



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
1:00 p.m. - 2:00 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson, Webster

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| 1. | Call to Order and Opening Remarks | Governor Dean Colson |
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| 2. | Approval of Committee Meeting Minutes
Minutes, June 17-18, 2014 | Governor Colson |
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| 3. | Work Plans System Overview | Governor Colson
Dr. Jan Ignash
<i>Vice Chancellor,
Academic and Student Affairs,
Board of Governors</i> |
|
 | | |
| 4. | Graduate Follow-up Study: Baccalaureate Class
of 2012, First Year Outcomes | Governor Colson
Dr. Christopher Mullin
<i>Assistant Vice Chancellor,
Policy and Research,
Board of Governors</i> |
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 | | |
| 5. | Concluding Remarks and Adjournment | Governor Colson |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 17, 2014**

SUBJECT: Approval of Minutes of the Committee's June 17-18, 2014 Meeting

PROPOSED COMMITTEE ACTION

Approve the minutes of the Strategic Planning Committee's June 17-18, 2014 meeting.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its September 17-18, 2014 meeting at the University of Central Florida.

Supporting Documentation Included: Minutes: June 17-18, 2014

Facilitators/Presenters: Governor Colson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
June 17-18, 2014

*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 on June 17, 2014

Governor Colson convened the meeting of the Strategic Planning Committee at 12:59 p.m. on June 17, 2014 with the following members present: Dick Beard, Dr. Manoj Chopra, Ed Morton, Dan Doyle, and Patricia Frost. A quorum was established. Other Board members present were Governors Hosseini, Carter, Cavallaro, Huizenga, Kuntz, Levine, Link (joining at 1:09 p.m.) and Tripp (joining at 1:07 p.m.).

2. Approval of Minutes from Committee Meeting March 19, 2014

Mr. Morton moved that the Committee approve the minutes of the meeting held on March 19 2014, as presented. Ms. Frost seconded the motion, and the members of the committee concurred unanimously.

3. Revision of Florida Gulf Coast University's Accountability Metrics

Mr. Colson explained that this item is a technical change to FGCU's excess hour rate for its 2012-13 graduating class to fix an error with the reporting of dual enrolled credit hours. The change would revise FGCU's 2012-13 excess hours rate from 62% to 74% and would increase the points earned under the Board's Performance Based Funding model (from 28 to 30 points); however, there would be no change in the funds allocated to the universities. This change was approved by the FGCU Board of Trustees on April 15th 2014 and has already been incorporated into the performance-based funding model data. Ms. Frost moved that the change be approved. Dr. Chopra seconded the motion, and the motion passed unanimously.

4. Consideration of University 2014-2015 Work Plans

Mr. Colson said that University Work Plans, along with the Board's annual Accountability Report and its 2012-2025 Strategic Plan, constitute the Board's three main strategic planning documents. He said that in June of every year the Board looked

at annual Work Plans to consider institutional initiatives, opportunities and challenges, performance on key indicators, enrollment growth expectations, and indications of new degree programs that will be explored. He said that the University Work Plans are the critical connecting documents between where the System is heading and how far it has come, and that the Work Plans illustrate how each university contributes to the overall system goals, where good progress is being made, and where the System needs to improve.

Mr. Colson said that, as in years past, the Board's dialogue would take the form of brief presentations by each of the institutions, followed by questions from the Board and responses by the universities. He said, further, that in September, the Committee would circle back and take a system-wide look as to how the information contained in the individual Work Plans moves the Board along in achieving its system-wide Strategic Plan goals.

Mr. Colson explained that, as part of this year's Work Plan presentations, three institutions that did not score at least 26 points on the performance-based funding metrics would also be presenting Performance Improvement Plans. He said that the Strategic Planning Committee would be considering for approval the Performance Improvement Plans in separate motions from the approval of the Work Plans themselves.

Mr. Colson reminded the Committee--as well as the universities--that the Board's approval of a Work Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component. He said, further, that he was asking Board staff to record any of the Committee's further direction and recommendations to each university for future follow-up, as well as asking Board staff to report back to the Committee at the September Board meeting with a summary of system-wide trends and issues arising from the Work Plans.

A. University of Central Florida

After the University of Central Florida presented its Work Plan, members questioned the university. Key issues and specific discussion included the number of medical residencies in Florida and the extent to which Florida graduates were find in-state matches for their residencies, and UCF's longer-term plans for institutional growth. With respect to the performance-based funding model, UCF indicated that the model was good and generally workable. Dr. Chopra moved that the committee recommend that the full Board approve that portion of the UCF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or

Board regulations and accept the out-year portions of the Work Plan. Mr. Morton seconded the motion, and the members of the committee concurred unanimously.

B. University of West Florida

After the University of West Florida presented its Work Plan and its Performance Improvement Plan, members questioned the university. Key issues and specific discussion included the distance learning enrollments at UWF on into the out-years, and the apparent correlation between excess hours and student debt. With respect to the performance-based funding model, UWF indicated that the model might be enhanced if it were to include the numbers of jobs and the salaries of graduates in the military and federal government. Mr. Beard moved that the committee recommend that the full Board approve that portion of the UWF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously. Mr. Beard moved approval of the UWF Performance Improvement Plan, Mr. Doyle seconded the motion, and the members concurred unanimously.

C. Florida International University

After Florida International University presented its Work Plan, members questioned the university. Specific discussion included the growth of the FIU endowment, and FIU's proximity to having top-tier engineering programs. FIU expressed its concerns about the potential impact of higher standards for Bright Futures scholarships, projecting that 2,400 FIU students could lose Bright Future scholarships. With respect to the performance-based funding model, FIU indicated that it believed that the benchmark for the university access metric is too low and needs to be raised. Ms. Frost moved that the committee recommend that the full Board approve that portion of the FIU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

D. New College of Florida

After New College of Florida presented its Work Plan and Performance Improvement Plan, members questioned the institution. Specific discussion included the nature and amount of career planning and placement, and the provision of on-line coursework for NCF students. With respect to the performance-based funding model, NCF indicated concerns with regard to the metric involving average wages one year

after graduation. New College indicated that a good portion of its graduating class takes a year off before beginning to look for jobs. In addition, New College would like to see employment data factored in for students who graduate and leave Florida. Dr. Chopra moved that the committee recommend that the full Board approve that portion of the NCF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Mr. Morton seconded the motion, and the members of the committee concurred unanimously. Dr. Chopra moved approval of the NCF Performance Improvement Plan, Mr. Morton seconded the motion, and the members concurred unanimously.

E. Florida Agricultural and Mechanical University

After Florida A&M University presented its Work Plan, members questioned the university. Specific discussion included the timetable for seeing that licensure examination passage rates were expected to reach appropriate benchmarks, and concerns that graduation rate goals were not high enough. With respect to the performance-based funding model, FAMU indicated that it would like to have more consideration given for mission differentiation, particularly as it reflects a student body's socioeconomic status. Dr. Chopra moved that the committee recommend that the full Board approve that portion of the FAMU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Mr. Morton seconded the motion, and the members of the committee concurred unanimously.

F. University of North Florida

After the University of North Florida presented its Work Plan, members questioned the university. Specific discussion included the provision of more on-line offerings for UNF students. With respect to the performance-based funding model, UNF indicated that for certain metrics it made more sense to look at peer institutions as opposed to other SUS institutions. Mr. Morton moved that the committee recommend that the full Board approve that portion of the UNF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

4. Adjournment

The meeting was adjourned at 5:05 p.m. on June 17, 2014.

5. Call to Order on June 18, 2014

Chair Colson convened the meeting of the Strategic Planning Committee at 8:19 a.m. on June 18, 2014 with the following members present: Dick Beard, Dr. Manoj Chopra, Dan Doyle, Ed Morton, and Patricia Frost. A quorum was established. Also present were Board members Hosseini, Cavallaro, Huizenga, Kuntz, Levine (entering at 8:31 a.m.), Link, Stewart, and Tripp.

6. Consideration of University 2014-2015 Work Plans

A. Florida Polytechnic University

The Florida Polytechnic University portion of the meeting was conducted as a joint meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University. Governor Kuntz, Chair of the Select Committee on Florida Polytechnic University, called his committee to order with all members—Ms. Link and Mr. Morton—present. After Florida Polytechnic University presented its Work Plan, members questioned the institution. Specific discussion included the timeline for SACS accreditation and ensuring transferability of students from Florida Polytechnic to other institutions. Questions were also raised as to what Florida Polytechnic was doing in the area of electronic textbooks. A question was also raised with regard to plans for student services and student government representation. Mr. Morton moved that the committee recommend that the full Board approve that portion of the Florida Polytechnic Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously. The Select Committee on Florida Polytechnic University was then adjourned at 9:29 a.m.

B. Florida Atlantic University

After Florida Atlantic University presented its Work Plan and Performance Improvement Plan, members of the Strategic Planning Committee questioned the university. Specific discussion included the relationship of the FAU College of Medicine, the Max Planck Institute, and Scripps. With respect to the performance-based funding model, FAU was generally positive about the model. FAU indicated that the model was allowing it to deal with critical issues on campus with regard to productivity. FAU indicated that the benchmark for the university access rate is inappropriately low. Mr. Morton moved that the committee recommend that the full

Board approve that portion of the FAU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously. Dr. Chopra moved approval of the FAU Performance Improvement Plan, Ms. Frost seconded the motion, and the members concurred unanimously.

C. University of South Florida

After the University of South Florida presented its Work Plan, members questioned the university. A concern was expressed that the average debt of medical school students was keeping them away from primary care careers. A question was raised as to whether USF tracked employer satisfaction. Another question raised was whether USF was going to make more of an investment in career advising. With respect to the performance-based funding model, USF indicated that it was happy with the model and supportive of the metrics. USF indicated further that it may be worthwhile to explore why certain students, such as veterans, might be taking longer to graduate than regular students. Mr. Beard moved that the committee recommend that the full Board approve that portion of the University of South Florida's Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

D. Florida Gulf Coast University

After Florida Gulf Coast University presented its Work Plan, members questioned the university. Key issues and specific discussion included FGCU's growth rate, as well as FGCU's timeliness in submitting its Work Plan. Mr. Beard moved that the committee recommend that the full Board approve that portion of the FGCU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

E. Florida State University Work Plan

After Florida State University presented its Work Plan, members of the committee questioned the university. Specific discussion included a concern as to the amount of on-line coursework being provided by FSU, FSU's ranking in terms of

research dollars, and the status of the FAMU/FSU College of Engineering. With respect to the performance-based funding model, FSU reported that the model had created an increased appreciation of FSU's strengths in the arts and sciences. After the discussion, Dr. Chopra moved that the committee recommend that the full Board approve that portion of the FSU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Mr. Doyle seconded the motion, and the members of the committee concurred unanimously.

F. University of Florida

After the University of Florida presented its Work Plan, members questioned the university. Key issues and specific discussion included the transfer of on-line capabilities from UF to other institutions in the SUS. With respect to the performance-based funding model, UF indicated that it liked the metrics this year as compared to last year's metrics. Ms. Frost moved that the committee recommend that the full Board approve that portion of the UF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

7. Next Steps and Closing Remarks

Having no further business, the meeting was adjourned on June 18, 2014 at 12:40 p.m.

Dean Colson, Chair

R.E. LeMon, Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 17, 2014**

SUBJECT: University Work Plans: System Overview

PROPOSED COMMITTEE ACTION

Identify key system-wide issues and trends as a result of Work Plan submissions.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual accountability reporting, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

At its June 17-18, 2014 meeting, the Committee considered for approval those portions of 2014 University Work Plans associated with the 2014-2015 academic year. As a result of University Work Plan presentations, dialogue, and deliberations, staff analyzed data and information on key performance indicators with the intent of reporting back in September 2014 about system-wide issues and trends.

Supporting Documentation Included:	2014-2015 System Summary of University Annual Work Plans
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Facilitators / Presenters:	Governor Colson, Jan Ignash
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2014-15

SYSTEM SUMMARY OF UNIVERSITY ANNUAL WORK PLANS

Released July 2014



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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Introduction

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) *The Board of Governors' new **Strategic Plan 2012-2025** is driven by goals and associated metrics that stake out where the System is headed;*
- 2) *The Board's **Annual Accountability Report** provides yearly tracking for how the System is progressing toward its goals;*
- 3) *Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

More information is available at www.flbog.edu.



Performance Funding Metrics

■ METRICS COMMON TO ALL UNIVERSITIES

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
PERCENT OF BACHELOR'S GRADUATES EMPLOYED FULL-TIME IN FLORIDA OR CONTINUING THEIR EDUCATION IN THE U.S. ONE-YEAR AFTER GRADUATION													
2012-13	60%	70%	70%	67%	.	61%	44%	69%	63%	69%	69%	60%	66%
2013-14	61%	70%	70%	67%	.	62%	45%	69%	63%	71%	72%	60%	67%
2014-15	62%	70%	71%	67%	.	63%	46%	70%	65%	73%	73%	61%	68%
2015-16	65%	70%	72%	68%	.	64%	47%	70%	65%	74%	74%	61%	69%
2016-17	66%	70%	73%	69%	.	65%	48%	71%	65%	75%	74%	62%	69%

This metric reports the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded. Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse. Actual data is shown in the highlighted row, and planned/projected data follows.

MEDIAN WAGES OF BACHELOR'S GRADUATES EMPLOYED FULL-TIME IN FLORIDA ONE-YEAR AFTER GRADUATION (\$)													
2012-13	30,000	34,900	32,900	35,100	.	30,300	21,200	33,700	33,100	34,200	34,600	31,000	33,500
2013-14	32,000	35,200	33,500	35,100	.	30,900	21,412	33,850	33,100	34,681	34,730	31,953	33,700
2014-15	34,000	35,600	34,000	35,200	.	31,500	21,840	34,000	34,000	35,169	35,191	32,935	34,100
2015-16	35,000	36,000	34,500	35,300	.	32,100	22,277	34,500	34,000	35,664	35,659	33,948	34,600
2016-17	35,000	36,300	35,000	35,400	.	32,800	22,722	35,000	35,000	36,166	36,133	34,992	35,100

This metric reports the annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse. Actual data is shown in the highlighted row, and planned/projected data follows.

AVERAGE COST PER BACHELOR'S DEGREE (\$) (INSTRUCTIONAL COSTS TO THE UNIVERSITY)													
2012-13	37,250	32,430	29,240	26,730	.	25,255	74,640	21,060	24,960	29,350	24,340	31,076	26,850
2013-14	36,000	32,750	29,000	26,200	.	26,910	77,698	21,300	24,960	28,945	24,583	33,222	26,250
2014-15	36,000	33,080	29,000	26,000	.	28,669	74,640	21,500	24,960	28,546	24,829	34,750	26,610
2015-16	34,000	33,410	28,500	25,500	.	31,704	74,640	21,700	24,960	28,152	25,078	36,417	27,020
2016-17	30,000	33,750	28,000	25,250	.	33,571	74,640	21,900	24,960	27,764	25,328	36,520	27,180

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13). Actual data is shown in the highlighted row, and planned/projected data follows.

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS
2014-2015



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
ACADEMIC PROGRESS RATE [2ND YR RETENTION (GPA >=2.0)]													
2012-13	72%	70%	72%	78%	.	90%	81%	86%	96%	76%	86%	61%	84%
2013-14	73%	70%	73%	78%	.	90%	82%	86%	96%	78%	87%	62%	87%
2014-15	73%	72%	74%	79%	.	91%	84%	87%	96%	79%	87%	63%	88%
2015-16	76%	74%	75%	80%	.	91%	85%	88%	97%	80%	88%	64%	89%
2016-17	77%	75%	76%	81%	.	92%	86%	90%	97%	81%	89%	65%	90%

This metric reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/projected data follows.

SIX-YEAR GRADUATION RATES FOR FTICs (INCLUDES FULL- AND PART-TIME STUDENTS)

2007-13	41%	40%	43%	50%	.	75%	66%	66%	86%	49%	61%	42%	68%
2008-14	41%	43%	44%	52%	.	77%	68%	67%	86%	49%	63%	49%	68%
2009-15	42%	45%	45%	54%	.	79%	69%	68%	86%	50%	65%	49%	69%
2010-16	43%	46%	46%	56%	.	79%	70%	69%	87%	51%	61%	50%	70%
2011-17	44%	48%	47%	58%	.	80%	71%	70%	87%	52%	66%	51%	72%

This metric reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/projected data follows.

UNIVERSITY ACCESS RATE (PERCENT OF UNDERGRADUATES WITH A PELL GRANT)

2012	65%	41%	35%	47%	.	35%	29%	38%	32%	36%	41%	39%	39%
2013	63%	41%	36%	48%	.	36%	28%	39%	32%	36%	41%	40%	41%
2014	62%	42%	37%	49%	.	35%	29%	40%	32%	37%	41%	40%	41%
2015	61%	42%	38%	49%	.	35%	30%	40%	32%	37%	41%	40%	41%
2016	61%	43%	39%	49%	.	35%	30%	41%	32%	38%	41%	40%	42%

This metric reports the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/projected data follows.

BACHELOR'S DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS*

2012-13	50%	53%	44%	46%	.	38%	33%	46%	52%	45%	50%	45%	47%
2013-14	50%	54%	44%	46%	.	38%	36%	47%	52%	44%	50%	49%	47%
2014-15	51%	55%	45%	47%	.	39%	37%	48%	52%	45%	51%	50%	48%
2015-16	52%	56%	46%	48%	.	40%	38%	49%	53%	46%	52%	50%	49%
2016-17	53%	57%	47%	48%	.	41%	39%	50%	53%	47%	53%	51%	50%

This metric reports the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. 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). Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/projected data follows.

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS 2014-2015



STATE UNIVERSITY SYSTEM of FLORIDA Board of Governors

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
GRADUATE DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS*													
2012-13	44%	51%	66%	49%	.	38%	.	61%	69%	51%	67%	43%	57%
2013-14	44%	53%	66%	50%	.	39%	.	61%	69%	50%	67%	45%	58%
2014-15	45%	54%	67%	51%	.	40%	.	61%	69%	52%	68%	46%	58%
2015-16	46%	56%	68%	51%	.	41%	.	62%	70%	54%	69%	47%	59%
2016-17	47%	58%	69%	52%	.	42%	.	62%	70%	56%	70%	48%	59%

Note*: This metric reports the percentage of graduate degrees awarded within the academic disciplines designated by the Board of Governors as 'Programs of Strategic Emphasis' (as revised by the Board of Governors in 11/2013). 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). Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/ projected data follows. See Board of Governors choice metric for NCF below.

UNIVERSITY SPECIFIC METRICS

BOARD OF GOVERNORS CHOICE METRICS

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
BACHELOR'S DEGREES WITHOUT EXCESS HOURS													
2012-13	31%	63%	74%	70%	.	.	.	60%	.	71%	52%	65%	.
2013-14	33%	64%	74%	70%	.	.	.	60%	.	72%	54%	66%	.
2014-15	35%	65%	75%	71%	.	.	.	60%	.	73%	56%	66%	.
2015-16	37%	67%	76%	71%	.	.	.	61%	.	74%	58%	67%	.
2016-17	39%	69%	77%	72%	.	.	.	63%	.	75%	60%	67%	.

This metric reports the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial (including up to 10 foreign language credit hours) 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, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/projected data follows.

FACULTY AWARDS

2012-13	.	.	.	.	.	11	.	.	18	.	.	.	.
2013-14	.	.	.	.	.	11	.	.	19	.	.	.	.
2014-15	.	.	.	.	.	12	.	.	20	.	.	.	.
2015-16	.	.	.	.	.	12	.	.	21	.	.	.	.
2016-17	.	.	.	.	.	13	.	.	23	.	.	.	.

This metric reports the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). Actual data is shown in the highlighted row, and planned/projected data follows.

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	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
TOP 50 RANKINGS													
2012-13	4
2013-14	5
2014-15	5	.	.	.	.	.	.
2015-16	5	.	.	.	.	.	.
2016-17	5	.	.	.	.	.	.

This metric reports the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities. Source: Board of Governors staff review. Actual data is shown in the highlighted row, and planned/projected data follows.

FRESHMEN IN TOP 10% OF HIGH SCHOOL GRADUATING CLASS

2012-13	.	.	.	.	.	.	35%	.	.	.	.	.	.
2013-14	.	.	.	.	.	.	41%	.	.	.	.	.	.
2014-15	.	.	.	.	.	.	41%	.	.	.	.	.	.
2015-16	.	.	.	.	.	.	42%	.	.	.	.	.	.
2016-17	.	.	.	.	.	.	43%	.	.	.	.	.	.

This metric reports the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida. This metric replaces the 'Graduate Degrees in Programs of Strategic Emphasis' for NCF. Actual data is shown in the highlighted row, and planned/projected data follows.

UNIVERSITY BOARD OF TRUSTEES CHOICE METRICS

	2012-13	2013-14	2014-15	2015-16	2016-17
PERCENT OF R&D FUNDED BY EXTERNAL SOURCES					
FAMU	86%	87%	87%	88%	88%
This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).					
BACHELOR'S AWARDED TO HISPANICS & AFRICAN-AMERICANS					
FAU	42%	42%	43%	44%	45%
FGCU	23%	23%	24%	25%	26%
FIU	5,851	6,051	6,251	6,451	6,651

This metric reports the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

NATIONAL RANK IS HIGHER THAN FINANCIAL RESOURCES RANKING

	2012-13	2013-14	2014-15	2015-16	2016-17
FSU	91 | 211	89 | 210	88 | 208	86 | 207	85 | 205

This metric reports the Financial Resources rank and the overall University rank as calculated by U.S. News in their annual ranking of National Universities. Financial resources is based on a two-year average of spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

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	2012-13	2013-14	2014-15	2015-16	2016-17
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PERCENT OF UNDERGRADUATE SENIORS PARTICIPATING IN A RESEARCH COURSE

NCF	100%	100%	100%	100%	100%
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This metric reports the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.

NUMBER OF BACHELOR'S DEGREES AWARDED ANNUALLY

UCF	12,321	12,500	12,650	12,750	12,900
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This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).

TOTAL RESEARCH EXPENDITURES (\$M)

UF	\$695	\$695	\$695	\$709	\$723
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This metric reports the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

PERCENT OF COURSE SECTIONS OFFERED VIA DISTANCE & BLENDED LEARNING

UNF	9%	11%	13%	15%	17%
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This metric reports the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).

NUMBER OF POST-DOCTORAL APPOINTEES

USF	289	320	330	335	340
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This metric reports the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PERCENT OF ENROLLED UNDERGRADUATES WHO WERE 25 OR OLDER

UWF	31%	32%	32%	32%	32%
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This metric reports the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).



Key Performance Indicators: Goals Common to All Universities

■ ACADEMIC QUALITY

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
AVERAGE SAT SCORES (3 SUBTESTS)													
2012-13	1,438	1,631	1,534	1,704	.	1,838	1,944	1,831	1,922	1,784	1,759	1,537	1,757
2013-14	1,420	1,603	1,540	1,714	.	1,830	1,924	1,836	1,925	1,786	1,760	1,563	1,757
2014-15	1,445	1,620	1,550	1,700	1,750	1,830	1,925	1,840	1,927	1,790	1,760	1,593	1,761
2015-16	1,460	1,630	1,560	1,705	1,760	1,835	1,925	1,842	1,929	1,791	1,765	1,621	1,767
2016-17	1,500	1,635	1,570	1,710	1,770	1,840	1,925	1,844	1,931	1,792	1,770	1,621	1,772

This metric reports the average weighted grade point average of 4.0 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Actual data is shown in the highlighted row, and planned/projected data follows.

AVERAGE HIGH SCHOOL GPA

2012-13	3.21	3.6	3.4	3.7	.	4.0	4.0	3.9	4.3	3.89	3.9	3.5	3.85
2013-14	3.32	3.6	3.4	3.8	.	4.0	3.9	3.9	4.3	3.94	4.0	3.5	3.88
2014-15	3.40	3.7	3.5	3.85	3.9	4.0	3.9	3.9	4.3	3.95	4.0	3.5	3.91
2015-16	3.45	3.7	3.6	3.9	3.9	4.0	3.9	3.9	4.3	3.96	4.0	3.5	3.92
2016-17	3.50	3.8	3.7	3.95	3.9	4.0	3.9	3.9	4.3	3.97	4.0	3.5	3.95

This metric reports the average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Actual data is shown in the highlighted row, and planned/projected data follows.

PROFESSIONAL/LICENSURE EXAMS FIRST-TIME PASS RATES (# OF EXAMS ABOVE | # EXAMS BELOW BENCHMARKS)

2012-13	1|4	1|0	2|1	3|2	.	4|1	.	4|1	11|0	2|0	5|0	1|0	34|9
2013-14	1|4	1|0	3|0	4|1	.	5|0	.	5|0	11|0	2|0	4|1	1|0	35|6
2014-15	2|3	2|0	3|0	4|1	.	5|0	.	5|0	11|0	2|0	5|0	1|0	38|4
2015-16	2|3	2|0	3|0	5|0	.	5|0	.	5|0	11|0	2|0	5|0	1|0	39|3
2016-17	3|2	2|0	3|0	5|0	.	5|0	.	5|0	11|0	2|0	5|0	1|0	42|0

This metric reports the pass rates for first time examinees relative to each exam's national average first-time pass rate. Exams include: including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. Source: Annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

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OPERATIONAL EFFICIENCY

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
SECOND-YEAR RETENTION RATE (FULL-TIME ONLY)													
2012-13	82%	75%	76%	84%	.	91%	81%	87%	96%	84%	87%	70%	86%
2013-14	83%	77%	77%	84%	.	92%	82%	88%	96%	85%	88%	72%	87%
2014-15	84%	78%	78%	85%	.	92%	83%	88%	96%	86%	88%	73%	87%
2015-16	85%	79%	79%	86%	.	93%	84%	89%	97%	87%	89%	75%	88%
2016-17	85%	80%	80%	87%	.	93%	85%	90%	97%	88%	90%	76%	89%

This metric reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who are still enroll at the same institution in the Fall term following their first year. Full-time is defined as students who are enrolled in at least 12 credits during their first Fall term. FTIC is defined as students with fewer than 12 hours earned after high school graduation (student type= 'B','E'). Actual data is shown in the highlighted row, and planned/projected data follows.

FOUR-YEAR FTIC GRADUATION RATES (INCLUDES FULL- AND PART-TIME STUDENTS)

2009-13	11%	19%	21%	27%	.	61%	63%	41%	66%	26%	40%	25%	41%
2010-14	13%	20%	22%	22%	.	61%	60%	41%	67%	26%	41%	22%	41%
2011-15	14%	21%	23%	25%	.	61%	61%	41%	67%	27%	43%	23%	42%
2012-16	15%	22%	24%	27%	.	62%	62%	42%	68%	28%	45%	25%	43%
2013-17	18%	23%	25%	29%	.	62%	63%	43%	68%	29%	46%	26%	44%

This metric reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who have graduated from the same institution within four years. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Actual data is shown in the highlighted row, and planned/projected data follows.

SIX-YEAR FTIC GRADUATION RATES (INCLUDES FULL- AND PART-TIME STUDENTS)

2007-13	41%	40%	43%	50%	.	75%	66%	66%	86%	49%	61%	42%	68%
2008-14	41%	43%	44%	52%	.	77%	68%	67%	86%	49%	63%	49%	68%
2009-15	42%	45%	45%	54%	.	79%	69%	68%	86%	50%	65%	49%	69%
2010-16	43%	46%	46%	56%	.	79%	70%	69%	87%	51%	61%	50%	70%
2011-17	44%	48%	47%	58%	.	80%	71%	70%	87%	52%	66%	51%	72%

This metric reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who have graduated from the same institution within six years. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. 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). Actual data is shown in the highlighted row, and planned/projected data follows.

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	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
TWO-YEAR AA TRANSFER GRADUATION RATES													
2011-13	24%	23%	28%	21%	.	39%	20%	27%	40%	35%	27%	23%	28%
2012-14	24%	19%	29%	19%	.	41%	21%	27%	43%	35%	28%	19%	28%
2013-15	27%	22%	30%	21%	.	42%	22%	28%	43%	36%	29%	20%	29%
2014-16	30%	23%	31%	22%	17%	42%	23%	28%	44%	38%	30%	22%	30%
2015-17	32%	24%	33%	23%	29%	43%	24%	29%	44%	40%	31%	23%	31%

This metric reports the percentage of undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) with an A.A. degree from the Florida College System and who have graduated from the same institution within two years. Actual data is shown in the highlighted row, and planned/projected data follows.

FOUR-YEAR AA TRANSFER GRADUATION RATES

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
2009-13	61%	63%	67%	61%	.	79%	75%	66%	86%	69%	66%	65%	69%
2010-14	62%	62%	68%	62%	.	81%	75%	66%	86%	69%	67%	62%	69%
2011-15	64%	62%	69%	63%	.	82%	76%	67%	86%	70%	68%	64%	70%
2012-16	67%	62%	70%	64%	.	82%	77%	67%	86%	71%	69%	65%	70%
2013-17	70%	62%	72%	65%	.	83%	78%	68%	86%	72%	70%	67%	71%

This metric reports the percentage of undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) with an A.A. degree from the Florida College System and who have graduated from the same institution within four years. Actual data is shown in the highlighted row, and planned/projected data follows.

■ RETURN ON INVESTMENT

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
BACHELOR'S DEGREES AWARDED													
2012-13	1,489	5,124	1,875	7,746	.	7,938	198	12,321	8,245	3,221	8,999	1,969	59,125
2013-14	1,452	5,000	1,965	8,100	.	8,083	146	12,500	8,245	3,178	9,269	2,015	59,953
2014-15	1,467	5,050	2,125	8,400	.	8,100	165	12,650	8,245	3,273	9,400	2,067	60,942
2015-16	1,481	5,100	2,200	8,600	15	8,150	170	12,750	8,245	3,372	9,600	2,119	61,802
2016-17	1,496	5,150	2,300	8,800	59	8,200	175	12,900	8,245	3,473	9,800	2,162	62,760

This metric reports the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. Actual data is shown in the highlighted row, and planned/projected data follows.

PERCENT OF BACHELOR'S DEGREES IN STEM

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
2012-13	18%	20%	19%	16%	.	16%	23%	15%	33%	11%	23%	18%	20%
2013-14	17%	24%	19%	16%	.	16%	29%	16%	34%	11%	25%	18%	21%
2014-15	17%	25%	20%	16%	.	17%	30%	17%	34%	12%	27%	18%	22%
2015-16	17%	26%	21%	17%	100%	18%	31%	18%	36%	13%	28%	19%	22%
2016-17	17%	27%	22%	17%	100%	20%	32%	20%	36%	14%	30%	19%	24%

This metric reports the percentage of baccalaureate majors within specific Science, Technology, Engineering, or Mathematics disciplines. Both the numerator and denominator include second majors. Actual data is shown in the highlighted row, and planned/projected data follows.

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	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
GRADUATE DEGREES AWARDED													
2012-13	678	1,543	385	3,440	.	3,104	.	2,587	5,981	582	3,209	625	22,134
2013-14	607	1,474	311	3,536	.	2,917	.	2,650	5,981	609	3,300	634	22,019
2014-15	613	1,500	326	3,633	.	2,900	.	2,690	5,981	620	3,400	687	22,350
2015-16	645	1,525	343	3,704	5	2,900	.	2,730	5,981	630	3,500	708	22,671
2016-17	690	1,550	360	3,817	32	3,000	5	2,770	5,981	640	3,600	745	23,190

This metric reports the counts of distinct graduate degrees. Actual data is shown in the highlighted row, and planned/projected data follows.

PERCENT OF GRADUATE DEGREES IN STEM

2012-13	9%	16%	9%	16%	.	15%	.	28%	36%	8%	26%	15%	24%
2013-14	12%	16%	9%	16%	.	16%	.	28%	32%	8%	26%	15%	23%
2014-15	12%	17%	10%	17%	.	16%	.	29%	32%	10%	27%	16%	23%
2015-16	12%	18%	11%	17%	100%	17%	.	29%	34%	12%	28%	16%	24%
2016-17	14%	19%	12%	17%	100%	18%	.	30%	34%	15%	28%	16%	25%

This metric reports the percentage of graduate majors within specific Science, Technology, Engineering, or Mathematics disciplines. Both the numerator and denominator include second majors. Actual data is shown in the highlighted row, and planned/projected data follows.

ANNUAL GIFTS RECEIVED (\$M)

2012-13	\$3.2	\$11.9	\$14	\$24.7	.	\$61	\$1.6	\$38.8	\$211	\$10.2	\$36.5	\$2.9	\$416
2013-14	\$3.3	\$13.5	\$17	\$18.1	\$6.0	\$55	\$2.2	\$23.3	\$215	\$10.0	\$38.0	\$3.5	\$405
2014-15	\$5.5	\$15.4	\$17	\$47.0	\$6.0	\$65	\$2.5	\$36.1	\$225	\$10.5	\$40.0	\$3.7	\$474
2015-16	\$5.7	\$17.6	\$18	\$66.0	\$6.0	\$70	\$2.9	\$33.9	\$235	\$11.0	\$42.0	\$3.8	\$512
2016-17	\$5.7	\$20.1	\$19	\$73.0	\$6.0	\$75	\$3.4	\$37.0	\$245	\$11.5	\$44.0	\$4.0	\$544

This metric reports 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. Actual data is shown in the highlighted row, and planned/projected data follows. Source: "Gift Income Summary" section of the Council for Aid to Education's Voluntary Support of Education (VSE) survey.

ENDOWMENT (\$M)

2012-13	\$80	\$189	\$63	\$149	.	\$548	\$32	\$139	\$1,360	\$84	\$364	\$54	\$3,062
2013-14	\$80	\$202	\$68	\$165	.	\$585	\$36	\$154	\$1,480	\$85	\$390	\$57	\$3,302
2014-15	\$81	\$216	\$73	\$181	\$0.5	\$625	\$40	\$166	\$1,550	\$88	\$450	\$60	\$3,530
2015-16	\$81	\$231	\$79	\$210	\$0.7	\$660	\$44	\$179	\$1,620	\$90	\$450	\$63	\$3,708
2016-17	\$81	\$247	\$86	\$244	\$1.0	\$690	\$49	\$188	\$1,700	\$93	\$485	\$66	\$3,929

This metric reports the university's endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Actual data is shown in the highlighted row, and planned/projected data follows.



Key Performance Indicators: Goals Specific to Research Universities

■ ACADEMIC QUALITY

	FAMU	FAU	FIU	FSU	UCF	UF	USF	SUBTOTAL
FACULTY AWARDS								
2012-13	1	4	5	11	4	18	7	50
2013-14	1	4	5	11	7	19	8	55
2014-15	1	5	5	12	9	20	9	61
2015-16	2	5	5	12	11	21	10	66
2016-17	2	6	5	13	12	23	11	72

This metric reports the number of awards faculty received during the year based on the 23 awards tracked by the Center for Measuring University Performance's annual 'Top American Research Universities' report. Actual data is shown in the highlighted row, and planned/projected data follows.

NATIONAL ACADEMY MEMBERS

2012-13	0	2	2	7	1	23	3	38
2013-14	0	2	2	7	1	23	4	39
2014-15	0	2	2	7	1	23	5	40
2015-16	0	2	2	8	2	23	6	43
2016-17	0	3	2	8	2	24	7	46

This metric reports the number of faculty that have been inducted into the National Academies (of Sciences, Engineering, and the Institute of Medicine) as reported by the Center for Measuring University Performance's annual 'Top American Research Universities' report. Actual data is shown in the highlighted row, and planned/projected data follows.

NUMBER OF POST-DOCTORAL APPOINTEES

2012-13	20	14	55	241	58	648	289	1,325
2013-14	19	16	49	217	62	648	320	1,331
2014-15	20	18	55	217	64	680	330	1,384
2015-16	22	20	60	212	68	690	335	1,407
2016-17	23	22	65	210	72	690	340	1,422

This metric reports the number of post-doctoral appointments as reported by the Center for Measuring University Performance's annual 'Top American Research Universities' report and the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (GSS). Actual data is shown in the highlighted row, and planned/projected data follows.

NUMBER OF TOP 100 SCIENCE & ENGINEERING DISCIPLINES BY EXPENDITURES (OUT OF 8 BROAD DISCIPLINES)

2012-13	0	2	2	7	3	8	7	.
2013-14	0	2	2	7	4	8	7	.
2014-15	0	2	2	7	4	8	8	.
2015-16	0	2	2	7	5	8	8	.
2016-17	1	2	3	7	5	8	8	.

This metric reports the number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Actual data is shown in the highlighted row, and planned/projected data follows.



RETURN ON INVESTMENT

	FAMU	FAU	FIU	FSU	UCF	UF	USF	SUBTOTAL
TOTAL R&D EXPENDITURES (\$M)								
2012-13	\$51.1	\$24.0	\$128.1	\$250.9	\$126.7	\$695.0	\$467.0	\$1,743
2013-14	\$50.0	\$22.3	\$126.4	\$255.9	\$114.5	\$695.0	\$472.0	\$1,736
2014-15	\$52.5	\$23.4	\$132.8	\$261.0	\$120.0	\$695.0	\$477.0	\$1,762
2015-16	\$55.1	\$24.5	\$139.4	\$266.3	\$126.0	\$709.0	\$482.0	\$1,802
2016-17	\$57.9	\$25.7	\$146.3	\$271.6	\$132.5	\$723.0	\$487.0	\$1,844

This metric reports the total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

SCIENCE & ENGINEERING EXPENDITURES (\$M)

2012-13	\$34.3	\$10.8	\$92.5	\$224.4	\$108.6	\$643.0	\$411.0	\$1,525
2013-14	\$33.6	\$10.6	\$89.6	\$228.9	\$96.1	\$643.0	\$415.0	\$1,517
2014-15	\$35.0	\$11.1	\$94.3	\$233.5	\$100.9	\$643.0	\$419.0	\$1,537
2015-16	\$37.8	\$11.7	\$99.0	\$238.1	\$105.9	\$655.0	\$423.0	\$1,571
2016-17	\$39.7	\$12.3	\$103.9	\$242.9	\$111.0	\$668.0	\$427.0	\$1,605

This metric reports the total expenditures for Science & Engineering research activities (does not include non-science activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

NON-MEDICAL SCIENCE & ENGINEERING EXPENDITURES (\$M)

2012-13	\$26.4	\$20.0	\$86.0	\$216.7	\$105.0	\$472.0	\$193.0	\$1,119
2013-14	\$25.9	\$18.4	\$82.4	\$221.0	\$92.4	\$522.0	\$195.0	\$1,157
2014-15	\$27.0	\$19.3	\$86.5	\$225.5	\$97.0	\$522.0	\$197.0	\$1,174
2015-16	\$32.3	\$20.3	\$90.8	\$230.0	\$102.0	\$532.0	\$199.0	\$1,206
2016-17	\$33.9	\$21.3	\$95.3	\$234.6	\$107.0	\$543.0	\$201.0	\$1,236

This metric reports the total expenditures for Non-Medical Science & Engineering research activities (does not include medical, or non-science activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

PERCENT OF R&D FROM EXTERNAL SOURCES

2012-13	80%	67%	62%	64%	78%	51%	64%	60%
2013-14	83%	62%	70%	64%	74%	51%	63%	60%
2014-15	85%	64%	66%	63%	75%	51%	62%	60%
2015-16	86%	66%	67%	63%	75%	51%	61%	60%
2016-17	86%	68%	68%	63%	75%	51%	60%	60%

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS
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	FAMU	FAU	FIU	FSU	UCF	UF	USF	SUBTOTAL
PATENTS ISSUED								
2012-13	5	5	1	43	75	107	76	312
2013-14	4	7	3	40	80	106	77	317
2014-15	5	9	3	41	84	110	78	330
2015-16	7	11	3	42	88	111	79	341
2016-17	9	13	4	43	92	112	80	353

This metric reports the number of US patents issued as reported in the annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

LICENSES/OPTIONS EXECUTED

2012-13	0	6	3	15	17	140	75	256
2013-14	0	16	3	15	20	118	76	248
2014-15	2	20	3	15	21	125	77	263
2015-16	3	25	4	15	22	130	78	277
2016-17	4	30	4	15	23	130	79	285

This metric reports the number of licenses/options executed as reported in the annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

LICENSING INCOME RECEIVED (\$M)

2012-13	\$0.0	\$0.1	\$0.0	\$1.0	\$0.8	\$28.0	\$1.8	\$31.8
2013-14	\$0.0	\$0.1	\$0.1	\$1.0	\$0.9	\$29.7	\$1.5	\$33.3
2014-15	\$0.2	\$0.2	\$0.0	\$1.0	\$1.0	\$30.8	\$1.6	\$34.8
2015-16	\$0.3	\$0.3	\$0.1	\$1.0	\$1.0	\$31.7	\$1.7	\$36.0
2016-17	\$0.5	\$0.3	\$0.1	\$1.0	\$1.0	\$32.6	\$1.8	\$37.4

This metric reports the 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. Source: annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

NUMBER OF START-UP COMPANIES

2012-13	0	1	1	3	3	16	9	33
2013-14	1	2	2	4	4	15	8	36
2014-15	2	3	1	4	5	16	8	39
2015-16	2	4	2	4	6	17	9	44
2016-17	4	5	3	5	7	18	9	51

This metric reports the number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS
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	FAMU	FAU	FIU	FSU	UCF	UF	USF	SUBTOTAL
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NATIONAL RANK COMPARED TO FINANCIAL RESOURCES RANK (BASED ON US NEWS RANKINGS)

2012-13	214 207	* 239	.	91 211	174 263	49 46	170 168	.
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This metric reports the Financial Resources rank and the overall University rank as calculated by U.S. News in their annual ranking of National Universities. Financial resources is based on a two-year average of spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

RESEARCH DOCTORAL DEGREES AWARDED

2012-13	23	90	156	370	238	742	295	1,914
2013-14	22	94	159	410	267	742	315	2,009
2014-15	24	96	162	420	275	742	330	2,049
2015-16	25	98	168	420	285	742	340	2,078
2016-17	26	100	177	420	295	742	350	2,110

This metric reports the number of research doctoral degrees awarded annually as reported in the annual Accountability Report. Actual data is shown in the highlighted row, and planned/projected data follows.

PROFESSIONAL DOCTORAL DEGREES AWARDED

2012-13	378	13	251	366	42	1,222	153	2,425
2013-14	340	15	254	409	90	1,222	235	2,565
2014-15	347	77	285	425	105	1,222	265	2,726
2015-16	354	80	288	430	120	1,222	330	2,824
2016-17	361	86	330	435	130	1,222	282	2,846

This metric reports the number of professional doctoral degrees awarded annually as reported in the annual Accountability Report. Actual data is shown in the highlighted row, and planned/projected data follows.

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS 2014-2015



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Fiscal Information

TUITION, FEES & NET COSTS

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
2014-15 UNDERGRADUATE RESIDENT TUITION (30 CREDIT HOURS)													
BASE TUITION (\$)	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	*	3,152	.
TUITION DIFFERENTIAL (\$)	1,091	1,203	1,091	1,569	0	1,488	1,204	1,326	1,325	1,129	*	1,166	.
REQUIRED FEES (\$)	1,583	1,836	1,927	1,772	1,787	1,867	1,407	1,890	1,836	2,104	*	2,041	.
TOTAL	5,826	6,192	6,170	6,493	4,939	6,507	5,763	6,368	6,313	6,385	*	6,359	.

Note: The total varies by campus for USF: Tampa is \$6,410; St. Petersburg is \$5,821; Sarasota-Manatee is \$5,587.

PERCENT OF 2013-14 FULL-TIME FLORIDA RESIDENT UNDERGRADUATES BY FAMILY INCOME

BELOW \$40,000	65%	39%	27%	51%	.	26%	23%	33%	28%	32%	36%	38%	35%
\$40,000-\$59,999	12%	11%	9%	10%	.	10%	11%	9%	9%	12%	13%	11%	10%
\$60,000-\$79,999	7%	7%	8%	6%	.	9%	10%	8%	8%	10%	10%	10%	8%
\$80,000-\$99,999	5%	6%	7%	3%	.	9%	9%	7%	7%	9%	8%	8%	7%
\$100,000 Above	9%	19%	20%	9%	.	38%	39%	24%	36%	29%	24%	19%	26%
MISSING	3%	18%	28%	21%	.	10%	8%	20%	11%	8%	9%	14%	14%

AVERAGE NET TUITION & FEES BY FAMILY INCOME

BELOW \$40,000	-\$1,727	-\$2,161	-\$2,112	-\$1,947	.	-\$2,150	-\$4,779	-\$653	-\$3,705	-\$2,812	-\$2,720	-\$2,758	-\$2,220
\$40,000-\$59,999	\$711	\$15	\$703	\$371	.	-\$402	-\$2,412	\$680	-\$159	-\$1,023	-\$544	-\$730	-\$60
\$60,000-\$79,999	\$2,558	\$1,729	\$2,753	\$1,298	.	\$1,663	\$211	\$371	\$2,300	\$933	\$1,960	\$610	\$1,590
\$80,000-\$99,999	\$2,710	\$2,826	\$3,074	\$1,317	.	\$2,338	\$1,086	\$2,246	\$3,010	\$2,300	\$2,729	\$1,657	\$2,490
\$100,000 Above	\$2,860	\$3,088	\$3,392	\$1,743	.	\$2,606	\$642	\$2,310	\$3,312	\$2,544	\$2,911	\$2,018	\$2,770
MISSING	\$5,412	\$3,731	\$5,489	\$5,525	.	\$3,053	\$3,732	\$5,447	\$3,624	\$2,287	\$4,629	\$2,443	\$4,530
TOTAL	-\$300	\$707	\$2,143	\$509	.	\$811	-\$712	\$1,451	\$1,397	\$178	\$484	-\$196	\$890

NOTE: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) minus the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.

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STUDENT DEBT SUMMARY

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
PERCENT OF 2012-13 BACHELOR'S RECIPIENTS WITH DEBT	86%	48%	51%	49%	.	53%	39%	48%	43%	49%	59%	55%	53%

Note: This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

AVERAGE AMOUNT OF DEBT FOR 2012-13 BACHELOR'S RECIPIENTS (\$)

ALL	26,900	9,600	10,000	8,800	.	12,100	7,000	11,100	8,900	8,900	13,400	11,000	11,600
ONLY THOSE WITH DEBT	31,251	19,898	19,538	17,893	.	22,772	17,927	23,186	20,708	18,087	22,719	20,015	22,000

Note: This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

THREE-YEAR STUDENT LOAN DEFAULT RATE (BY NSLDS COHORT YEAR)

2008 TRIAL	17%	7%	7%	8%	.	7%	6%	.	2%	7%	8%	6%	7%
2009 ACTUAL	18%	8%	8%	10%	.	5%	8%	8%	3%	9%	10%	7%	8%
2010 ACTUAL	19%	9%	6%	11%	.	7%	7%	7%	4%	9%	10%	11%	9%
2011 DRAFT	15%	8%	.	9%	.	6%	1%	5%	4%	8%	8%	10%	7%
2012 GOAL	13%	8%	6%	8%	.	5%	3%	6%	4%	8%	7%	10%	7%

Note: Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.



Planned Enrollment Growth

■ PLANNED FTE ENROLLMENT GROWTH (FROM 2014-15 TO 2019-20)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
TOTAL													
FUNDABLE	1,262	431	2,542	4,703	1,697	1,115	107	3,987	3,683	455	2,237	984	23,203
NOT-FUNDABLE	5	191	36	0	0	95	0	95	286	9	421	127	1,265
TOTAL	1,267	622	2,578	4,703	1,697	1,210	107	4,082	3,969	464	2,658	1,111	24,468
UNDERGRADUATE													
FUNDABLE	1,033	431	2,410	4,027	1,490	610	84	3,572	3,632	411	659	879	19,238
NOT-FUNDABLE	0	0	33	0	0	80	0	56	31	7	335	45	587
TOTAL	1,033	431	2,443	4,027	1,490	690	84	3,628	3,663	418	994	924	19,825
GRADUATE													
FUNDABLE	229	0	132	676	207	505	23	415	51	43	1,580	106	3,967
NOT-FUNDABLE	5	191	3	0	0	15	0	37	254	1	86	82	674
TOTAL	234	191	135	676	207	520	23	452	305	44	1,666	188	4,641

Note: This table reports the planned enrollment growth by student level and by fundability during the next five years (between 2014-15 and 2019-20). 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 as a Percentage of Each University's Total Instruction

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
UNDERGRADUATE													
2012-13	1%	9%	15%	21%	.	6%	0%	27%	21%	8%	21%	29%	18%
2014-15	1%	10%	15%	28%	0%	8%	0%	30%	25%	11%	22%	29%	21%
2015-16	1%	13%	16%	32%	0%	9%	0%	30%	29%	14%	22%	29%	22%
2016-17	3%	16%	17%	37%	0%	10%	0%	30%	36%	17%	23%	29%	24%
GRADUATE													
2012-13	0%	22%	29%	10%	.	7%	.	28%	19%	13%	20%	56%	17%
2014-15	0%	24%	29%	13%	0%	8%	.	30%	20%	14%	22%	57%	19%
2015-16	4%	24%	30%	20%	0%	8%	0%	31%	22%	17%	23%	57%	21%
2016-17	12%	25%	31%	28%	0%	10%	0%	32%	22%	19%	23%	57%	23%

Note: This table reports the percentages of FTE enrollment for all E&G students at all campuses that is classified as Distance Learning. 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.). Actual data is shown in the highlighted row, and planned/projected data follows.



Planned Academic Programs

New Programs To Be Considered by University in 2014-15

CIP	CIP TITLE	FAM	FAU	FGC	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TMP	USF SP	USF SM	UWF
TOTAL NUMBER OF NEW PROGRAMS		4	4	4	8	0	4	4	5	8	4	3	1	0	2
BACHELOR'S															
01.1001	Food Science	•													
03.0103	Environmental Studies	•						•							
03.0104	Coastal Environmental Science										•				
05.0701	Latin American Studies				•										
14.1801	Materials Engineering								•						
14.1901	Mechanical Engineering														•
14.9999	Renewable Energy			•											
15.0201	Civil Eng Technology									•					
15.0401	Biomed Eng Tech									•					
26.1302	Marine Sciences									•					
30.0000	Multi-/Interdisciplinary Studies, General	•													
30.0101	Biological & Physical Sci./Interdisciplinary							•	•						
30.2001	International & Area Studies							•							
30.3301	Sustainability				•										
51.1005	Clinical Laboratory Science/Medical Tech.										•				
51.2305	Music Therapy			•											
52.0203	Supply Chain Logistics Management														•
MASTER'S															
11.0501	Information Systems & Operations Mgnt.									•					
11.1003	Cyber Security				•										
11.9999	Computational Data Analytics							•							
13.0501	Educational/Instructional Technology		•	•											
13.1205	Secondary Education		•												
14.0101	Engineering			•											
14.0801	Civil Engineering: Coastal/Port Engineering										•				
14.2701	Logistics Engineering				•							•			
42.2806	Education Psychology		•												
43.0302	Disaster Management				•										
45.0602	Applied Economics						•								
45.0901	International Affairs										•				
50.0799	Arts in Medicine									•					
51.0912	Physician Assistant						•								
51.2099	Pharmacy											•			
51.3804	Nurse Anesthesia						•					•			
52.0301	Accounting												•		
52.0701	Entrepreneurship									•					
52.1101	International Bus									•					
52.1302	Business Analytics								•						
52.1701	Risk Management/Insurance						•								
54.0199	Pedagogy in History				•										

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS
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STATE UNIVERSITY SYSTEM of FLORIDA
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New Programs To Be Considered by University in 2014-15 (continued)

CIP	CIP TITLE	FAM	FAU	FGC	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TMP	USF SP	USF SM	UWF
DOCTORAL															
11.0101	Computer Science									•					
16.0102	Linguistics				•										
27.0501	Data Analytics								•						
30.1701	Integrative Anthropological Sciences								•						
43.0104	International Crime and Justice				•										
44.0701	Social Work		•												
51.3818	Nursing Practice	•													

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 17, 2014**

SUBJECT: Graduate Follow-up Study: Baccalaureate Class of 2012, First Year Outcomes

PROPOSED COMMITTEE ACTION

For discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This report presents the results of the Graduate Follow-up Study: Baccalaureate Class of 2012. This study is the first time the Board has examined outcomes for a baccalaureate graduating class. The results of the study provide additional information to complement existing reports of the Board of Governors to meet the goals and objectives of its Strategic Plan.

The study was undertaken to understand the post-college outcomes of the Class of 2012 one year after graduation, as they transitioned into jobs or as they pursued further education. To this end, this study was designed to answer four guiding questions:

- 1) Do graduates get jobs in Florida?
- 2) Are graduates pursuing further education?
- 3) To what extent are graduates enrolled in further education while working? and
- 4) What are the starting salaries of graduates working in Florida?

The answers to these questions provide critical information to students, parents, educators and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

Supporting Documentation Included: Graduate Follow-up Study Report

Facilitators/Presenters: Governor Colson, Christopher Mullin

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

Graduate Follow-up Study: Baccalaureate Class of 2012, First Year Outcomes

September 2014

EXECUTIVE SUMMARY

Students, parents, educators, and policy-makers need information related to what bachelor's degree earners do in the year after they complete college. This report, the Graduate Follow-up Study: Baccalaureate Class of 2012 was written to provide this information. Of the 56,161 graduates in the Class of 2012, this study found 48,098, or 86%, through state and national databases. The study was guided by four questions.

Question 1: Do graduates get jobs in Florida?

The answer to this question is yes. Graduates accounted for 32,155 workers – or 67% of all graduates we could track. The academic discipline with the largest **number** of graduates working either full or part-time was Business and Marketing. Among all academic disciplines, however, the **percentage** of graduates employed full-time was highest in Education at 65%.

Of those who were only working (and not also enrolled in further education at the same time), 66% were working full-time and 34% were working part-time.

Question 2: Are graduates pursuing further education?

The answer to this question is yes. Of the graduates we could track, 4,507 students – or 9%– pursued further education. The academic discipline with both the largest **number** and **percentage** of graduates enrolled in further education was Biological Sciences.

Question 3: To what extent are graduates enrolled in further education while working?

The answer to this question is “more than one may think.” Almost a quarter, or 24% (11,436), of graduates both worked and enrolled in further education. In addition, 32,155 graduates were solely working after graduation and 4,507 graduates were solely pursuing further education. The academic discipline with the largest **number** of graduates enrolled in further education while also working was Business and Marketing. Among all academic disciplines, the **percentage** of graduates enrolled in further education while working was highest in Public Administration at 43%.

Question 4: What are the starting salaries of graduates working in Florida?

The median wage for graduates of the Baccalaureate Class of 2012 who were working full-time in Florida one year after college was \$34,000. Median wages for full-time workers in Florida varied by academic discipline, from a low of \$25,000 for Philosophy and Religious Studies to a high of \$49,000 in Engineering.

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INTRODUCTION

This report presents the results of the Graduate Follow-up Study: Baccalaureate Class of 2012. The results of the study provide additional information to complement existing reports of the Board of Governors to meet the goals and objectives of its Strategic Plan.

This report was written to understand the post-college outcomes of the Class of 2012 one year after graduation, as graduates transitioned into jobs or as they pursued further education. To this end, this study was designed to answer four guiding questions: 1) Do graduates get jobs in Florida? 2) Are graduates pursuing further education? 3) To what extent are graduates enrolled in further education while working? and 4) What are the starting salaries of graduates working in Florida? The answers to these questions provide critical information to students, parents, educators and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

The Class of 2012

During the 2011-2012 academic year, 56,161 students earned a bachelor's degree from the 11 institutions that made up the State University System of Florida. To understand the post-college outcomes of these students, the study relied on matching individual-level data from the State University Data System (SUDS) with enrollment data from the National Student Clearinghouse (NSC) and workforce data from the Florida Education and Training Placement Information Program (FETPIP).

The data matching process identified the post-college outcomes of 48,098 graduates, or 86% of the Baccalaureate Class of 2012; data for 8,063 graduates were not available. This report does not represent the experiences of graduates for whom post-graduation activities are unknown. Rather, it depicts those outcomes that are known as a result of the data matching process; missing data should not be interpreted as indicating a graduate was unemployed or not enrolled.¹

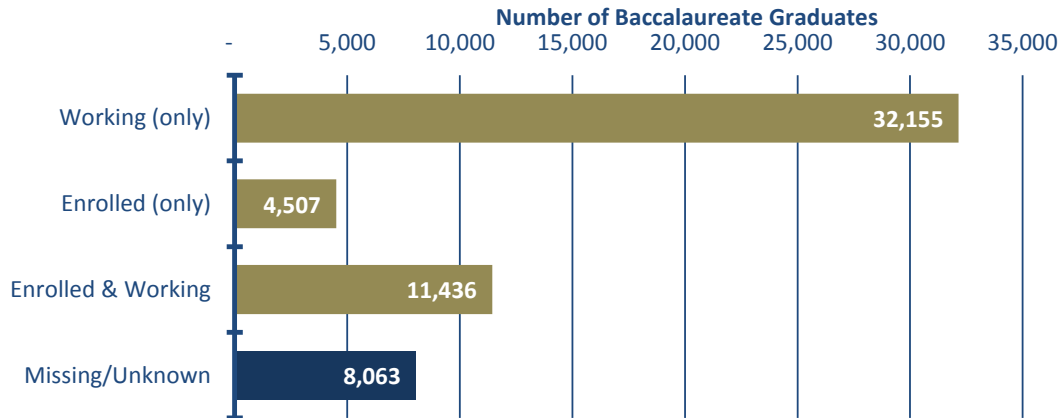
A match rate of 86%, combined with the number of graduates, allows for certain analyses of the data while limiting other analyses in order to maintain data privacy protections. To protect data and provide a clear presentation of information for consumers, graduate outcomes by academic discipline are provided at the System level with a 2-digit Classification of Instructional Program (CIP) code rather than at the institutional level with a more detailed 6-digit CIP code. In some instances, data are also provided by gender.

¹Academic and Student Affairs. (forthcoming). *Post-graduation data: Overview of methodology and procedures*. Tallahassee, FL: State University System of Florida, Board of Governors.

Post-Baccalaureate Outcomes

Three mutually exclusive outcomes – 1) working only, 2) enrolled in further education only and 3) enrolled in further education while working – for college graduates are illustrated in Figure 1 along with the relative size of each group.

Figure 1. Outcomes One Year After Baccalaureate Graduation, Class of 2012



Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=48,098.

Notes: The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Graduates enrolled in further education within one year are counted if they enrolled within 14 months, or 426 days, after graduation.

The first outcome identified was graduates working in Florida a year after graduation. This group was further refined to include those who make at least a full-time wage, also referred to as a full-time worker, defined as \$15,954 or more per year and those who make less than a full time wage (i.e. part-time worker).

The second identified outcome was graduates only enrolled in further education within one year after graduation. Unlike for working graduates, available data allowed for the tracking of graduates enrolled in institutions in Florida as well as in other states.

The third outcome included students who were simultaneously enrolled while working.² The data did not allow us to differentiate the amount of time graduates devoted to work versus further study.

Together, the post-college paths of these three groups provide a picture of the 48,098 graduates from the State University System of Florida.

² Because we do not have earnings/employment data for students outside of Florida, it is likely the case that fewer students were enrolled (only), because some graduates work while attending out-of-state colleges. For example, if a graduate enrolled at the University of Virginia and was also working, the data available for analysis would only indicate the graduate was enrolled and not that they were working as well.

DO GRADUATES GET JOBS IN FLORIDA?

The answer to this question is yes. Graduates comprising the Baccalaureate Class of 2012 were primarily engaged in work one year after graduating. Graduates accounted for 32,155 workers, with 66% working full-time and 34% working part-time.³

Academic discipline had an effect on post-college outcomes, especially whether graduates seemed to find work within the first year after graduating. The three academic disciplines with the largest number of graduates working full-time were Business and Marketing, Education, and Health Professions (Table 1). The three academic disciplines with the largest number of graduates working part-time were Business and Marketing, Social Sciences, and Psychology.

Table 1. Number of Baccalaureate Graduates Working in Florida, by Full-time/Part-time Status, Gender and Academic Discipline

Academic Discipline	Full-time			Part-time			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Business & Marketing	2,836	2,786	5,622	1,003	1,061	2,064	3,839	3,847	7,686
Education	1,966	324	2,290	412	95	507	2,378	419	2,797
Health Professions	1,912	307	2,219	475	84	559	2,387	391	2,778
Social Sciences	892	814	1,706	658	635	1,293	1,550	1,449	2,999
Psychology	990	298	1,288	748	242	990	1,738	540	2,278
Communication & Journalism	923	334	1,257	551	263	814	1,474	597	2,071
Engineering	175	939	1,114	79	355	434	254	1,294	1,548
Security & Protective Services	415	409	824	184	291	475	599	700	1,299
Biological Sciences	395	247	642	359	245	604	754	492	1,246
English & Literature	457	184	641	348	174	522	805	358	1,163
All Other Disciplines	1,883	1,736	3,620	1,499	1,171	2,670	3,382	2,907	6,290
Total	12,844	8,378	21,223	6,316	4,616	10,932	19,160	12,994	32,155

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Missing/unknown records are excluded from this analysis.

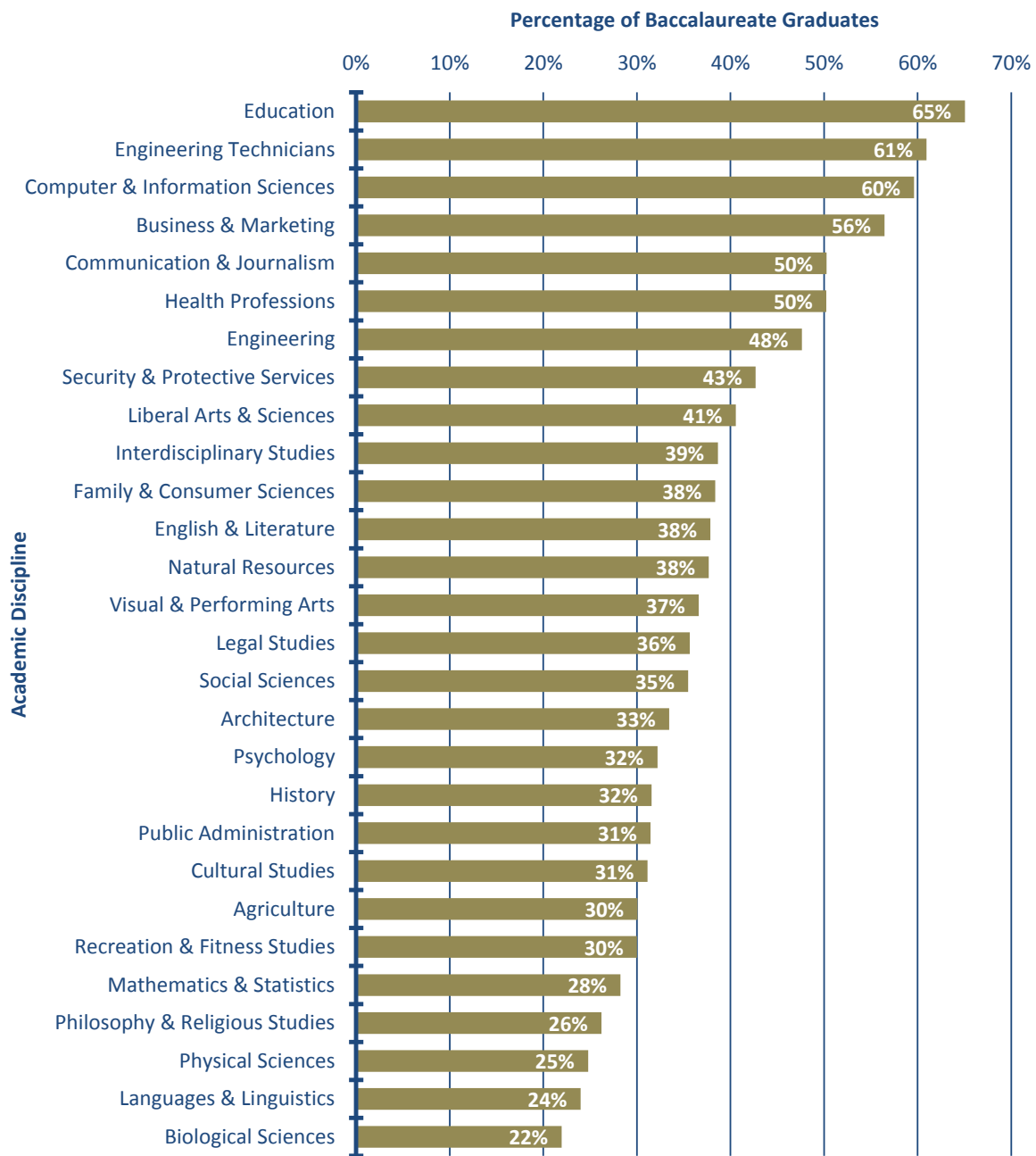
More female graduates found employment within a year than males. Nearly twice the number of female graduates (8,596) found full-time employment in the five academic disciplines that graduated the largest number of students (Business & Marketing, Education, Health Professions, Social Sciences, and Psychology), compared to their

³ The data available for analysis did not differentiate between full and part time employment. Wages were therefore used as a proxy to arrive at a determination of full- or part-time work in this report.

male counterparts (4,529). Regarding part-time employment for graduates in the top five largest disciplines, more female graduates (3,296) also found work than male graduates (2,117).

Graduates in the areas of Education, Engineering Technicians, and Computer and Information Sciences had the highest percentage of full-time employment for bachelor's degree recipients at 65%, 61%, and 60% (Figure 2). The academic disciplines with the lowest percentage of graduates working full-time were Biological Sciences, Languages and Linguistics, and Physical Sciences at 22%, 24% and 25%.

Figure 2. Percentage of Baccalaureate Graduates in an Academic Discipline Working Full-time in Florida



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=21,223.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Missing/unknown records are excluded from this analysis.

ARE GRADUATES PURSUING FURTHER EDUCATION?

The answer to this question is yes, but not nearly to the extent that graduates were working. Nearly 4,500 members of the Baccalaureate Class of 2012 were solely engaged in further education.

Academic discipline seemed to influence which graduates pursued further education within the first year after graduating. The three academic disciplines with the largest number of graduates enrolled in further education were Biological Sciences, Business and Marketing, and Social Sciences (Table 2).

Table 2. Number of Baccalaureate Graduates Enrolled in Further Education, by Gender and Academic Discipline

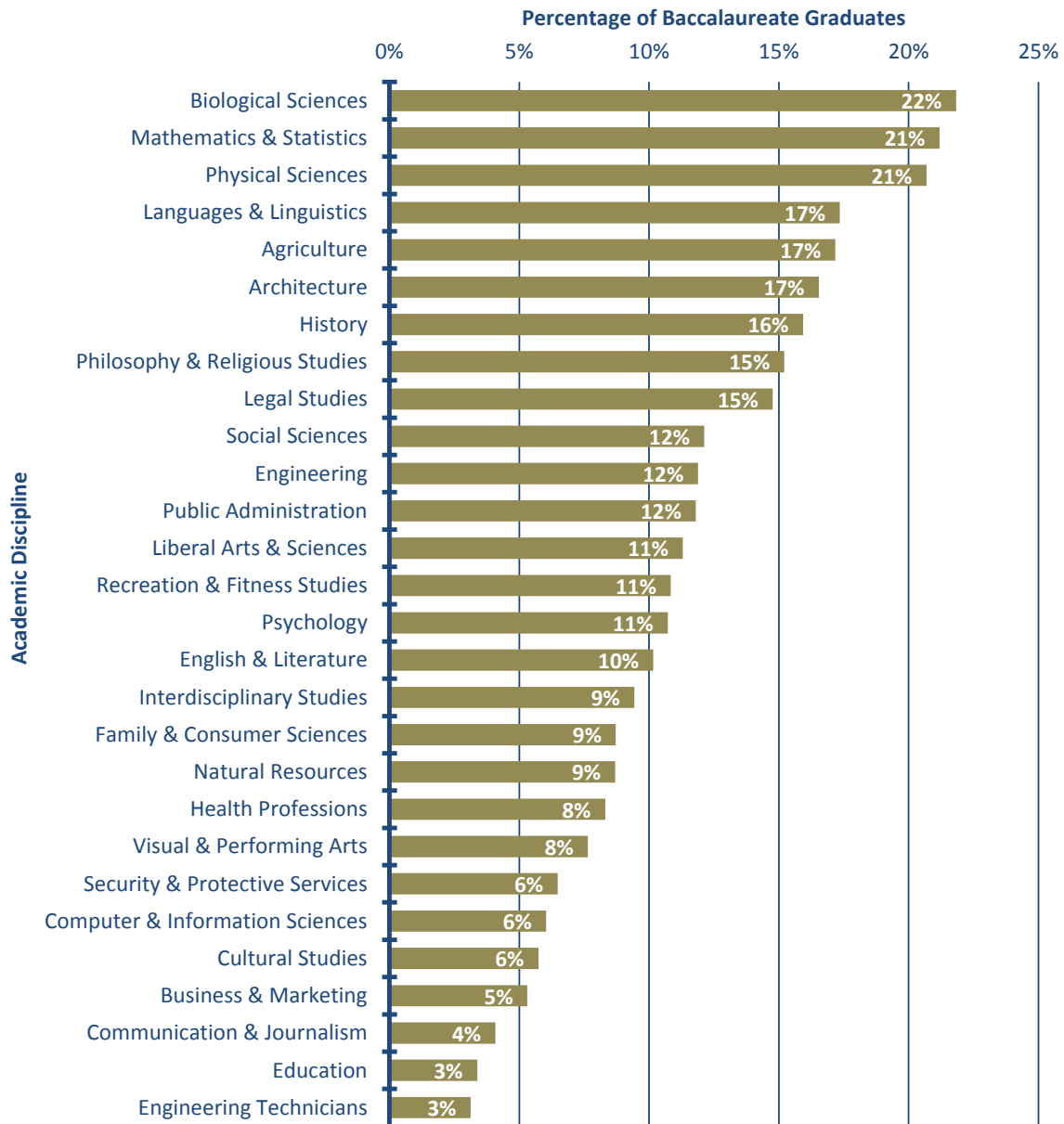
Academic Discipline	Gender		Total
	Female	Male	
Biological Sciences	343	295	638
Social Sciences	279	304	583
Business & Marketing	244	285	529
Psychology	332	97	429
Health Professions	306	61	367
Engineering	66	212	278
English & Literature	115	57	172
Security & Protective Services	78	47	125
Education	100	19	119
Visual & Performing Arts	62	53	115
All Other Disciplines	633	519	1,152
Total	2,558	1,949	4,507

Sources. Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

As shown in Figure 3 below, the percentage of graduates within a particular academic discipline pursuing further education was highest in the areas of Biological Sciences, Mathematics and Statistics, and Physical Sciences at 22%, 21%, and 21%. The academic disciplines with the lowest percentage of graduates enrolled in further education were Engineering Technicians, Education, and Communication and Journalism.

Figure 3. Percentage of Baccalaureate Graduates in an Academic Discipline Pursuing Further Education



Sources. Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System. N=4,507.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

TO WHAT EXTENT ARE GRADUATES ENROLLED IN FURTHER EDUCATION WHILE WORKING?

The number of graduates enrolled in further education while working is more than one would imagine. Almost a quarter (24% or 11,436) of graduates were both working and enrolled in further education one year after graduation. This is in addition to the 32,155 graduates solely working and the 4,507 graduates solely enrolled in further education.

Academic discipline seemed to have an effect on whether graduates enrolled in further education while working (Table 3). The three academic disciplines with the largest number enrolled in further education while working were Business and Marketing, Psychology, and Health Professions.

Table 3. Number of Baccalaureate Graduates Enrolled in Further Education While Working, by Gender and Academic Discipline

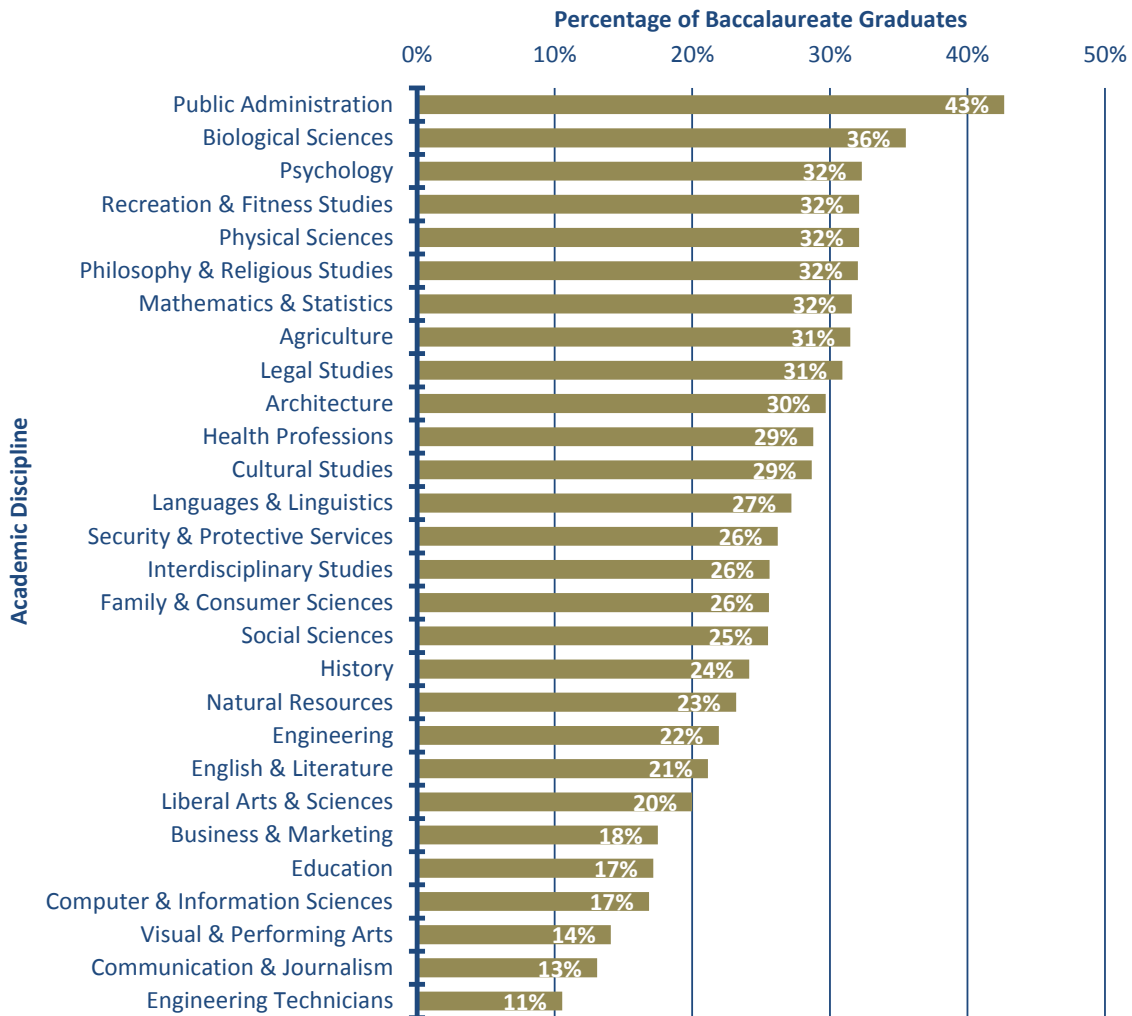
Academic Discipline	Gender		Total
	Female	Male	
Business & Marketing	862	881	1,743
Psychology	1,048	245	1,293
Health Professions	1,037	234	1,271
Social Sciences	720	506	1,226
Biological Sciences	646	392	1,038
Education	491	113	604
Engineering	105	408	513
Security & Protective Services	262	244	506
Public Administration	293	65	358
English & Literature	268	90	358
All Other Disciplines	1,474	1,051	2,526
Total	7,206	4,229	11,436

Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. **Enrollments are counted within 14 months, or 426 days, of graduation.** Missing/unknown records are excluded from this analysis.

The percentage of graduates within a particular academic discipline enrolled in further education while working was highest in the areas of Public Administration and Biological Sciences at 43% and 36% (Figure 4). The academic disciplines with the lowest percentage of graduates enrolled in further education while working were Engineering Technicians, Communication and Journalism, and Visual and Performing Arts.

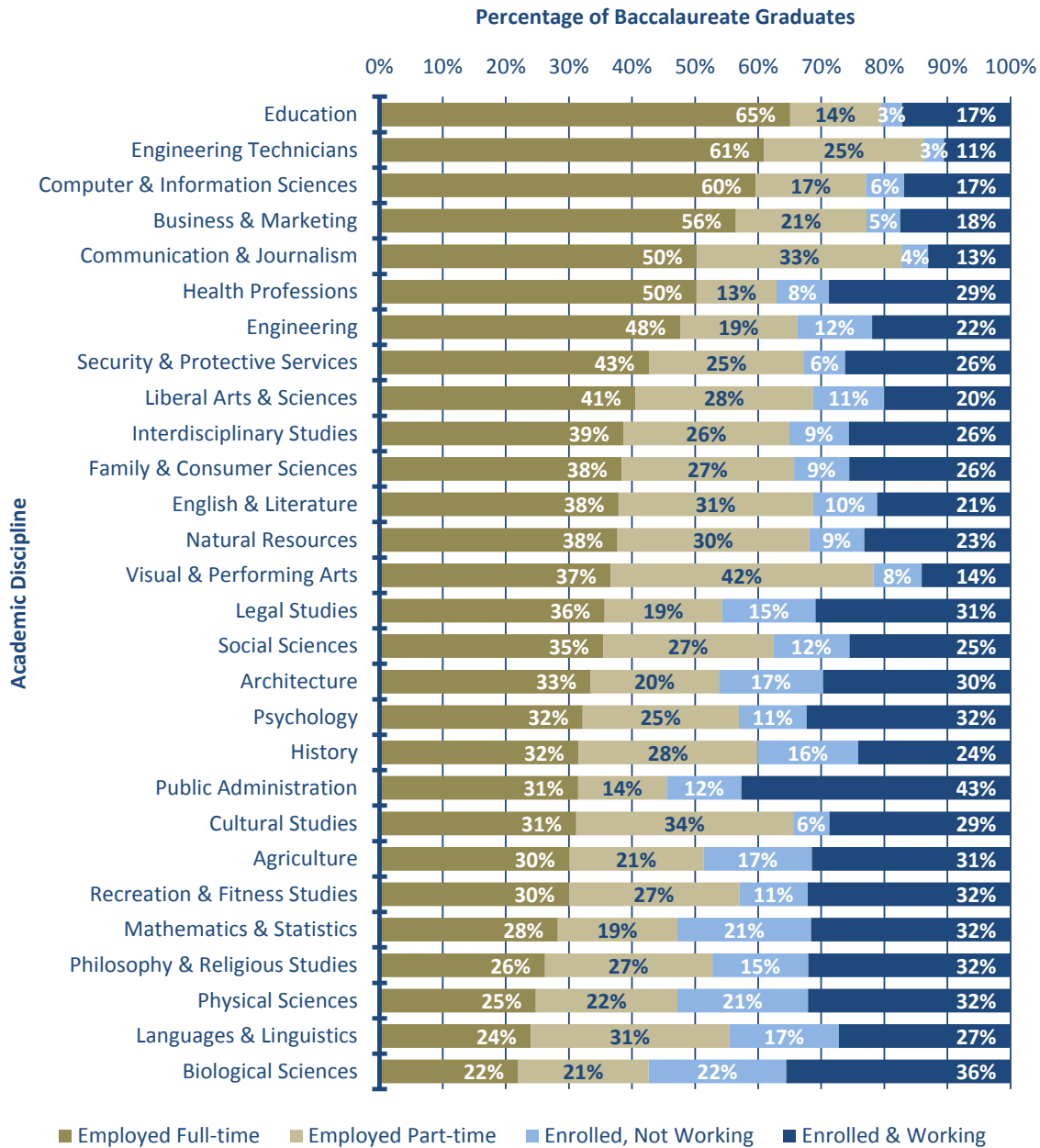
Figure 4. Percentage of Baccalaureate Graduates in an Academic Discipline Pursuing Further Education While Working



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=11,436.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

Prior to answering the study's fourth question, related to earnings, Figure 5 is provided to illustrate a summary view of all known outcomes for graduates by academic discipline. In total, 44% were employed full-time, 23% were working part-time, 9% were enrolled in further education and 24% were enrolled in further education while working.

Figure 5. Percentage of Baccalaureate Graduates in an Academic Discipline, by Post-baccalaureate Outcome

Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=48,098.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

WHAT ARE THE STARTING SALARIES OF GRADUATES WORKING IN FLORIDA?

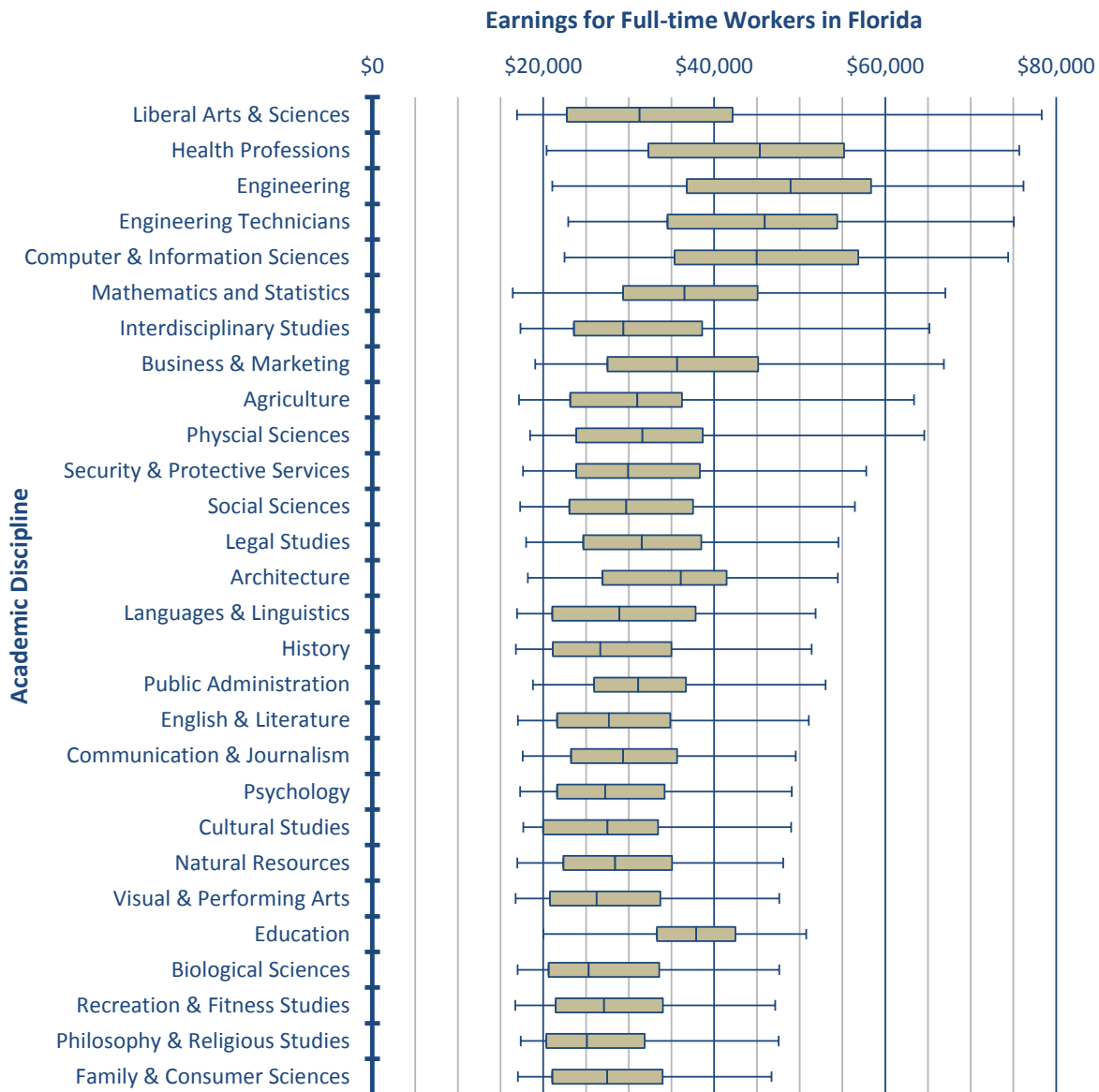
The median wage for graduates of the Baccalaureate Class of 2012 who were working full-time in Florida one year after college was \$34,000.⁴ Median wages for full-time workers in Florida varied by academic discipline, from a low of \$25,000 for Philosophy and Religious Studies to a high of \$49,000 in Engineering.

Figure 6 illustrates the median earning for the 28 academic disciplines, along with the inter-quartile range (25th and 75th percentile), and the restricted range (5th to 95th percentile). A wide range, as depicted by the academic disciplines listed at the top of Figure 6, suggests that median earnings may not be an accurate indicator of what a recent graduate is likely to earn because there is greater variability in earnings. Where the data show a smaller earnings range, the median is a more accurate depiction of post-baccalaureate earnings of new graduates. For example, the median earnings for Liberal Arts and Sciences graduates (\$31,000) was similar to median earnings for Family and Consumer Sciences graduates (\$28,000), but the restricted range of earnings for Liberal Arts and Sciences graduates was twice that of Family and Consumer Science graduates.

The academic discipline with the largest range of earnings, including the highest earnings value was Liberal Arts and Sciences, followed by Health Professions and Engineering. The academic discipline with the smallest range of earnings was Family and Consumer Sciences, followed by Philosophy and Religious Studies and Recreation and Fitness Studies.

⁴ Actual median wage figures were rounded to the nearest thousand to protect privacy.

Figure 6. Distribution of Earnings for Baccalaureate Graduates, Employed Full-Time in Florida, One Year After Graduation, by Academic Discipline



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program (FETPIP) and the State University Data System. N= 21,223.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Earnings reflect annualized quarterly earnings for values reported in the 4th quarter after the degree was granted. The low and high points reflect the 5th and 95th percentile. The low and high ends of the box reflect the 25th and 75th percentile and the line in the middle of the box reflects the median. Data are for workers with a full-time wage or greater. Data were sorted by restricted range, with the largest at the top and the smallest at the bottom. Missing/unknown records are excluded from this analysis.

In sum, this Baccalaureate Follow-Up Graduate Study provides important information about the outcomes of State University System graduates. Of the 56,161 graduates of the Class of 2012, we were able to track 86% beyond graduation. Of the graduates we could track, two-thirds (67%) found employment in Florida. Of those who were employed, two-thirds (66%) were employed full-time. The median salary for new graduates within a year of graduation was \$34,000. We were unable to track those who were employed out-of-state, although we will likely be able to do this in the near future because of improved data available through the federal Wage Record Interchange System (WRIS) 2 database.

Another nine percent of the graduating Class of 2012 enrolled in further education. Almost a quarter (24%) of those graduates we could track were simultaneously employed and enrolled in further education.

The Baccalaureate Follow Up Study is designed to be an annual, sustainable, replicable study that the Board of Governors can add to its toolkit to assist in providing important information about system results and strategic planning efforts. It is hoped that the study will be useful to students in planning their careers and life options after graduation and for faculty and campus administrators as they evaluate curricula and student outcomes by academic discipline.



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