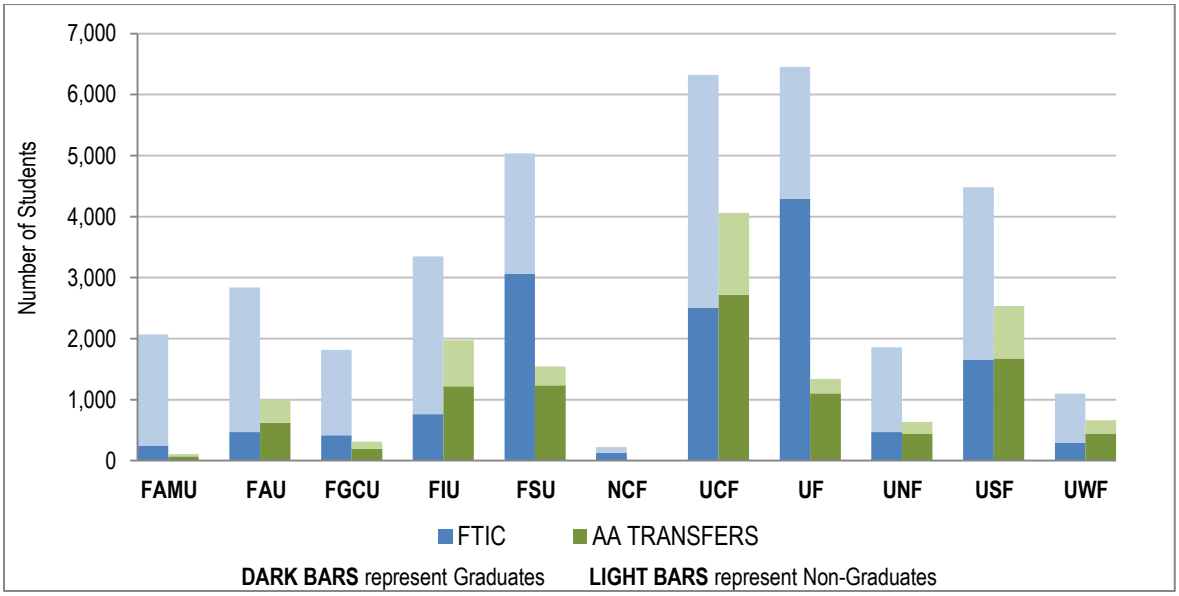
Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data.

A.A. Transfer Graduation Rates *(for full- and part-time students)*

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2 year: 2010-2012	17%	24%	26%	22%	40%	0%	28%	42%	34%	28%	31%	30%
4 Year % Point Change (Compared to 2006 cohort)	*-6.7%*	*-4.1%*	*-7.0%*	*2.3%*	*-0.6%*	*	*-3.4%*	*0.2%*	*0.6%*	*0.7%*	*-3.4%*	*-2.6%*
4 year: 2008-2012	63%	62%	62%	62%	80%	*	67%	82%	69%	66%	66%	70%
4 Year % Point Change (Compared to 2004 cohort)	*-2.9%*	*-5.4%*	*-4.4%*	*0.5%*	*6.2%*	*	*-3.5%*	*2.8%*	*2.2%*	*1.4%*	*0.6%*	*-0.7%*

Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data. The asterisks (*) above are to protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.

FTICs and A.A. Transfers After 4 Years (2008-2012)

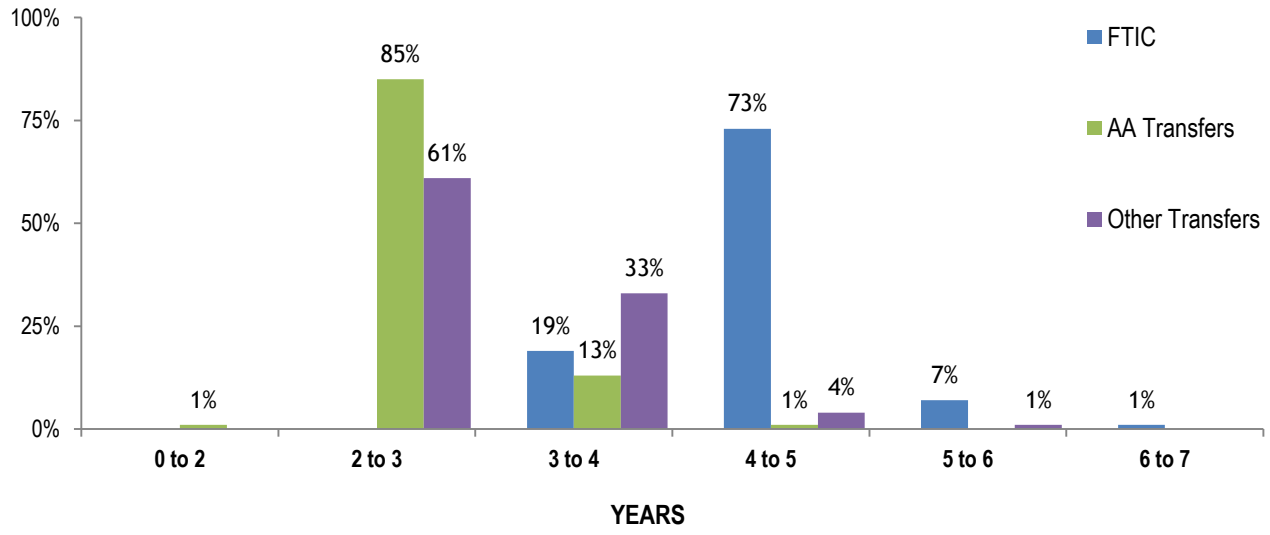


TIME TO DEGREE

Looking backwards at the amount of time students take to earn a bachelor's degree is an important compliment to the forward-looking graduation-rate data. Whether by choice or necessity, many students must temporarily "stop out" of college (as compared to students who "drop out" permanently), and are therefore removed from the graduation cohort. The time-to-degree data shown below reports the percentage of 2011-12 graduates by how many years they were enrolled.

Percent of 2011-12 Bachelor's Degrees by Time to Degree *(for 120 credit hour programs)*

Cohorts	0 to2 Years	2 to 3 Years	3 to 4 Years	4 to 5 Years	5 to 6 Years	6 to 7 Years	7 to 8 Years	8+ Years	% TOTAL	AVG.
FTIC	0%	0%	19%	73%	7%	1%	0%	0%	100%	4.3
AA Transfers	1%	85%	13%	1%	0%	0%	0%	0%	100%	2.6
Other Transfers	0%	61%	33%	4%	1%	0%	0%	0%	100%	3.0
TOTAL	**0%**	**41%**	**19%**	**35%**	**4%**	**0%**	**0%**	**0%**	**100%**	**3.5**



DEGREES AWARDED IN 2011-12

Bachelor's degrees grew faster over the last year than the 10-year average annual growth rate (of 4.4%), yet graduate degree growth has slowed compared to its 10-year average annual rate of 4.7%.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's	1,466	4,892	1,744	7,240	7,860	179	11,515	8,601	3,113	8,827	2,053	**57,489**
1yr % Change	*13.1%*	*6.5%*	*7.9%*	*9.1%*	*-0.3%*	*7.2%*	*8.2%*	*-0.9%*	*3.9%*	*7.8%*	*7.9%*	*5.3%*
Graduate	607	1,405	397	3,383	3,051	.	2,679	5,949	620	3,159	580	**21,830**
1yr % Change	*-3.7%*	*-4.0%*	*-2.9%*	*13.9%*	*-1.4%*	*.*	*5.6%*	*-2.1%*	*4.2%*	*5.0%*	*-6.6%*	***2.0%***
TOTAL	2,073	6,297	2,141	10,623	10,911	179	14,194	14,552	3,733	11,986	2,633	**79,322**
1yr % Change	*7.6%*	*4.0%*	*5.7%*	*10.6%*	*-0.6%*	*7.2%*	*7.7%*	*-1.4%*	*4.0%*	*7.0%*	*4.3%*	***4.3%***

Bachelor's Degrees Awarded to Underrepresented Groups

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Non-Hispanic Black	1,382	954	79	854	788	5	988	753	299	916	214	**7,232**
1yr % Change	*12.9%*	*18.1%*	*3.9%*	*11.8%*	*1.3%*	*.*	*5.2%*	*-12.3%*	*3.1%*	*-0.5%*	*36.3%*	*6.1%*
Hispanic	21	1,069	228	4,549	1,020	22	1,868	1,439	208	1,390	104	**11,918**
1yr % Change	*31%*	*18%*	*7%*	*9%*	*10%*	*22%*	*16%*	*5%*	*8%*	*22%*	*20%*	***12%***
Pell-Grant Recipients	1,098	2,403	745	4,154	2,922	62	4,877	3,283	1,315	4,361	965	**26,185**
1yr % Change	*0%*	*20%*	*21%*	*30%*	*18%*	*10%*	*2%*	*22%*	*13%*	*18%*	*18%*	***19%***

Bachelor's Degrees Awarded by Student Type

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	953	1,420	899	2,553	4,891	156	4,743	6,112	1,262	3,296	613	**26,898**
% of Total	*65%*	*29%*	*52%*	*35%*	*62%*	*87%*	*41%*	*71%*	*41%*	*37%*	*30%*	***47%***
1yr % Change	*7%*	*12%*	*13%*	*-2%*	*-6%*	*9%*	*7%*	*0%*	*0%*	*16%*	*13%*	***3%***
AA Transfers	224	2,005	396	2,950	2,135	6	5,548	1,909	1,264	2,806	833	**20,076**
% of Total	*15%*	*41%*	*23%*	*41%*	*27%*	*3%*	*48%*	*22%*	*41%*	*32%*	*41%*	***35%***
1yr % Change	*17%*	*10%*	*1%*	*24%*	*7%*	*-14%*	*13%*	*-1%*	*10%*	*11%*	*2%*	***11%***
Other Transfers	289	1,467	449	1,737	834	17	1,224	582	587	2,725	607	**10,518**
% of Total	*20%*	*30%*	*26%*	*24%*	*11%*	*9%*	*11%*	*7%*	*19%*	*31%*	*30%*	***18%***
1yr % Change	*34%*	*-3%*	*6%*	*5%*	*22%*	*0%*	*-5%*	*-7%*	*0%*	*-3%*	*12%*	***2%***

NOTE: AA Transfers only include FCS transfers with an AA degree. Other Transfers include students who transfer from within the State University System as well as FCS transfers without an AA degree.

EXCESS HOURS

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour in excess of the total hours required for a degree. The surcharge, which is assessed only on the tuition portion of the total costs, means that all credits beyond the threshold specified in law will cost the full (and higher) out-of-state rate. The provisions of this section first became effective for students who entered the Florida College System or the State University System for the first time in the 2009-2010 academic year. Because this new fee will begin impacting students during their final semester(s), universities must continually evaluate students of their degree progression and notify them so they can plan accordingly.

2011-12 Bachelor's Degrees Awarded Without Excess Hours

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	21%	52%	67%	37%	76%	.	66%	71%	65%	57%	60%	**62%**
AA Transfers	44%	66%	76%	71%	79%	.	67%	77%	63%	60%	76%	**69%**
Other Transfers	36%	60%	67%	60%	82%	.	55%	76%	53%	40%	70%	**56%**
TOTAL	**27%**	**61%**	**70%**	**56%**	**78%**	**.**	**65%**	**72%**	**62%**	**53%**	**70%**	**64%**

Note: This fee cannot be waived by institutions, but the law provides for several exemptions to the Excess Hour fee, most notably that only transfer credits that are applied to the degree should be included in the calculation of the fee. It is important to note that the provisions of the "Excess Hour Surcharge" have been modified several times, resulting in three different cohorts of students with different requirements. The data above is based on the most recent requirements and does not attempt to report how many graduating students paid the new fee. For more details see Section 1009.286, Florida Statutes as: http://www.flsenate.gov/laws/statutes/2012/1009.286.

E-LEARNING

About half of all students in the System (52% or 170,901) took at least one distance education course in 2011-12. The number of students enrolled in only distance learning courses for the same reporting period was 27,028, with 14,055 of those pursuing a baccalaureate degree.

The number of degree programs offered fully through distance education has steadily grown during the past ten years, and it has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. However, there has recently been a surge in baccalaureate program development. The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified 127 baccalaureate programs (up from 60 in 2009-10) offered primarily through distance education. These mostly targeted workforce areas such as business, information technology, healthcare, paralegal studies and emergency management. At the graduate level, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

2011-12 Distance Learning Enrollment *(by State Fundable Full-Time Equivalent)*

In 2011-12, the System enrolled 15% of all FTE in a distance learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all master's level instruction administered via distance learning.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Lower Division	13	144	607	1,274	409	0	1,817	1,391	167	1,607	420	**7,849**
% of Lower Total	*0%*	*2%*	*15%*	*13%*	*4%*	*0%*	*15%*	*14%*	*4%*	*16%*	*16%*	***11%***
Upper Division	2	913	493	3,650	434	0	6,699	2,110	390	3,821	1,142	**19,653**
% of Upper Total	*0%*	*10%*	*15%*	*25%*	*4%*	*0%*	*31%*	*16%*	*7%*	*25%*	*31%*	***19%***
Master's (Grad I)	18	417	169	434	293	.	1,084	367	83	1,034	426	**4,326**
% of Master's Total	*3%*	*23%*	*28%*	*13%*	*11%*	*.*	*33%*	*10%*	*10%*	*26%*	*52%*	***20%***
Doctoral (Grad II)	0	35	19	14	35	.	133	279	8	62	32	**617**
% of Doctoral Total	*0%*	*9%*	*18%*	*1%*	*1%*	*.*	*14%*	*5%*	*6%*	*4%*	*39%*	***4%***
Total	33	1,509	1,287	5,371	1,171	0	9,733	4,148	648	6,525	2,020	**32,445**
% of Total FTE	*0%*	*9%*	*16%*	*19%*	*4%*	*0%*	*26%*	*13%*	*6%*	*21%*	*28%*	***15%***

Note: Table 3B in this System report, and each university report, provide more detailed information. This data was provided by each university for this report and does not come from the State University Database System (SUDS).

Meeting Statewide Professional and Workforce Needs

Areas of Programmatic Strategic Emphasis

To promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State, the Board of Governors maintains a list of five key Areas of Programmatic Strategic Emphasis. These will be periodically revised according to the changing needs of Florida's workforce.

- 115 disciplines classified as **Science, Technology, Engineering, Mathematics** (S.T.E.M.)
- 19 critical need disciplines within **Education**
- 21 critical need disciplines within **Health Professions**
- 9 disciplines in **Security and Emergency Services** ranging from criminal justice and forensic sciences to cyber-security
- 28 disciplines in the area of **Globalization**, ranging from international business to foreign languages

BACCALAUREATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

In 2011-12, 38% of the baccalaureate degrees granted in the System were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	221	971	282	1,221	1,289	45	1,697	2,707	398	1,897	336	**11,019**
% of Total	*15%*	*19%*	*16%*	*16%*	*14%*	*25%*	*15%*	*31%*	*12%*	*21%*	*16%*	*18%*
4yr % Change	*-15%*	*21%*	*232%*	*24%*	*23%*	*0%*	*22%*	*26%*	*23%*	*46%*	*27%*	*28%*
Globalization	85	342	48	1,076	1,047	45	560	804	255	594	103	**4,914**
% of Total	*6%*	*7%*	*3%*	*14%*	*12%*	*25%*	*5%*	*9%*	*8%*	*7%*	*5%*	*8%*
4yr % Change	*-16%*	*12%*	*78%*	*43%*	*17%*	*15%*	*69%*	*-2%*	*55%*	*33%*	*63%*	*26%*
Security/Emergency Services	165	343	134	457	513	0	460	230	153	478	89	**3,022**
% of Total	*11%*	*7%*	*7%*	*6%*	*6%*	*0%*	*4%*	*3%*	*5%*	*5%*	*4%*	*5%*
4yr % Change	*15%*	*14%*	*35%*	*75%*	*11%*	*0%*	*11%*	*19%*	*21%*	*21%*	*-9%*	*21%*
Health Professions*	117	246	84	251	195	0	814	299	187	683	132	**3,008**
% of Total	*8%*	*5%*	*5%*	*3%*	*2%*	*0%*	*7%*	*3%*	*6%*	*8%*	*6%*	*5%*
4yr % Change	*48%*	*9%*	*-29%*	*22%*	*-26%*	*0%*	*41%*	*-2%*	*-12%*	*63%*	*94%*	*22%*
Education*	6	48	45	35	75	0	171	25	67	188	103	**763**
% of Total	*0%*	*1%*	*3%*	*0%*	*1%*	*0%*	*1%*	*0%*	*2%*	*2%*	*5%*	*1%*
4yr % Change	*-50%*	*-9%*	*41%*	*-38%*	*-26%*	*0%*	*13%*	*4%*	*-26%*	*79%*	*-13%*	*3%*
Subtotal	**594**	**1,950**	**593**	**3,040**	**3,119**	**90**	**3,702**	**4,065**	**1,060**	**3,840**	**763**	**22,726**
% of Total	*40%*	*37%*	*33%*	*39%*	*34%*	*50%*	*32%*	*46%*	*32%*	*42%*	*37%*	*38%*
4yr % Change	*0%*	*16%*	*64%*	*34%*	*12%*	*8%*	*29%*	*17%*	*16%*	*44%*	*24%*	*25%*

Note*: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 4H in this System report, and each university report, provide more information on this topic.

GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

At the graduate level, 45% of the graduate degrees (includes master's, doctoral, and professional) granted in 2011-12 were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	72	247	16	502	432	.	713	2,041	30	730	77	**4,861**
% of Total	*12%*	*18%*	*4%*	*15%*	*14%*	*.*	*27%*	*34%*	*5%*	*23%*	*13%*	***22%***
4yr % Change	*95%*	*8%*	*33%*	*1%*	*26%*	*.*	*31%*	*30%*	*-9%*	*32%*	*60%*	***26%***
Health Professions*	183	158	67	453	203	.	309	1,167	87	650	16	**3,293**
% of Total	*30%*	*11%*	*17%*	*13%*	*7%*	*.*	*12%*	*20%*	*14%*	*21%*	*3%*	***15%***
4yr % Change	*-1%*	*19%*	*148%*	*60%*	*48%*	*.*	*45%*	*-8%*	*691%*	*52%*	*1500%*	***22%***
Education*	4	52	24	98	113	.	173	81	40	168	35	**788**
% of Total	*1%*	*4%*	*6%*	*3%*	*4%*	*.*	*6%*	*1%*	*6%*	*5%*	*6%*	***4%***
4yr % Change	*-43%*	*-22%*	*-27%*	*29%*	*-11%*	*.*	*35%*	*-21%*	*3%*	*-16%*	*-33%*	***-5%***
Global Economy	0	32	0	200	139	.	43	127	0	67	19	**627**
% of Total	*0%*	*2%*	*0%*	*6%*	*5%*	*.*	*2%*	*2%*	*0%*	*2%*	*3%*	***3%***
4yr % Change	*0%*	*45%*	*0%*	*41%*	*32%*	*.*	*169%*	*7%*	*0%*	*46%*	*111%*	***37%***
Security/Emergency Services	0	6	17	83	52	.	98	9	14	45	10	**334**
% of Total	*0%*	*0%*	*4%*	*2%*	*2%*	*.*	*4%*	*0%*	*2%*	*1%*	*2%*	***2%***
4yr % Change	*0%*	*-40%*	*1600%*	*102%*	*11%*	*.*	*5%*	*0%*	*133%*	*25%*	*0%*	***37%***
Total	**259**	**495**	**124**	**1,336**	**939**	**.**	**1,336**	**3,425**	**171**	**1,660**	**157**	**9,903**
% of Total	*43%*	*35%*	*31%*	*40%*	*31%*	*.*	*50%*	*57%*	*28%*	*53%*	*27%*	***45%***
4yr % Change	*14%*	*8%*	*72%*	*28%*	*24%*	*.*	*35%*	*12%*	*100%*	*32%*	*58%*	***22%***

Note*: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 5C in this System report, and each university report, provide more information on this topic.

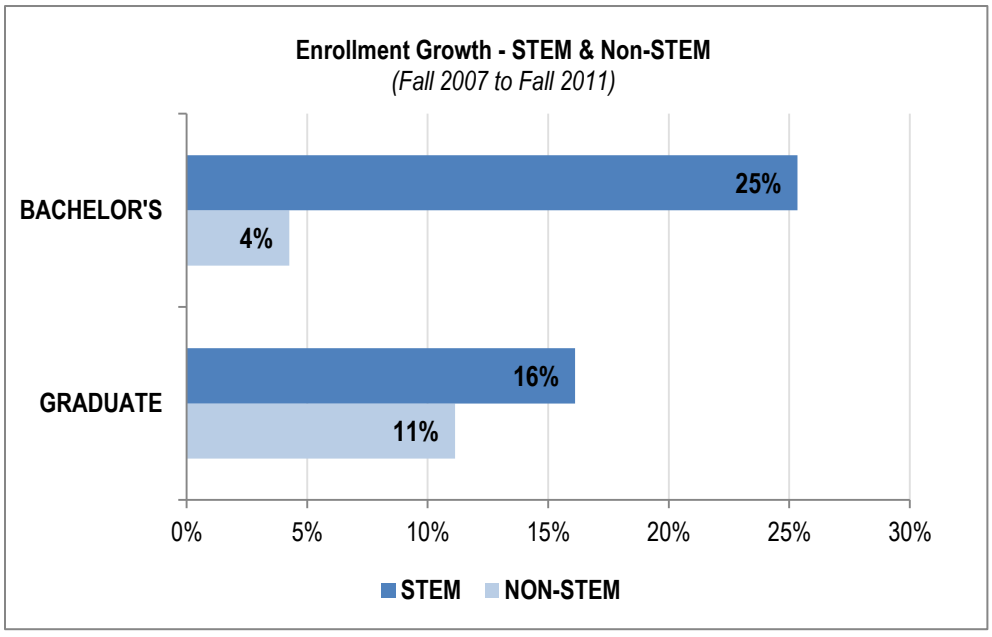
10 MOST POPULAR DEGREES BY ACADEMIC DISCIPLINE

	Academic Discipline	Bachelor's	%Δ[1]	Academic Discipline	Master's	PhD	Prof.	Graduate Total	%Δ[1]
1	Business and Management	13,603	*13%*	Business and Management	4,389	62	.	4451	*27%*
2	Social Sciences	6,865	*21%*	Health Professions	2,494	450	1,126	4,070	*28%*
3	Health Professions	4,880	*25%*	Education	2,923	322	.	3,245	*-2%*
4	Psychology	4,756	*36%*	Engineering	1,857	373	.	2,230	*22%*
5	Education	3,788	*-10%*	Law	117	.	959	1,076	*-2%*
6	Biological/Biomedical Sciences	3,436	*67%*	Public Administration	987	48	.	1,035	*22%*
7	Engineering	3,225	*19%*	Biological/Biomedical Sciences	421	202	.	623	*59%*
8	Mass Communications	2,982	*10%*	Social Sciences	476	128	.	604	*34%*
9	Homeland Security, Enforcement, Emergency	2,321	*21%*	Visual and Performing Arts	409	46	.	455	*11%*
10	English Language & Literature	2.061	*4%*	Psychology	316	117	.	433	*0%*

Note: The percent change (%Δ) is the change in degrees awarded from 2007 to 2011-12. Degree counts include first and second majors

STEM ENROLLMENT GROWTH

The State University System of Florida is ranked 3rd among all university systems in the U.S. for undergraduate STEM degree production, based on the most recently available national data (from 2008-09). During the Fall 2011 term, the number of students seeking a bachelor's degree in a STEM discipline represented a quarter (25%) of all baccalaureate degree-seeking students. Similarly, STEM graduate students comprised 28% of all graduate students. Student interest in STEM programs is growing quickly, as STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.



Building World-Class Academic Programs and Research Capacity

Academic Program Quality

The Board of Governors ensures accountability for the System through regulations that guide ongoing improvement efforts. All institutions maintain regional accreditation through the Southern Association of Colleges and Schools. In addition, the Board encourages institutions to seek national or specialized accreditation from professional organizations for its colleges, schools and academic programs for which there are established standards. As reported by universities, 90% of the State University System's academic programs (across all degree levels) in 2010-11 received specialized accreditation where specialized accreditation was available.

To supplement specialized accreditation reviews and ensure that programs without such accreditation options receive sufficient attention, the Board requires the review of all academic degree programs at least every seven years. The program review processes have been well aligned with the respective entities that provide regional and discipline-specific accreditation expectations.

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify, by academic program, what students will have learned by the time they graduate, and how that learning will be measured. In 2011, the great majority of undergraduate programs across the System have implemented all of the key components of the State University System's assessment of student learning outcomes.

	2006	2007	2008	2009	2010	2011
Programs that have:						
Identified Core Student Learning Outcomes	95%	96%	99%	99%	99%	98%
Identified Student Assessment Types	89%	95%	97%	86%	92%	98%
Described Program Evaluation	37%	59%	93%	95%	94%	93%
Applied Evaluation Results	44%	58%	82%	81%	80%	87%

VIABILITY STUDIES OF ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives and the Governor listing new degree program reviews conducted within the preceding year and the results of each review. During the 2011-12 year, 21 new programs were approved, 49 were either terminated or suspended, and six programs were reviewed but not approved by a University Board of Trustees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
New Programs	0	2	2	2	1	-	2	1	1	9	1	**21**
Terminated/Suspended Programs	0	4	1	0	12	-	4	4	5	12	7	**49**
New Programs Considered By University But Not Approved	1	0	0	0	0	-	5	0	0	0	0	**6**

Note: This table does not include new majors or concentrations added under an existing degree program. Tables 4A and 5A in this System report, and each university report, provide more information on this topic.

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. It is important to note that the ultimate pass rates, regardless of the number of attempts, are typically near 100%. In 2011-12, three-fourths (30 of 40) of university passage rates were above the state and/or national averages, which also includes private institutions.

2011-12 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US/FL AVERAGE
Nursing	85%	94%	93%	94%	95%	96%	99%	88%	95%	93%	**94%**	89%
Law	68%	.	.	81%	88%	.	90%	.	.	.	**84%**	81%[1]
Medicine (Step 1)	.	.	.	97%	92%	97%	98%	.	99%	.	**96%**	96%
Medicine (Step 2-CK)	.	.	.	.	100%	.	98%	.	99%	.	**99%**	98%
Medicine (Step 2-CS)	.	.	.	.	100%	.	100%	.	98%	.	**99%**	97%
Veterinary	.	.	.	.	.	.	98%	.	.	.	**98%**	96%
Pharmacy	87%	.	.	.	.	.	97%	.	.	.	**98%**	96%
Dentistry (Part 1)	.	.	.	.	.	.	100%	.	.	.	**100%**	96%
Dentistry (Part 2)	.	.	.	.	.	.	99%	.	.	.	**99%**	95%
Physical Therapy[2]	48%	.	76%	74%	.	98%	93%	100%	87%	.	**85%**	89%
Occupational Therapy[2]	33%	.	88%	60%	.	.	90%	.	.	.	**72%**	81%

Note 1: All benchmarks are based on national averages (from accredited US institutions), except the Law exam average is based on the Florida average (excludes non-Florida examinees).
Note 2: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Tables 4O and 5D in this System report, and each university report, provide more information on this topic.

Research, Development, and Commercialization

Through its research successes, the State University System plays a critical role in Florida's economy, helping it achieve a national and global reputation for innovation. The System provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing Florida, the nation, and the world; produces intellectual property that can be commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up and spin-off companies; and attracts new employers to Florida.

RESEARCH EXPENDITURES

In 2010-11, the most recent year that data is available, the State University System research-only activities consisted of $1.75 billion in expenditures (a 16% increase from just four years earlier, in 2006-07).

Dollars in Millions

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11 Expenditures	$53.3	$62.0	$17.1	$110.0	$230.4	$1.0	$109.2	$739.9	$9.4	$400.7	$21.7	**$1,754.8**
4 year % Change (Compared to 2006-07)	*201%*	*127%*	*44%*	*2%*	*9%*	*515%*	*-23%*	*16%*	*11%*	*19%*	*46%*	***16%***

Note: Table 6A in this System report, and each university report, provide more information on this topic.

TOP 10 STATES FOR PUBLIC UNIVERSITY RESEARCH EXPENDITURES IN 2010-11

The State University System is ranked 5th in the nation with $1.76 billion in research expenditures during the 2010-11 fiscal year. During the past five years, research expenditures by Florida's public universities increased 23%. It is important to note that when both public and private universities are considered, the State of Florida is ranked 11th in the nation – as 83% of Florida's university research is performed by public universities (compared to the 57% average for public university research among the top 10 states).

Dollars in Billions

RANK	STATE	2005-06	2010-11	% GROWTH
1	California	$4.77	$5.80	22%
2	Texas	$2.81	$4.03	43%
3	Michigan	$1.55	$2.14	38%
4	Pennsylvania	$1.28	$1.85	45%
5	**Florida**	**$1.42**	**$1.76**	**23%**
6	Ohio	$1.23	$1.70	38%
7	Washington	$1.03	$1.56	51%
8	New York	$1.06	$1.34	27%
9	North Carolina	$0.89	$1.33	50%
10	Colorado	$0.83	$1.27	53%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others). National R&D data for the 2009-10 year is not yet available.

STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is providing a substantial return on investment. Since their inception, beginning in 2003, the State has invested a total of $84.5 million and the Centers have returned $332 million in competitive grants, private resources and licensing revenues. These Centers have executed 53 licenses, started 32 companies in Florida, created 833 jobs, and have established 830 collaborations with private industry. Reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	TOTAL EXPENSES	PRIVATE INDUSTRY COLLAB-ORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology*	2002-03	$10.0	$26.3	$0.0	$0.0	$36.3	10	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	$10.0	$55.4	$0.0	$0.18	$50.2	67	60
UF	Regenerative Health Biotechnology	2002-03	$10.0	$23.0	$0.0	$0.01	$27.2	261	268
FAU	Southeast National Marine Renewable Energy Center	2006-07	$5.0	$17.2	$0.1	$0.0	$11.5	31	0
FSU	Center of Excellence in Advanced Materials	2006-07	$4.0	$19.8	$0.0	$0.0	$16.8	54	17
UCF	Laser Technology Initiative	2006-07	$4.5	$20.5	$2.0	$0.0	$11.3	75	21
UF	Center for Nano-Bio Sensors	2006-07	$4.0	$22.5	$37.4	N/A	$3.8	8	54
UF	FISE Energy Technology Incubator	2006-07	$4.5	$76.3	N/A	$0.6	$45.2	138	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	$8.0	$17.3	$0.0	$0.16	$15.5	69	14
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	$10.0	$10.4	$0.0	$0.0	$8.6	42	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	$14.6	$43.1	$0.3	N/A	$19.5	75	285
	TOTAL		**$84.6M**	**$332M**	**$40M**	**$1M**	**$246M**	**830**	**833**

Note*: FAU's COE for Biomedical and Marine Biotechnology has been placed on inactive status.

UNIVERSITY CENTERS AND INSTITUTES

Due to reductions in State funding, the State University System has closed or placed in an inactive status more than 100 university institutes and centers since 2007. For the university centers and institutes that remain, the majority (82%) of their FY2010-11 total expenditures were from external (non-state) funding sources, which means for every dollar of State funds invested, a $4.67 return on investment was generated.

Dollars in Millions

	Number of CENTERS	2010-11 EXPENDITURES FROM STATE E&G FUNDS	2010-11 EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			2010-11 TOTAL EXPENDITURES	RETURN ON INVESTMENT ($)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	20	$4.3	$13.3	$0.0	$0.0	$17.6	$3.09
FAU	42	$3.6	$6.8	$2.0	$0.8	$13.2	$2.67
FGCU	7	$0.5	$4.2	$0.2	$0.1	$4.9	$9.00
FIU	41	$6.4	$39.4	$3.9	$0.7	$50.4	$6.88
FSU	102	$12.4	$75.9	$8.6	$8.3	$105.3	$7.48
UCF	26	$16.3	$47.2	$5.5	$2.3	$71.2	$3.37
UF	179	$30.0	$75.2	$8.4	$17.0	$130.5	$3.35
UNF	20	$1.6	$3.2	$0.9	$0.4	$6.1	$2.81
USF	95	$13.7	$87.5	$3.1	$5.2	$109.4	$6.99
UWF	11	$3.2	$8.7	$0.2	$0.2	$12.4	$2.84
SYSTEM	**493**	**$92.0**	**$361.4**	**$32.8**	**$35.0**	**$521.1**	**$4.67**

Note: The number of centers includes active and inactive programs, and excludes terminated, denied, and unofficial centers.

FACULTY MEMBERSHIP IN THE NATIONAL ACADEMIES IN 2010

The number of faculty who are members of the National Academy of Sciences, the National Academy of Engineering and the Institute of Medicine can be an indicator of quality and national prominence, which attracts other world-class faculty and researchers to grow the knowledge economy.

RANK	STATE	FACULTY	RANK	STATE	FACULTY
1	California	691	11	Arizona	47
2	Texas	153	12	Maryland	41
3	Washington	111	12	Indiana	41
4	Michigan	95	12	Minnesota	41
5	Wisconsin	72	15	Ohio	40
6	Illinois	64	16	New Jersey	39
7	Colorado	53	17	**Florida**	**38**
7	Pennsylvania	53	18	Georgia	36
9	Virginia	49	19	New York	35
10	North Carolina	48	20	Iowa	31

Note: 2010 data is the most recently available from the 2011 Annual Report of the Top American Research Universities by the Center for Measuring University Performance.

PATENTS AND LICENSES

The State University System is ranked number one in Florida for the number of patents issued in the past five years by the United States Patent and Trademark Office. Other indicators of the System's contributions to economic development and the knowledge economy are patents and licenses. These metrics often represent the initial movement from the laboratory to the marketplace.

Table 6A demonstrates an 82% increase in the number of patents issued to the System between 2006-07 and 2010-11. Licenses and options executed increased in the System by 62% between 2006-07 and 2010-11.

Patents Awarded in Florida by Organization (2007-2011)

RANK	FIRST NAMED ASSIGNEE	2007	2008	2009	2010	2011	Total
	TOTAL PATENTS AWARDED IN FLORIDA	1,810	1,642	1,711	2,322	2,373	9,858
1	STATE UNIVERSITY SYSTEM	134	120	152	218	214	838
2	INTERNATIONAL BUSINESS MACHINES CORP.	55	61	69	68	72	325
3	MOTOROLA, INC.	108	80	65	61	5	319
4	HARRIS CORP.	58	62	55	61	59	295
5	FLORIDA TURBINE TECHNOLOGIES, INC.	4	21	41	70	111	247
6	SIEMENS ENERGY, INC.	0	4	58	96	89	247
7	UNIVERSITY OF SOUTH FLORIDA	27	31	32	77	74	241
8	UNIVERSITY OF CENTRAL FLORIDA	30	36	51	56	63	236
9	UNIVERSITY OF FLORIDA	56	41	52	40	47	236
10	HONEYWELL INTERNATIONAL INC.	18	47	27	39	29	160
13	FLORIDA STATE UNIVERSITY	12	6	12	34	20	84
55	FLORIDA ATLANTIC UNIVERSITY	5	4	2	3	5	19
172	FLORIDA A&M UNIVERSITY	0	0	0	5	2	7
198	FLORIDA INTERNATIONAL UNIVERSITY	0	0	1	2	3	6

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2007 - 2011 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/asgstc/fl_ror.htm. Note: More than a third (38%) of Florida's total patents awarded between 2007 and 2011 were assigned as an 'Individually Owned Patent'.

Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

The role of each university in achieving System goals is determined by that institution's distinctive mission. The Board of Governors asked each institution to include in its annual report information regarding the unique aspects of its mission, as well as its responsibility for meeting specific community and regional needs.

Many of the individual university annual reports speak to the positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the System's public service activity. The institutions play a major role in the cultural life of the communities in which they reside. The land-grant institutions offer critical assistance to Florida because of their cooperative extension programs. Students, faculty and staff provide thousands of hours in service to their communities, both through service-learning activities and through general volunteer activities. Many of the universities' clinics provide services to members of their communities free of charge or at reduced costs.

The Carnegie Foundation for the Advancement of Teaching created an elective Classification for Community Engagement that focuses on the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

COMMUNITY ENGAGEMENT CLASSIFICATION

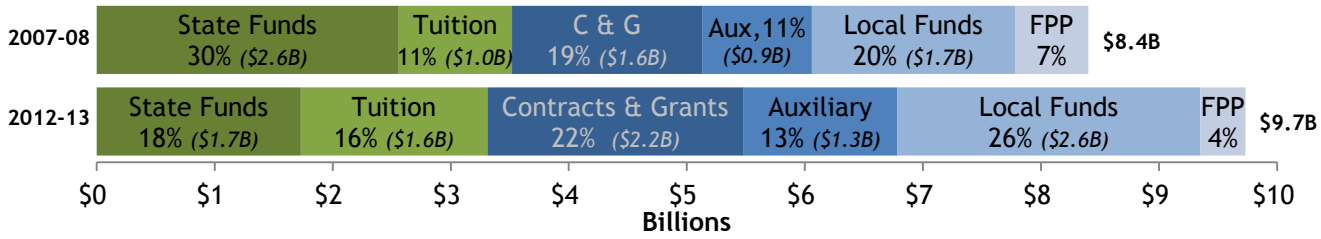
Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
•	•	Yes	Yes	Yes	•	Yes	•	Yes	Tampa & St. Pete	•

Critical Financial Data

In 2012-13, the System has an overall budget of $9.7 billion, divided into five major components. Education and General (E&G) state and tuition funds of $3.31B are the primary sources of funding for instructional activities. Other funds support university operations in a manner restricted by the definition of the funding categories:

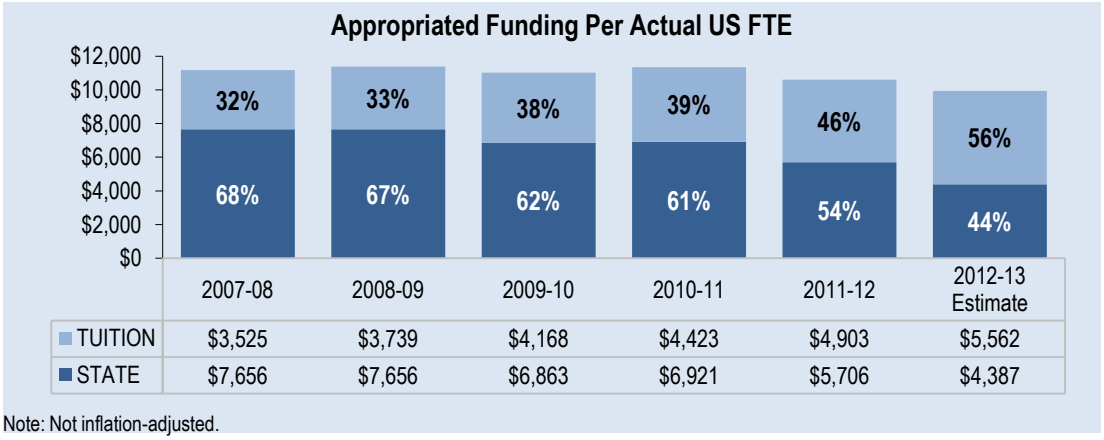
- Contracts and Grants ($2.2B) - primarily federal grants restricted to the purpose of the grant
- Auxiliary Services ($1.3B) - ancillary units such as parking, housing and transportation
- Local Funds ($2.6B) - financial aid, various student fees (activity and service, athletic, technology), concessions and self insurance programs
- Faculty Practice Plans ($381.4M) - revenue generated from patient services associated with health science center clinics.



There was not a decline in the Faculty Practice Plan budget – the apparent reduction results from an operational change in 2008-09 that began transferring Faculty Practice Plan revenues into Contracts and Grants.

Trend in Funding per Student FTE

For the System as a whole, State support per student FTE has dropped from 68% in 2007-08 to 44% in 2012-13. State support per student FTE in 2012-13 varies by university, ranging from 69% to 39%, depending largely on recent unfunded enrollment growth.



Note: Not inflation-adjusted.

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

Percentage Change in Educational & General Revenues *(from 2008-09 to 2011-12)*

As a system, E&G revenue for main operations (not including medical schools or the Institute of Food and Agricultural Sciences) was flat between 2008-09 and 2011-12 with a 20% decrease in state funds offset by a 42% increase in tuition. Since 2007-08 there has been a 39% ($830 million) decrease in state funds.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Revenue from State Funds	-15%	-20%	-12%	-22%	-12%	-13%	-17%	-26%	-16%	-14%	-19%	**-20%**
Revenue from Tuition	48%	48%	64%	38%	42%	39%	51%	33%	46%	36%	50%	**42%**
TOTAL	**5%**	**-1%**	**15%**	**1%**	**-4%**	**-3%**	**7%**	**-6%**	**4%**	**1%**	**1%**	**0.2%**

Note: Table 1A in this System report, and each university report, provide more information about this topic.

Percentage Change in Educational & General Expenditures *(from 2008-09 to 2011-12)*

Despite declining state support, the State University System has maintained its commitment to instruction and research (up 2%) by decreasing administration costs (down 8%), demonstrating greater efficiency. The table below shows the variation in E&G expenditures across the System from 2008-09 to 2011-12 (the most recently available actual expenditure data). It is important to note that the data shown below reflect expenditures from annual revenues as reported in university Operating Budgets and do not include expenditures supported from E&G carry-forward funds.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Instruction & Research	-12%	11%	13%	9%	-4%	0%	-1%	-2%	5%	12%	1%	**2%**
Administration & Support Services	-2%	-19%	-2%	-3%	-27%	0%	2%	-9%	0%	-6%	-1%	**-8%**
Plant Operations & Maintenance	-20%	-10%	4%	4%	-5%	-6%	13%	-7%	14%	-2%	6%	**-2%**
Student Services	-16%	-12%	30%	51%	-47%[1]	-7%	57%	30%	8%	-12%	20%	**6%**
TOTAL	**-11%**	**0%**	**11%**	**10%**	**-10%**	**-3%**	**3%**	**-1%**	**4%**	**8%**	**3%**	**1%**

Note: Does Not Include Health-Science Centers, or IFAS. 2011-12 data is most recent actual expenditure data available. These four program components account for 95% of total expenditures across the System. Table 1B in this System report, and each university report, provide more information about this topic.
FSU Student Services Note[1]: An additional $14,121,322 was expended in Student Services using carry forward funds that are not reflected in the operating budget data shown above. With the addition of these funds, the actual expenditures are $279,860 greater than 2008-09 expenditures in this category.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education, including: all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development.
Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.
Plant Operations & Maintenance: Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification.
Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.

2025 Strategic Plan

In November 2011, the Board of Governors approved its 2025 Strategic Plan, which is critical to its three-part accountability framework that also includes this annual report and university work plans. The goals and metrics for the new strategic plan were categorized into the traditional university tripartite mission of teaching, research, and service. Each of the three areas is further subdivided into the categories of **(a) Excellence, (b) Productivity, and (c) Strategic Priorities.**

STATE UNIVERSITY SYSTEM 2012-2025 GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING *(UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)*	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce

2025 Strategic Plan - Teaching and Learning Metrics

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
A1. National Rankings for Universities and Programs	- Three institutions ranked Top 50 for public undergraduate *(UF, FSU, NCF)*; - Program rankings not currently tracked at System level.	- Five institutions ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program.	Institutions would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, *US News*, Princeton Review, National Resource Counsel (NRC), etc.
A2. Freshman in Top 10% of Graduating High School Class	**28%**	**50%**	The Top Tier average for public universities (n=108) listed in 2011 *US News* ranking is 40%.
A3. Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	**5 (of 29) Scores Below Benchmarks**	**Above Benchmarks for All Exams**	An indicator of how well universities are preparing students to enter certain professional occupations.
A4. Eligible Programs with Specialized Accreditation	**89% of 754 programs**	**All (with exceptions)**	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
A5. Average Time To Degree *for First-time in College Students*	**4.3** years	**4.0** years	The Board is dedicated to the goal of FTIC students graduating on time.
A6. Four-Year Graduation Rates *for First-time in College Students from Same University*	**34%**	**50%**	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
A7. Six-Year Graduation Rates *for First-time in College Students from Same University*	**61%**	**70%**	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
A8. % of Bachelor's Degrees w/ Excess Hours *Less than 110% of Required Hours*	**49%**	**80%**	Due to recent statutory changes this percentage is expected to increase significantly.
A9. Bachelor's Degrees Awarded Annually	**53,392**	**90,000**	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
A10. Graduate Degrees Awarded Annually	**20,188**	**40,000**	Based on SUS trend the 2025 value would be 37,300.
A11. Bachelor's Degrees Awarded to Minorities	**16,207** *(30% of total)*	**31,500** *(42% of growth)*	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
A12. Number of Adult *(Aged 25+)* Undergraduates Enrolled (in Fall)	**46,725** *(19% of total)*	**75,000** *(25% of growth)*	Florida is currently ranked 4th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
A13. Percent of Course Sections Offered via Distance and Blended Learning	**18%**	**30%**	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
A14.Bachelor's Degrees in STEM	**9,605** *(18% of total)*	**22,500** *(25% of total)*	Based on historical trends, the 2025 value will be 18,500.
A15. Bachelor's Degrees in All Areas of Strategic Emphasis	**19,832** *(37% of total)*	**45,000** *(50% of total)*	Based on historical trends, the 2025 value will be 34,200.
A16. Graduate Degrees in STEM	**4,330** *(21% of total)*	**14,000** *(35% of total)*	Based on historical trends, the 2025 value will be 11,700.
A17. Graduate Degrees in All Areas of Strategic Emphasis	**9,170** *(45% of total)*	**20,000** *(50% of total)*	Based on historical trends, the 2025 value will be 19,000.

2025 Strategic Plan - Scholarship, Research and Innovation Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
B1. Faculty Membership in National Academies	**38**	**75**	Currently SUS is ranked 10th; 2025 Goal is to be ranked 5th. Based on historical trends, the 2025 value would be 48.
B2. Number of Faculty Designated a Highly Cited Scholar	**46**	**100**	Currently SUS is ranked 7th; 2025 Goal is to be ranked 3rd.
PRODUCTIVITY			
B3. Total R&D Expenditures *($ Billions)*	**$1.68B**	**$3.25B**	Currently SUS is ranked 4th; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be $3.09B.
B4. Number of Licenses and Options Executed	**159**	**250**	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
B5. Number of Start-Up Companies Created	**18**	**40**	The 2025 Goal is to be on par with the University of California System.
B6. Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	**50%**	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
B7. Percent of R&D Expenditures funded from External Sources	**59%**	**67%**	2025 Goal based on the Top 10 states average percentage of FY2009 expenditures from external sources *(defined by NSF as from Federal, Private Industry and Other).*

2025 Strategic Plan - Community and Business Engagement Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
C1. Number of Institutions with Carnegie's Community Engagement Classification	**7** *(includes USF St. Petersburg)*	**All**	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCTIVITY			
C2. Percentage of Students Participating in Identified Community & Business Engagement Activities *(includes curricular & co-curricular)*	**13%-51%** Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
C3. Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
C4. Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	**81%**	**90+%**	The Board is dedicated to improving the employment and earnings outcomes for State University System students.

Appendix: Systemwide Data Tables

INDEX

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Recurring State Funds	$1,903,364,717	$1,684,412,734	$1,740,560,211	$1,573,182,292	$1,276,392,187
Non-Recurring State Funds	$84,112,594	$11,300,003	$32,590,697	$24,767,144	$13,350,000
Tuition	$901,764,013	$978,155,573	$1,084,432,147	$1,168,017,792	$1,192,838,453
Tuition Differential Fee	$10,156,021	$38,246,310	$87,512,298	$141,620,494	$234,993,666
Misc. Fees & Fines	$30,599,606	$30,720,576	$32,494,208	$29,505,990	$33,006,628
Phosphate Research Trust Fund	$7,287,963	$7,304,874	$7,330,654	$7,337,035	$5,041,023
Federal Stimulus Funds	$0	$133,923,488	$129,012,316	$0	$0
SUBTOTAL	**$2,937,284,914**	**$2,884,063,558**	**$3,113,932,531**	**$2,944,430,747**	**$2,755,621,957**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$218,046,969	$233,380,325	$242,516,676	$247,912,295	$249,856,970
Non-Recurring State Funds	$1,961,453	$0	$6,575,000	$250,000	$0
Tuition	$59,884,163	$68,433,163	$77,396,116	$97,012,474	$119,252,304
Tuition Differential Fee	$111,799	$501,511	$947,321	$1,703,379	$2,174,157
Misc. Fees & Fines	$130,077	$341,178	$806,471	$3,254,694	$558,666
Phosphate Research Trust Fund	$13,744,423	$11,148,439	$13,367,628	$18,780,736	$17,045,216
Federal Stimulus Funds	$0	$16,398,029	$15,658,535	$0	$0
SUBTOTAL	**$293,878,884**	**$330,202,645**	**$357,267,747**	**$368,913,578**	**$388,887,313**
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	$129,273,382	$122,854,148	$132,455,375	$132,950,565	$136,563,650
Non-Recurring State Funds	$1,281,391	$0	$0	$0	$1,117,000
Tuition	$0	$0	$0	$0	$0
Phosphate Research Trust Fund	$14,830,589	$15,413,537	$16,781,718	$17,366,892	$18,702,732
Federal Stimulus Funds	$0	$8,978,531	$0	$0	$0
SUBTOTAL	**$145,385,362**	**$147,246,216**	**$149,237,093**	**$150,317,457**	**$156,383,382**
TOTAL	**$3,376,549,160**	**$3,361,512,419**	**$3,620,437,371**	**$3,463,661,782**	**$3,300,892,652**

Recurring State Funds: State recurring funds include General Revenue and Lottery Education & General (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include General Revenue and Lottery Education & General appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition**: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee**: Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines**: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund**: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds**: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Instruction/Research	$1,707,787,840	$1,720,696,621	$1,821,269,815	$1,747,405,980	$1,826,877,461
Administration and Support Services	$307,213,085	$305,144,198	$301,102,097	$282,415,205	$272,163,806
PO&M	$274,869,631	$279,855,558	$291,652,737	$268,531,841	$271,012,971
Student Services	$185,163,451	$176,873,625	$195,501,591	$196,386,877	$217,678,055
Institutes and Research Centers	$21,865,038	$10,445,395	$11,231,726	$16,836,588	$16,528,686
Radio/TV	$4,656,001	$4,998,434	$4,926,550	$5,493,850	$4,178,448
Library/Audio Visual	$115,034,669	$112,391,093	$113,461,217	$110,707,302	$102,252,046
Museums and Galleries	$17,396,921	$16,093,221	$16,073,055	$16,075,168	$15,872,967
Agricultural Extension	$0	$0	$0	$0	$0
Intercollegiate Athletics	$2,175,571	$2,168,539	$1,934,233	$2,191,775	$2,237,577
Academic Infrastructure Sprt. Orgs.	$0	$10,806,638	$10,775,861	$10,151,587	$2,699,310
SUBTOTAL	**$2,636,162,207**	**$2,639,473,322**	**$2,767,928,882**	**$2,656,196,173**	**$2,731,501,327**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$180,256,606	$216,390,576	$252,878,223	$256,759,086	$295,390,811
Administration and Support Services	$21,893,039	$23,034,541	$23,254,759	$22,527,976	$27,170,546
PO&M	$30,932,467	$32,323,350	$32,761,984	$30,587,096	$42,198,263
Teaching Hospital & Allied Clinics	$15,753,373	$15,186,913	$16,431,794	$18,811,107	$18,601,999
Library/Audio Visual	$8,863,228	$8,836,639	$9,471,111	$8,732,805	$9,364,208
Student Services	$0	$0	$0	$0	$0
Institutes and Research Centers	$1,153	$0	$1,640	$0	$0
SUBTOTAL	**$180,256,606**	**$216,390,576**	**$252,878,223**	**$256,759,086**	**$295,390,811**
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	$0	$0	$0	$0	$0
Administration and Support Services	$10,208,066	$6,782,382	$6,766,270	$7,185,500	$13,155,069
PO&M	$15,017,009	$16,950,590	$14,894,635	$14,289,202	$15,046,462
Student Services	$0	$0	$0	$0	$0
Institutes and Research Centers	$73,184,626	$71,486,103	$74,318,320	$73,235,066	$78,789,555
Agricultural Extension	$41,304,133	$39,716,740	$42,284,783	$41,409,931	$46,289,349
SUBTOTAL	**$139,713,834**	**$134,935,815**	**$138,264,008**	**$136,119,699**	**$153,280,435**
TOTAL	**$3,033,575,907**	**$3,070,181,156**	**$3,240,992,401**	**$3,129,733,942**	**$3,277,507,589**

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Also, the table does not include expenditures from funds carried forward from previous years. **Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Appropriated Funding per FTE					
General Revenue	$6,872	$5,686	$5,690	$4,878	$3,790
Lottery Funds	$756	$649	$737	$802	$597
Tuition & Fees	$3,739	$4,168	$4,423	$4,903	$5,562
Other Trust Funds	$28	$528	$494	$26	$0
TOTAL	$11,396	$11,031	$11,344	$10,609	$9,949
Actual Funding per FTE					
Tuition & Fees	$3,631	$3,912	$4,366	$4,761	$5,098
TOTAL	$11,287	$10,776	$11,287	$10,468	$9,485

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.

TABLE 1D. University Other Budget Entities

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Auxiliary Enterprises					
Revenues	$1,163,088,578	$1,112,939,495	$1,179,299,394	$1,205,035,583	$1,317,604,154
Expenditures	$1,072,303,795	$979,073,097	$1,053,880,531	$1,095,124,336	$1,300,253,977
Contracts & Grants					
Revenues	$2,058,974,553	$1,823,052,918	$1,893,502,653	$1,927,998,352	$2,147,006,385
Expenditures	$1,791,312,709	$1,815,446,357	$1,892,733,096	$1,962,379,325	$2,172,787,882
Local Funds					
Revenues	$1,570,430,095	$2,032,506,623	$2,290,864,436	$2,367,301,351	$2,463,401,369
Expenditures	$1,558,788,157	$2,032,535,858	$2,288,187,829	$2,336,057,023	$2,535,579,100
Faculty Practice Plans					
Revenues	$692,534,924	$753,557,556	$799,805,808	$837,213,310	$878,274,965
Expenditures	$695,790,857	$734,462,500	$780,675,939	$848,135,676	$884,531,829

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

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value ($Millions)	$ 2,899.6	$ 2,924.6	$ 2,278.2	$ 2,494.3	$ 2,938.4
Gifts Received ($Millions)	$ 427.9	$ 411.9	$ 356.0	$ 381.3	$ 437.4
Percentage of Alumni Donors	8%	9%	9%	8%	8%

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

Section 2 – Personnel

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

	2007	2008	2009	2010	2011
Full-time					
Tenured Faculty	5,499	5,448	5,526	5,536	5,531
Tenure-track Faculty	2,683	2,521	2,279	2,222	2,185
Non-Tenure Track Faculty	4,495	4,392	4,537	4,594	4,900
Instructors Without Faculty Status	62	76	47	89	87
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	3,334	3,477	3,545	3,832	4,030
Other Professional	12,296	12,355	12,124	12,197	12,616
Non-Professional	12,456	12,288	12,018	12,168	12,131
FULL-TIME SUBTOTAL	**40,825**	**40,557**	**40,076**	**40,638**	**41,480**
Part-time					
Tenured Faculty	136	190	196	214	201
Tenure-track Faculty	52	54	57	56	46
Non-Tenure Track Faculty	2,131	2,067	2,142	2,306	2,426
Instructors Without Faculty Status	1,811	1,904	2,080	2,218	2,240
Graduate Assistants/Associates	13,150	12,917	13,243	13,895	13,858
Executive/Administrative	44	49	51	58	71
Other Professional	375	350	393	361	333
Non-Professional	277	247	431	467	271
PART-TIME SUBTOTAL	**17,976**	**17,778**	**18,593**	**19,575**	**19,446**
TOTAL	**58,801**	**58,335**	**58,669**	**60,213**	**60,926**

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Executive/Administrative** refers to all executive, administrative and managerial positions regardless of faculty status. **Other Professional** refers to support and service positions regardless of faculty status.

Section 3 – Enrollment

TABLE 3A. Full-Time Equivalent (FTE) Enrollment [State-funded]

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	62,879	68,022	62,879	69,663	62,878	70,441
Upper	87,006	95,729	87,006	98,307	87,006	100,750
Grad I	19,576	18,816	19,576	17,889	18,073	18,246
Grad II	7,791	9,845	7,791	9,727	8,556	9,677
Total	**177,252**	**192,413**	**177,252**	**195,586**	**176,513**	**199,114**
NON-FLORIDA RESIDENTS						
Lower	.	3,293	.	3,642	.	3,908
Upper	.	3,659	.	3,806	.	4,058
Grad I	.	3,515	.	3,690	.	3,766
Grad II	.	4,041	.	4,240	.	4,388
Total	**14,744**	**14,508**	**14,494**	**15,378**	**13,442**	**15,791**
TOTAL FTE						
Lower	.	71,316	.	73,304	.	74,227
Upper	.	99,388	.	102,113	.	104,724
Grad I	.	22,331	.	21,579	.	21,929
Grad II	.	13,887	.	13,967	.	14,025
Total FTE	**191,996**	**206,922**	**191,746**	**210,963**	**189,955**	**214,905**
Total FTE *(US Definition)*	**255,995**	**275,896**	**255,661**	**281,285**	**253,273**	**286,540**
Headcount for Medical Doctorates						
Residents	2,302	2,253	2,481	2,447	2,717	2,653
Non-Residents	23	105	72	189	120	210
Total	**2,325**	**2,358**	**2,553**	**2,636**	**2,837**	**2,863**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). **Estimated** enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12
TRADITIONAL		
LOWER-DIVISION	62,410	63,380
UPPER-DIVISION	78,617	79,135
MASTER'S (GRAD I)	16,649	16,216
DOCTORAL (GRAD II)	12,884	12,952
TOTAL	**170,560**	**171,683**
HYBRID		
LOWER-DIVISION	1,975	1,937
UPPER-DIVISION	3,185	3,325
MASTER'S (GRAD I)	1,116	1,037
DOCTORAL (GRAD II)	329	398
TOTAL	**6,605**	**6,698**
DISTANCE LEARNING		
LOWER-DIVISION	6,716	7,849
UPPER-DIVISION	17,587	19,653
MASTER'S (GRAD I)	4,566	4,326
DOCTORAL (GRAD II)	674	617
TOTAL	**29,543**	**32,445**
TOTAL		
LOWER-DIVISION	71,101	73,166
UPPER-DIVISION	99,388	102,113
MASTER'S (GRAD I)	22,331	21,579
DOCTORAL (GRAD II)	13,887	13,967
TOTAL	**206,707**	**210,826**

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

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
AGRICULTURE (01)	.	1	.	.
ARCHITECTURE (04)	1	.	.	.
ETHNIC, CULTURAL, GENDER STUDIES (05)	.	1	.	1
COMMUNICATIONS (09)	1	.	.	.
COMPUTER & INFORMATIONS SCIENCES (11)	1	.	.	.
EDUCATION (13)	1	.	14	.
ENGINEERING (14)	.	.	1	1
FOREIGN LANGUAGES (16)	.	1	1	.
LIBERAL ARTS, HUMANITIES (24)	.	.	1	.
BIOLOGICAL/BIOMEDICAL SCIENCES (26)	1	.	.	.
MULTI/INTERDISCIPLINARY STUDIES (30)	1	.	.	.
PHILOSOPHY & RELIGIOUS STUDIES (38)	.	.	1	.
SECURITY (43)	1	.	.	.
VISUAL & PERFORMING ARTS (50)	1	1	2	.
HEALTH PROFESSIONS (51)	2	.	.	1
BUSINESS MANAGEMENT (52)	1	2	1	.
TOTAL	**12**	**6**	**21**	**3**

TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Retention Rates

Full-time FTIC Retained in the Second Fall Term at Same University

	2007-08	2008-09	2009-10	20010-11	2011-12 Preliminary
Cohort Size	35,564	34,500	35,905	37,885	37,879
% Retained	87%	88%	88%	88%	88%
% Retained *with GPA of 2.0 or higher*	81%	84%	83%	83%	84%

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

TABLE 4C. FTIC Six-Year Graduation Rates

for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	32,698	34,498	34,751	35,655	36,174
% Graduated	65%	65%	66%	66%	67%
% Still Enrolled	*9%*	*9%*	*9%*	*8%*	*8%*

TABLE 4C. FTIC Six-Year Graduation Rates

for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

% Success Rate	*74%*	*74%*	*75%*	*75%*	*75%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Full- & Part-time Cohort	36,605	37,503	37,697	36,912	35,539
From Same University					
% Graduated	34%	34%	36%	38%	40%
% Still Enrolled	*37%*	*37%*	*36%*	*36%*	*35%*
From Other SUS University					
% Graduated	2%	2%	2%	1%	2%
% Still Enrolled	*5%*	*4%*	*4%*	*4%*	*4%*
From State University System					
% Graduated	35%	35%	37%	39%	42%
% Still Enrolled	*42%*	*41%*	*40%*	*40%*	*39%*
% Success Rate	*77%*	*76%*	*77%*	*79%*	*81%*

6 – Year Rates	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Full- & Part-time Cohort	34,299	36,054	36,605	37,503	37,697
From Same University					
% Graduated	59%	58%	60%	60%	61%
% Still Enrolled	*7%*	*7%*	*7%*	*6%*	*6%*
From Other SUS University					
% Graduated	5%	5%	5%	5%	5%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	64%	64%	65%	65%	66%
% Still Enrolled	*9%*	*9%*	*9%*	*8%*	*8%*
% Success Rate	*73%*	*73%*	*74%*	*73%*	*75%*

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2006-08	2007-09	2008-10	2009-11	2010-12 Preliminary
Cohort	12,345	13,320	14,172	16,707	18,075
From Same University					
% Graduated	32%	32%	30%	31%	29%
% Still Enrolled	*54%*	*54%*	*56%*	*56%*	*56%*
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	32%	32%	30%	31%	30%
% Still Enrolled	*56%*	*56%*	*58%*	*57%*	*58%*
% Success Rate	*88%*	*87%*	*88%*	*88%*	*87%*

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Cohort	11,976	12,005	12,345	13,320	14,172
From Same University					
% Graduated	69%	67%	69%	68%	68%
% Still Enrolled	*9%*	*9%*	*9%*	*9%*	*9%*
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	71%	69%	70%	70%	70%
% Still Enrolled	*10%*	*10%*	*10%*	*10%*	*10%*
% Success Rate	*81%*	*79%*	*80%*	*80%*	*80%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2003-08	2004-09	2005-10	2006-11	2007- 12 Preliminary
Cohort Size	11,785	11,069	12,125	12,089	11,430
From Same University					
% Graduated	59%	60%	60%	63%	63%
% Still Enrolled	*6%*	*6%*	*6%*	*6%*	*5%*
From Other SUS University					
% Graduated	2%	2%	3%	2%	2%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	62%	62%	62%	65%	66%
% Still Enrolled	*7%*	*6%*	*6%*	*7%*	*6%*
% Success Rate					

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded *(first-majors only)*

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	49,779	51,447	53,392	54,614	57,489

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	8,611	9,031	9,561	10,222	11,019
Health Professions **only disciplines in critical need*	2,474	2,489	2,581	2,525	3,008
Security and Emergency Services	2,494	2,388	2,529	2,681	3,022
Globalization	3,909	4,184	4,395	4,679	4,914
Education **only disciplines in critical need*	744	806	739	845	763
SUBTOTAL	**18,232**	**18,898**	**19,805**	**20,952**	**22,726**
% of All Baccalaureate Degrees	*35%*	*35%*	*35%*	*37%*	*38%*

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Hispanic Black					
Number of Degrees	6,405	6,470	6,562	6,817	7,232
Percentage of Degrees	13%	13%	13%	13%	13%
Hispanic					
Number of Degrees	8,269	8,818	9,734	10,627	11,918
Percentage of Degrees	17%	18%	19%	20%	21%
Pell-Grant Recipients					
Number of Degrees	17,191	17,704	19,335	22,237	26,185
Percentage of Degrees	35%	35%	37%	42%	46%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. **Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	60%	61%	59%	59%	62%
AA Transfers	72%	75%	71%	71%	69%
Other Transfers	64%	64%	62%	59%	56%
TOTAL	**65%**	**66%**	**64%**	**63%**	**64%**

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	23,862	22,763	22,741	24,193	23,632
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	59%	58%	57%	57%	57%
30 to 49 Students	25%	26%	26%	27%	26%
50 to 99 Students	11%	12%	12%	11%	11%
100 or More Students	5%	5%	5%	5%	5%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	71%	71%	70%	70%	68%
Adjunct Faculty	18%	19%	19%	20%	20%
Graduate Students	9%	9%	10%	10%	10%
Other Instructors	3%	2%	2%	2%	2%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22. The 2011-12 data shown above is preliminary at this time.

TABLE 4M. Undergraduate Instructional Faculty Compensation

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	$88,974	$87,986	$90,624	$94,327	$95,168

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 personyear in the fall term. The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	23.9	24.1	24.7	24.7	25.1

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Professional Licensure/Certification Exams

Nursing: *National Council Licensure Examination for Registered Nurses*

	2007	2008	2009	2010	2011
Examinees	1,237	1,292	1,206	1,287	1,181
Pass Rate	89%	92%	95%	91%	93%
National Benchmark	*86%*	*88%*	*90%*	*89%*	*89%*

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

TABLE 4P. Tuition Differential Fee (TDF)

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	$88,459,619	$143,323,873	$237,167,823
Students Receiving TDF Funded Award	24,367	33,052	n/a
Value of TDF Funded Award	$1,597	$1,956	n/a
Florida Student Assistance Grant (FSAG) Eligible Students			
Number of Eligible Students	61,069	67,450	n/a
Number FSAG-Eligible Receiving a TDF Waiver	1,091	1,204	n/a
Value of TDF Waivers	$1,240	$1,608	n/a

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

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2011-12

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
ETHNIC, CULTURAL, GENDER STUDIES (05)	.	1	.	.
EDUCATION (13)	2	.	9	.
ENGINEERING (14)	1	.	.	.
ENGINEERING TECH (15)	1	.	.	.
BIOLOGICAL/BIOMEDICAL SCIENCES (26)	1	1	2	.
MULTI/INTERDISCIPLINARY STUDIES (30)	.	.	1	.
PARKS, RECREATION, LEISURE, FITNESS (31)	1	.	.	.
PHYSICAL SCIENCES (40)	1	.	.	.
SECURITY (43)	.	.	.	1
SOCIAL SCIENCS (45)	1	.	1	.
VISUAL & PERFORMING ARTS (50)	.	.	2	1
HEALTH PROFESSIONS (51)	1	.	2	1
BUSINESS MANAGEMENT (52)	.	2	1	.
TOTAL	**9**	**4**	**18**	**3**

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	**18,647**	**19,167**	**20,188**	**20,948**	**21,830**
Masters and Specialist	14,613	15,162	15,957	16,417	17,434
Research Doctoral	1,735	1,714	1,835	1,996	2,311
Professional Doctoral	2,299	2,291	2,396	2,535	2,085
a) Medicine	*287*	*312*	*340*	*349*	*364*
b) Law	*1,005*	*970*	*907*	*1,021*	*959*
c) Pharmacy	*642*	*590*	*623*	*623*	*596*

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	3,866	4,049	4,330	4,603	4,861
Health Professions	2,690	2,770	3,105	3,319	3,293
Security and Emergency Services	243	239	259	309	334
Globalization	459	443	572	581	627
Education	831	959	939	886	788
SUBTOTAL	**8,089**	**8,460**	**9,205**	**9,698**	**9,903**
% of All Graduate Degrees	*43%*	*44%*	*45%*	*45%*	*45%*

Notes: This is a count of graduate degrees for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. Degree counts include first and second majors. This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2008	2009	2010	2011	2012
Examinees	861	835	813	903	846
Pass Rate	85%	79%	82%	85%	84%
*State Benchmark**	*84%*	*79%*	*79%*	*82%*	*81%*

*Excludes non-Florida schools.

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

	2008	2009	2010	2011	2012
Examinees	345	361	360	359	460
Pass Rate	96%	96%	94%	94%	96%
National Benchmark	*93%*	*93%*	*91%*	*94%*	*96%*

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	273	322	326	316	361
Pass Rate	100%	99%	100%	99%	99%
National Benchmark	*96%*	*96%*	*97%*	*97%*	*98%*

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	230	280	292	203	341
Pass Rate	98%	98%	98%	99%	99%
National Benchmark	*97%*	*97%*	*97%*	*97%*	*97%*

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	83	84	89	87	82
Pass Rate	95%	91%	97%	100%	98%
National Benchmark	*92%*	*93%*	*96%*	*98%*	*96%*

Section 5 – Graduate Education *(continued)*

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

Pharmacy: *North American Pharmacist Licensure Exam*

	2007	2008	2009	2010	2011
Examinees	409	439	418	430	428
Pass Rate	98%	95%	94%	90%	94%
National Benchmark	*95%*	*97%*	*97%*	*94%*	*96%*

Dentistry: *National Dental Board Exam (Part 1)*

	2007	2008	2009	2010	2011
Examinees	-	82	77	85	80
Pass Rate	-	98%	100%	100%	100%
National Benchmark	-	*93%*	*95%*	*94%*	*96%*

Dentistry: *National Dental Board Exam (Part 2)*

	2007	2008	2009	2010	2011
Examinees	-	82	81	81	84
Pass Rate	-	98%	89%	99%	99%
National Benchmark	*94%*	*95%*	*87%*	*94%*	*95%*

Physical Therapy: *National Physical Therapy Examinations*

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	413	404	391	520	591
Pass Rate	71%	71%	74%	82%	85%
National Benchmark	*86%*	*86%*	*87%*	*87%*	*89%*

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

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	250	270	273	334	386
Pass Rate	86%	90%	85%	77%	72%
National Benchmark	*87%*	*86%*	*83%*	*82%*	*81%*

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test. *The DPT Program in Physical Therapy graduated its first class in 2007 with 10 graduates that year. The numbers prior to 2007 reflect MPT students.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2006-07	2007-08	2008-09	2009-10	2010-11
R&D Expenditures					
Total ($ 1,000s)	$1,532.6	$1,551.8	$1,616.7	$1,678.3	$1,754.8
Federally Funded ($ 1,000s)	$724.2	$744.6	$773.9	$881.2	$916.8
Percent Funded From External Sources	59%	60%	61%	59%	60%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$185,999	$189,657	$202,880	$215,025	$226,186
Technology Transfer					
Invention Disclosures	660	647	626	656	710
U.S. Patents Issued	165	156	165	248	300
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	20	19	21	32	39
Licenses/ Options Executed	124	125	159	155	201
Licensing Income Received ($)	$53	$56	$57	$49	$33
Number of Start-Up Companies	19	24	18	23	25

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

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

TABLE 6B. Centers of Excellence

	Cumulative (since inception to June 2012)	Fiscal Year 2010-11
Research Effectiveness		
Number of Competitive Grants Applied For	1,944	310
Number of Competitive Grants Received	1,451	180
Value of Competitive Grants Received *(Dollars in Millions)*	$331.8M	$43.2M
Total Research Expenditures *(Dollars in Millions)*	$245.8M	$29.2M
Number of Publications in Refereed Journals	2,103	342
Number of Invention Disclosures	293	25
Number of Licenses/Options Executed	53	2
Licensing Income Received *(in Dollars)*	$525,307	$73,241
Collaboration Effectiveness		
Collaborations with Other Postsecondary Institutions	604	142
Collaborations with Private Industry	830	176
Collaborations with K-12 Education Systems/Schools	3,002	116
Undergraduate and Graduate Students Supported with Center Funds	1,655	245
Economic Development Effectiveness		
Start-Up companies *with a physical presence, or employees, in Florida*	37	5
Jobs Created By Start-Up Companies Associated with the Center	819	26
Specialized Industry Training and Education	207	88
Private-sector Resources Used to Support the Center's Operations *(Dollars in Millions)*	$39.5M	$15.8M

Note: Research Effectiveness data only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center. Collaboration Effectiveness data only reports on relationships that include financial or in-kind support.

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

TABLE 6C. State University Research Commercialization Grants (SURCAG)

University	Number of Grants: Phase 1	Phase 2	Phase 3	Cumulative: Awards	Expenditures
FAMU	.	1	.	$65,000	$65,000
FAU	.	.	2	$249,294	$240,890
FGCU	.	.	.	.	.
FIU	.	2	.	$60,000	$35,181
FSU	1	3	1	$700,000	$394,590
NCF	.	.	.	.	.
UCF	1	3	2	$554,294	$559,994
UF	.	2	4	$939,293	$927,693
UNF	1	.	.	$40,000	$40,000
USF	1	1	3	$500,000	$333,221
UWF	2	.	.	$60,000	$54,518
SYSTEM	**6**	**12**	**12**	**$3,167,881**	**$2,651,087**

TABLE 6D. 21st Century World Class Scholars Program

University	Number of Scholars	Grant Dollars: Amount Awarded	Amount Expended	Cumulative Activity Since Scholar's Award: External Research Awards	Patents Filed / Issued	Licensing Revenues Generated
FIU	1	$1.0	$0.8	$1.6	0	$0
FSU	3	$5.0	$5.0	$22.4	6	$0
UCF	2	$2.0	$2.0	$0.6	1	$0
UF	6	$8.0	$8.0	$20.2	24	$3,000
USF	4	$4.0	$4.0	$20.2	12	$500
SYSTEM	**16**	**$20M**	**$19.8M**	**$65M**	**43**	**$3,500**

Note: Dollars in Millions

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013

SUBJECT: Strategic Plan Alignment

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

In November 2011 the Board approved a new Strategic Plan for the years 2012-2025. The Board's new Strategic Plan is characterized by its long-range coverage, and by its inclusion of specific objectives, goals, and measures. Each SUS institution also has a strategic plan, approved by its University Board of Trustees.

For the most part, the various institutional strategic plans address key goals and measures of interest to the Board of Governors such as graduation rates and STEM degree production. However, not all strategic plans are currently in sync with the Board of Governors Strategic Plan calendar, nor, in all cases, do they address certain of the Board's specific goals. In order to ensure that all strategic plans are in alignment with the Board's Strategic Plan, university plans will need to be reviewed, amended as appropriate, and approved by individual Boards of Trustees by January 2014. Vice Chancellor Ignash will comment on this topic.

Supporting Documentation Included: None

Facilitators/Presenters: Jan Ignash

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013

SUBJECT: Online Education

PROPOSED COMMITTEE ACTION

For consideration.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution.

BACKGROUND INFORMATION

At the Committee's workshop on December 17, the Parthenon Group presented the report it produced in response to the Board's RFP for an online university study. National experts then discussed policy issues the Committee – and ultimately the Board – will need to consider in expanding online education. A panel of representatives from the State University System, the Florida College System, Independent Colleges and Universities of Florida (private, regionally accredited, nonprofit institutions based in Florida), private for-profit institutions, and the business community provided additional thoughts and information on those policy issues. Committee members will continue the discussion on online education at its January meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Rood

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