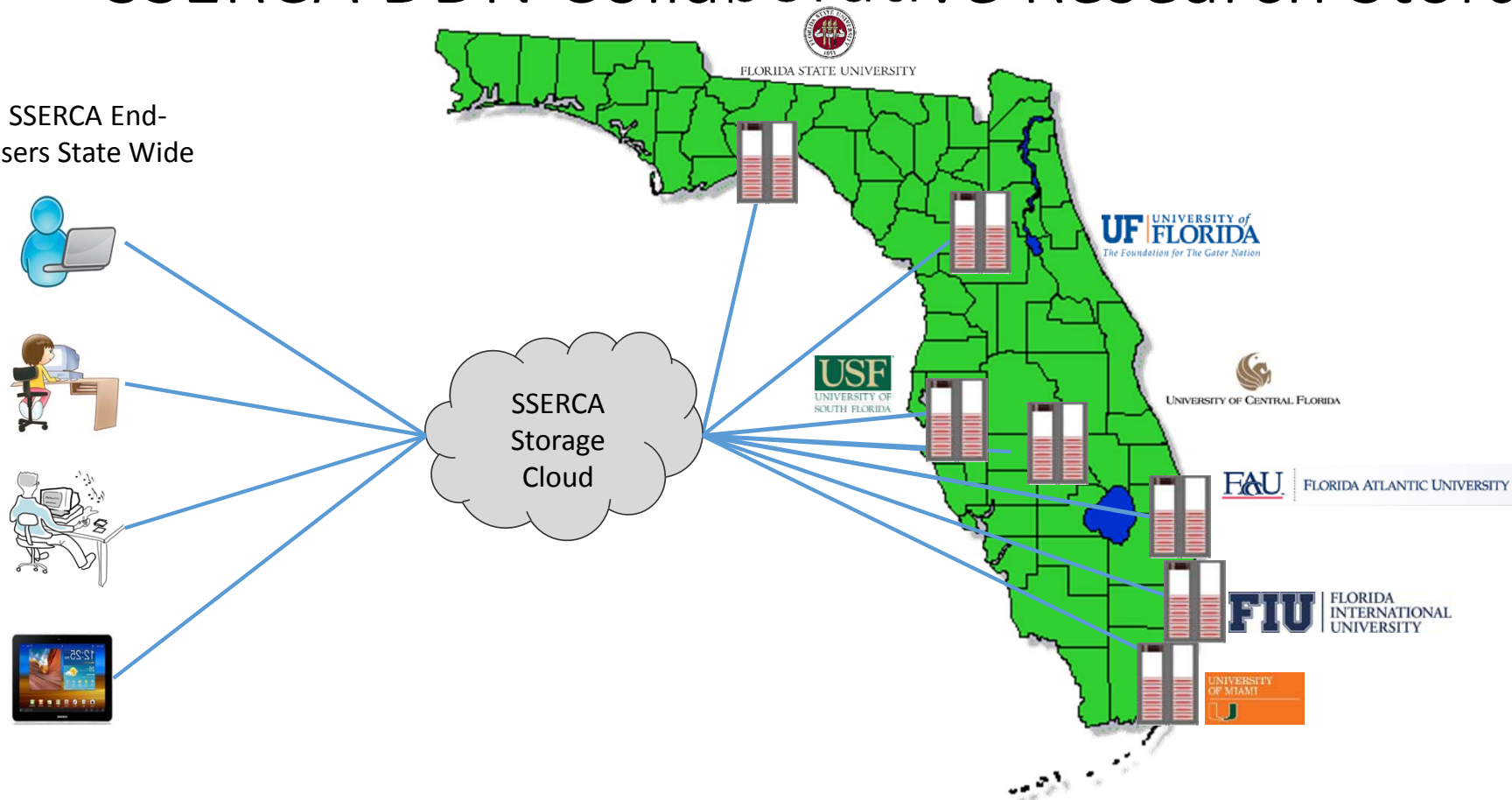


SSERCA DDN Collaborative Research Storage



New College of Florida

and the nation's A&S colleges



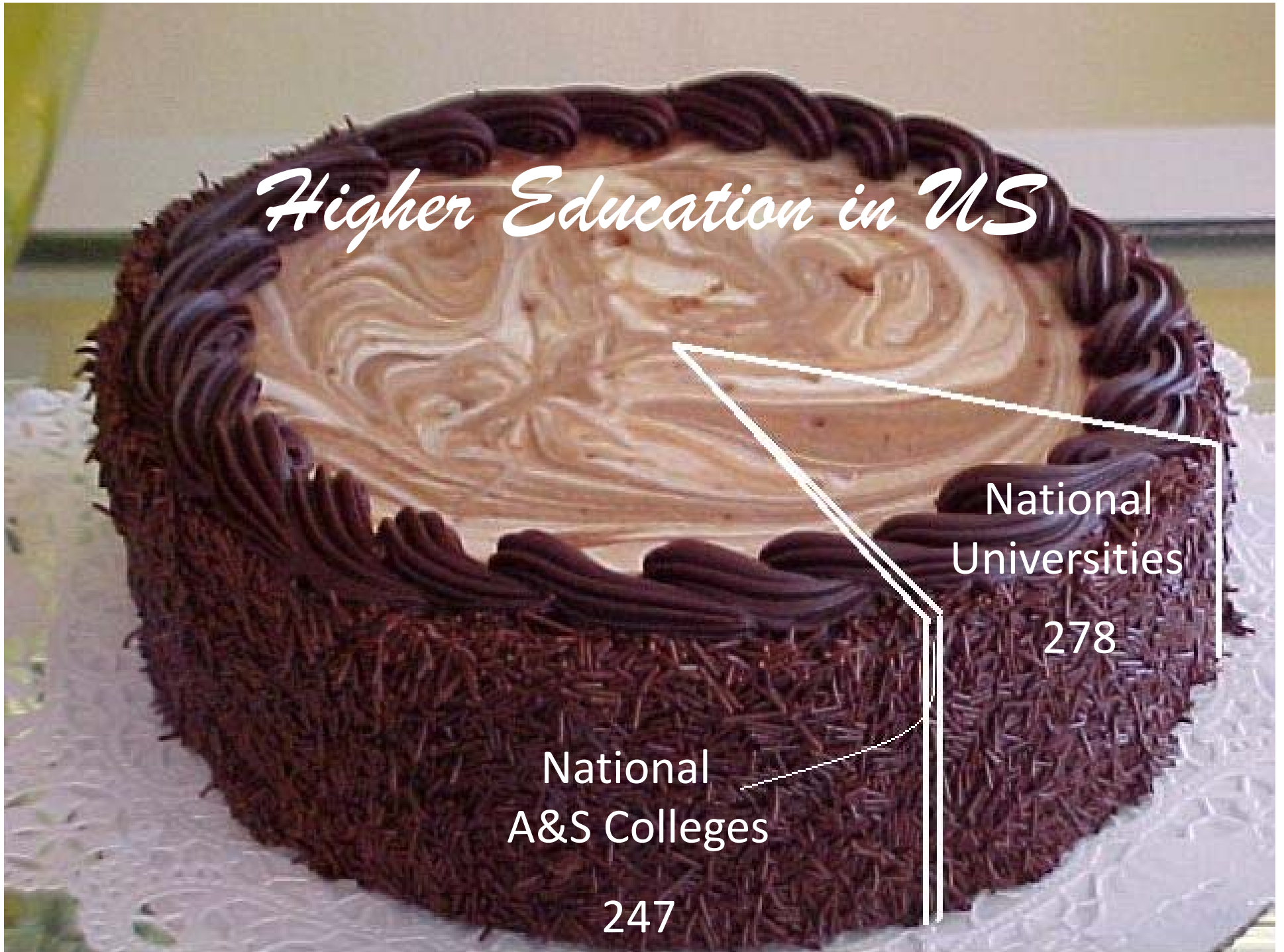
Higher Education in US

National
Universities

278

National
A&S Colleges

247



Top 10

- Williams
- Amherst
- Swarthmore
- Wellesley
- Bowdoin
- Pomona
- Middlebury
- Carleton
- Claremont McKenna
- Haverford

Top 10 -- # Students

Williams	2007	Pomona	1612
Amherst	1785	Middlebury	2495
Swarthmore	1534	Carleton	2045
Wellesley	2474	C-McKenna	1316
Bowdoin	1795	Haverford	1187

Students – Endowments \$M

Will	2007	1997	Pom	1612	1823
Amh	1785	1824	Mid	2495	973
Swar	1534	1635	Car	2045	701
Well	2474	1550	CMK	1316	599
Bow	1795	1039	Hav	1187	434

Wealthy

Will	2007	1997	Pom	1612	1823
Amh	1785	1824	Mid	2495	973
Swar	1534	1635	Car	2045	701
Well	2474	1550	CMK	1316	599
Bow	1795	1039	Hav	1187	434

UF 1360
U Miami 778

FSU 548
USF 364

Expensive

Williams	48310	Pomona	47736
Amherst	48536	Middlebury	46044
Swarthmore	46060	Carleton	47736
Wellesley	45078	C-McKenna	47395
Bowdoin	46808	Haverford	47214

Top 5 Publics

US Naval Academy

US Military Academy

US Air Force Academy

Virginia Military Institute

New College of Florida

Top 5 Publics -- #Students

US Naval Academy	4526
------------------	------

US Military Academy	4591
---------------------	------

US Air Force Academy	3993
----------------------	------

Virginia Military Institute	1675
-----------------------------	------

New College of Florida	793
------------------------	-----

Top 6 Publics – Tuition/Students

US Naval Academy	0	4526
US Military Academy	0	4591
US Air Force Academy	0	3993
Virginia Military Institute	15518/37574	1675
New College of Florida	6872/29900	793
St. Mary's C of MD	14874/28674	1858

Liberal Arts = Arts + Sciences

Distinctively American

Superb faculty & students

Close interactions

Tiny, but significant sector

Outrageous outcomes



Best education
anywhere,
at any price

New College an important asset for state

New College an important asset for state

New College should grow modestly

New College an important asset for state

New College should grow modestly

Need to maintain quality

Small Graduate Programs

- Williams
- Amherst
- Swarthmore
- Wellesley
- Bowdoin
- Pomona
- Middlebury
- Carleton
- Claremont McKenna
- Haverford

Grad Programs + via consortia

- Williams
- Amherst
- Swarthmore
- Wellesley
- Bowdoin
- Pomona
- Middlebury
- Carleton
- Claremont McKenna
- Haverford



More to come








The background of the slide features a dark blue, almost black, field with a subtle, intricate pattern of light blue dots connected by thin lines, resembling a molecular or network structure. The text is centered and rendered in a white, serif font. The word "FLORIDA" is at the top, followed by a horizontal line, then "POLYTECHNIC" in a larger font, and "UNIVERSITY" in a smaller font below it.

FLORIDA --- POLYTECHNIC UNIVERSITY

Update to the Select Committee on Florida Polytechnic University

**Randy K. Avent
5 November 2014**

Statutory Requirements

CRITERIA	ISSUES	COMPLETED	PROGRESS
STEM ACADEMIC PROGRAMS	5	5	
STUDENT ENROLLMENT	4	2	
ADMINISTRATIVE CAPABILITY	2	2	
ACCREDITATION	5	1	
DISCIPLINE SPECIFIC ACCREDITATION	1		
FACILITIES & CONSTRUCTION	3	2	
TOTAL	20	12	

 Not making progress
  Making progress
  Completed

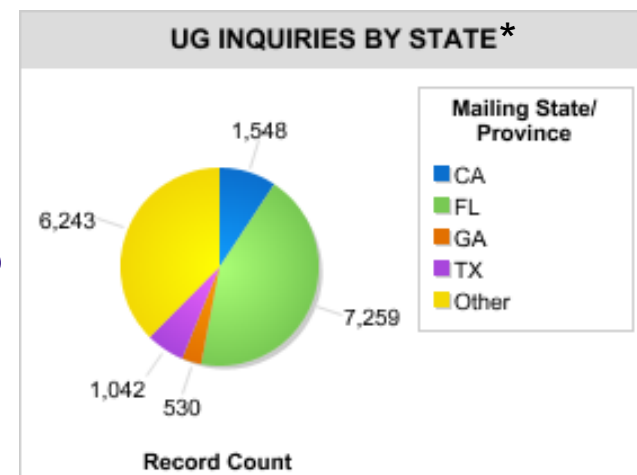
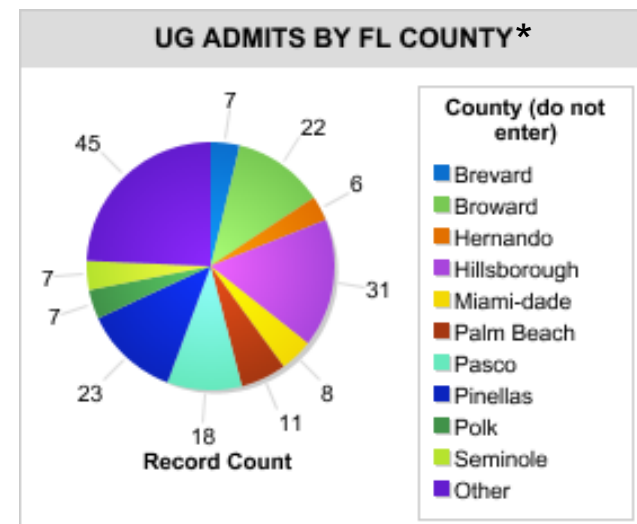
STEM Academic Programs

- **Courses in SUS Academic Degree Program Inventory**
- **Courses in Common Course Numbering System**
- **23 full time faculty hired, additional 30 planned**
- **18 part time faculty hired**

Student Enrollment

- **Fall 2014**
 - Total headcount of 540 students
 - 518 Undergraduate
 - 22 Graduate
- **Fall 2015***
 - 16,622 inquiries (10,652 all last year)
 - 766 Applicants
 - 197 Admits
- **Reviewing Housing options for 2015**

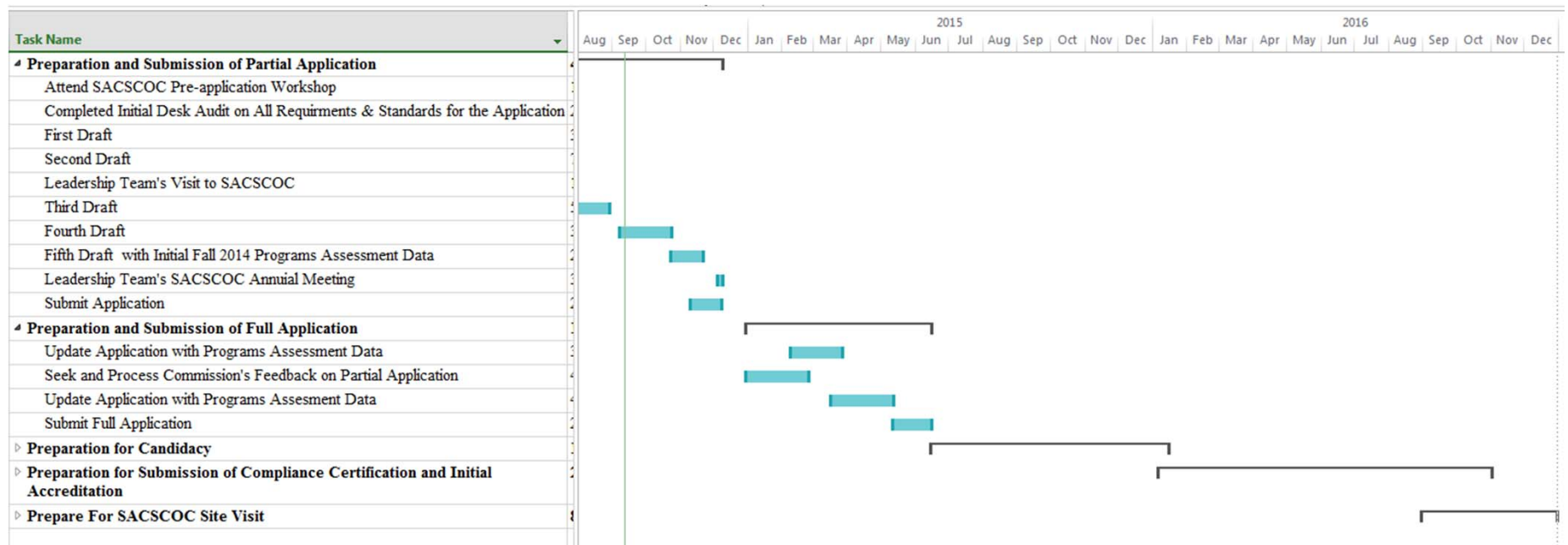
* as of October 28, 2014



Administrative Capability

- **Capabilities established**
 - Financial Aid
 - Admissions
 - Student Services
 - Information Technology
- **Capabilities contracted**
 - Internal audit
 - Shared services agreement with UF

Regional Accreditation



- **On-track for partial application in December 2014**
 - Technical advisor engaged
 - Fourth draft under review
 - Current focus on assessment and documentation

Discipline-Specific Accreditation

- **Accreditation Board for Engineering and Technology (ABET) is the primary discipline-specific accreditation**
 - Evaluates programs instead of the university like SACS
- **Requires regional accreditation before application**
 - Roughly 2 year application after SACS accreditation awarded
- **SACS application developed with ABET application in mind**
- **Certifications (Computer Science) are being pursued**

Facilities & Construction

- **Completed**
 - Innovation, Science & Technology (IST) building
 - Residence hall
 - Phase 1 Wellness Center
 - Admission Center
 - Campus Control Center
- **Capital Improvement Plan**
 - Applied Research Center
 - Student Achievement Center
 - Faculty/Staff Office Building
 - Three housing units (~750 beds)
- **Campus Master Plan being updated**

- **Become regionally accredited**
- **Achieve mandated student enrollment by developing responsive programs and services**
- **Build facilities and infrastructure to support academic, research and community services goals**
- **Establish sound financial growth, stability and administrative practices**



BOARD *of* GOVERNORS

State University System of Florida

Health-related Research: A Survey of the State University System

Dr. R.E. LeMon, Associate Vice Chancellor

November 5, 2014

www.flbog.edu



Background and Purpose

The Health Initiatives Committee year-long three-pronged Environmental Scan:

1. Health Care Delivery
2. Health-related Research
3. Health Programs and Workforce Demand



A Health-related Research Survey

A 15-question health-related research survey, developed with the assistance of the SUS Council of Research Vice Presidents, was administered to the universities in Summer 2014.

Questions addressed included:

- major areas of research
- funding
- personnel
- facilities
- technology transfer
- areas of collaborative research



Magnitude of SUS Health-related Research

Summary of awards to SUS by the Department of Health and Human Services (2012-13) = \$431.3M

2014 SUS survey of total health-related federal research awards (2012-13) = \$592.3M

Source: SUS Fact Book; 2014 Health-related Research Survey



Magnitude of SUS Health-related Research

Summary of Total Health-related Dollars Awarded By Federal Sponsoring Agencies for Fiscal Year 2012-13

Institution	Health-related Dollars Awarded	Health-related Dollars as a % of Total Dollars Awarded per Institution
USF	\$284,773,000	69%
UF	\$207,000,000	52%
FSU	\$40,887,000	21%
FIU	\$30,119,000	30%
UCF	\$12,346,000	30%
FAMU	\$8,641,000	21%
FAU	\$5,783,000	26%
UWF	\$2,167,000	9%
FGCU	\$442,000	4%
UNF	\$92,000	1%
NCF	\$0	0%
Total	\$592,250,000	

Source: Board of Governors 2014 Health-related Research Survey of SUS Institutions. Dollars are rounded to the nearest thousand. Percentages rounded to the nearest whole number.



A National Comparison

2011-12 Top 10 Medical Sciences R&D Expenditures for Public Four-year Institutions

Rank	State	2012 Total R&D Medical Sciences Expenditures (in \$1,000s)
1	California	\$2,730,721
2	Texas	\$1,090,922
3	Pennsylvania	\$695,422
4	Michigan	\$610,458
5	Ohio	\$581,711
6	Florida	\$454,425
7	Colorado	\$442,576
8	Washington	\$429,213
9	Wisconsin	\$420,527
10	Minnesota	\$392,596

Source: Board staff analysis of National Science Foundation research expenditure data available at WebCaspar website (<https://ncesdata.nsf.gov/webcaspar/>.)



Survey Results: Faculty, Facilities, Funding

SUS institutions cited a need for recruiting and retaining faculty.

All SUS institutions cited facilities needs, ranging from \$600M to \$1M.

Institutions reported that obtaining grants was becoming more and more competitive.



Results: Collaborative & Translational Research

All SUS institutions are currently collaborating with one another.

SUS institutions expressed a willingness to collaborate further in areas of unaddressed research.

All institutions are conducting Translational Research.



Priority Areas of Research

Priority research included aging research, emerging pathogens, autism, neuroscience, diabetes, cancer therapeutics, obesity and chronic disease, Dengue Virus research, cardiovascular diseases, personalized medicine, and HIV/AIDS.



Areas for Collaboration

SUS institutions have been exploring a shared/collaborative IRB process.

A statewide data repository would allow Florida to compete for major new funding initiatives.



Implications and Opportunities

SUS institutions are open to seeking federal funding together.

SUS institutions are open to collaborating in needed research.

State of Florida Centers may be appropriate to explore in critical areas.



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu



BOARD *of* GOVERNORS

State University System of Florida

Work Plan for the Development of the *Strategic Plan for Online Education*

Dr. Nancy McKee, Associate Vice Chancellor
November 6, 2014

www.flbog.edu



Provide a Clear Strategic Direction for Online Education

Problem statement

Need to Synthesize:

- Parthenon Report
- Task Force on Postsecondary Education in Florida Report
- Committee Priorities
- Programs Created by the Legislature
- Research



Provide a Clear Strategic Direction for Online Education

Current Status

Themes Identified:

- Access
- Student and Faculty Support
- Academic Programs
- Performance



Study Questions

Access:

- What proportion of the system's instructional effort (student FTE) is currently in online education and what proportion should be expected in 2025?
- What proportion of the current student body has taken at least one online course and what proportion should be expected to take at least one online course in 2025?



Study Questions

Student and Faculty Support:

- How do current completion rates of students in online courses compare to those of students in face-to-face and hybrid courses in the system?
 - What strategies are needed to ensure the success of students in online courses and programs?
- In what ways can the Board ensure that faculty receive the support services they need to successfully develop and teach high quality online courses?



Study Questions

Academic Programs:

- What programs are provided completely online?
- Are there gaps in academic online offerings that should be filled in the System to meet workforce needs?
 - What strategies are needed to ensure these gaps, if any, are filled?
 - Are there opportunities for collaboration?



Study Questions

Performance:

- How do institutions assess the quality of their course offerings?
- What key metrics should be used to assess institutional and system performance in online education?
- How is performance assessed for Complete Florida, Complete Florida Plus, and UF Online?



Advisory Groups

- Leadership Group chaired by President Hitt will take the lead (members of the Council of Presidents)
- Advisory Group to Innovation and Online Committee (representatives from SUS and Florida College System, the Southern Regional Education Board, and the Western Cooperative on Educational Technology)



Timeline for Development of the Strategic Plan for Online Education

- **Developed during 2015**
 - Leadership Group will develop a detailed work plan for completion of its proposed Strategic Plan
 - Committee discussions will be held on those issues for which the Leadership Group needs guidance
 - Updates will be given to the Committee throughout the year
 - Chair Lautenbach will be kept informed of the Group's work, and Board staff will be engaged throughout the process.



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu



BOARD *of* GOVERNORS

State University System of Florida

Learning Management Systems (LMS)

Dr. Nancy C. McKee, Associate Vice Chancellor
November 6, 2014

www.flbog.edu



Student and Faculty Responses

Importance of a common LMS

Importance of a common LMS...	Students		Faculty	
	Across SUS	Across SUS/FCS	Across SUS	Across SUS/FCS
Very Important or Important	59%	51%	31%	29%
Does Not Matter	23%	29%	21%	22%
Not Especially Important or Not Important at All	18%	20%	48%	48%

Number of Respondents

15,748

15,702

2,640

2,619



Student Survey Results

Student Usage

- 65% of student respondents have used multiple LMSs in the last 3 years
- 47% (4,905) of those who had used multiple LMSs said it created obstacles for their learning efforts, and these obstacles were:
 - Major ongoing – 17%
 - Minor ongoing – 55%
 - Temporary – 27%
- The primary reasons why using different LMSs created obstacles were:
 - 82% (3,732) said that too much time had to be spent searching for resources and functions because of differences
 - 61% (2,794) said that some faculty were not adept at using LMSs
 - 30% (1,350) said student support for the LMSs was lacking
 - 650 students wrote additional comments indicating that too many LMSs complicate work and add confusion



Faculty Survey Results

Faculty Usage

- 89% of faculty respondents said they had used an LMS within the past three years; 11% said they had not.
- 35% of faculty respondents said they had never used more than one LMS
- 13% of respondents said they had collaborated in the development of a course with faculty from another institution;
 - Of these, 43% used an LMS different from the one used by faculty at the other institution(s).
 - Of the 43%, 66% said that using different LMSs did not affect their ability to do their jobs (27% said it had negatively affected their ability to do their jobs, and 7% said it had a positive affect).



Chief Information Officers Survey Results

Primary LMS

Primary Learning Management System	No. of Responses	
	SUS	FCS
Blackboard	4	9
Canvas	3	7
Desire2Learn	1	6
Moodle	1	0
Sakai	1 *	1

* Transitioning to Canvas



Chief Information Officer Survey Results

Technical Information

- 6 SUS responding institutions have their LMSs hosted by an external entity, 3 internally, and 1 both internally and externally. Of responding FCS institutions, 20 are hosted by an external entity, with 3 being hosted internally.
- All institutions have various key systems, tools and resources, and social networking sites integrated with the primary LMS. Examples are:
 - Access Management/ID Management Systems
 - Social networking sites
 - Human Resources systems
 - Student information systems
 - Communication tools (email, chat, video)
 - Course materials and learning objects



Chief Information Officers Survey Results

Year Contract Ends

Year Contract Ends for Primary LMS	No. of Responses	
	SUS	FCS
2014	0	0
2015	4	7
2016	2	7
2017	2	2
Other	2	7



Chief Information Officers Survey Results

Challenges with fully implementing a different LMS

Challenges	No. of Responses	
	SUS	FCS
Conversion of Course Content	9	20
Faculty acceptance and transition	9	22
Re-building multiple integrations	10	19
Other	4	12



Members Council on Distance Learning and Student Services Survey Results

What are the strengths and weaknesses of the following options:

Options	Strengths	Weaknesses
Opt-in	<ul style="list-style-type: none">• Consortial level pricing and benefits• Implementation on own timeline• Consistency for students and faculty	<ul style="list-style-type: none">• If low adoption, could affect pricing• Reluctance to opt-in due to cost• Existing contractual obligations
Required, but could opt-out if justified	<ul style="list-style-type: none">• Consortial level pricing• Could increase # of inst. Participating• Consistency for students and faculty	<ul style="list-style-type: none">• Concerns re: justification & who decides• If low adoption, could affect pricing• Reluctance to participate due to cost
Required	<ul style="list-style-type: none">• Best possible negotiating position for pricing• Most consistency for students & faculty• Better opportunities-sharing/collaboration	<ul style="list-style-type: none">• Bad for those in long-term contracts or who recently adopted a new LMS• Concern that faculty and students would have no say in adoption• Local needs not considered
No common LMS	<ul style="list-style-type: none">• Maintains current systems selected by institutions• No start-up costs, new training, etc.• Maintains institutional control	<ul style="list-style-type: none">• Inconsistency for students & faculty across institutions• Inst. Continue to duplicate effort and work in silos• Money wasted due to individual institution vs. consortial purchasing costs



CIOs and Members Council on Distance Learning and Student Services Survey Results

If the SUS and FCS were to pursue a common LMS, would you recommend that it be:

Recommendations	CIOs		Members Council	
	SUS	FCS	SUS	FCS
Opt-in	9	16	6	12
Required, but could opt-out with justification	0	6	0	2
Required	0	0	0	2
No common LMS	1	1	1	1
Alternate	0	0	1	2



Summary of Key Survey Results

- 65% of students have used at least two LMSs in the last 3 years
- 59% of students think it's important or very important to have a common LMS in the SUS
- 47% (4,905) of those responding students who had used multiple LMSs said it created obstacles for their learning efforts, with the primary reason being that they had to spent too much time searching for resources and functions because of differences.
- If the SUS and FCS were to pursue having a common LMS, 9 out of 10 responding CIOs thought it should be on an opt-in basis and 6 out of 8 responding Members Council on Distance Learning and Student Services representatives also thought it should be on an opt-in basis.



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu



BOARD *of* GOVERNORS

State University System of Florida

2025 Strategic Plan Alignment

Jan Ignash, Vice Chancellor for Academic and Student Affairs

November 5, 2014

www.flbog.edu



Remaining Discussion Items

- 1. National Rankings**
- 2. National Programs**
- 3. Total R&D Expenditures**



National Rankings

Teaching and Learning

<i>Performance Indicators</i>	<i>Original 2011</i>	<i>Revised 2014</i>
1) National Rankings for Universities	5 universities ranked in the Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation



National Programs

Original Recommendation:

Included in National Rankings and Programs

Recommendation: Delete “and Programs”

National Rankings ~~and Programs~~

Rationale:

- Consistent data not available
- Method for rankings vary from program to program
- Too institutionally-specific, not system-wide



Total R & D Expenditures

Scholarship, Research and Innovation

<i>Performance Indicators</i>	<i>Original 2011</i>	<i>Revised 2014</i>
22) Total R & D Expenditures	\$3.25B (based on 2009-10)	\$2.29B (based on 2012-13)

Rationale

- Original 2011 Goal based upon \$100M annual growth.
- June 2014 University Work Plans estimate \$24M annual growth.
- Current trends indicate revised \$31M annual growth.
- Revised goal of \$2.29B represents \$40M annual growth.



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu



BOARD *of* GOVERNORS

State University System of Florida

Budget & Finance Committee
Tom Kuntz, Chair

Performance Based Funding Model
November 6, 2014

www.flbog.edu



Performance Funding Model - Metrics

Points	EXCELLENCE (Achieving System Goals)					IMPROVEMENT (Recognizing Annual Improvement)				
	5	4	3	2	1	5	4	3	2	1
1 Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation	75%	70%	65%	60%	55%	5%	4%	3%	2%	1%
2 Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation	\$40,000	\$35,000	\$30,000	\$25,000	\$20,000	5%	4%	3%	2%	1%
3 Average Cost per Undergraduate Degree to the Institution	\$20,000	\$22,500	\$25,000	\$27,500	\$30,000	5%	4%	3%	2%	1%
4 Six Year Graduation Rate <i>Full-time and Part-time FTIC</i>	70%	67.5%	65%	62.5%	60%	5%	4%	3%	2%	1%
5 Academic Progress Rate 2nd Year Retention with GPA Above 2.0	90%	87.5%	85%	82.5%	80%	5%	4%	3%	2%	1%
6 Bachelor's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
7 University Access Rate Percent of Undergraduates with a Pell-grant	30%	27.5%	25%	22.5%	20%	5%	4%	3%	2%	1%
8 Graduate Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
Institution-Specific Metrics										
9 Board of Governors choice	Varies by metric					Varies by metric				
10 Board of Trustees choice	Varies by metric					Varies by metric				



Metric 1: Percent of Bachelor's Graduates Employed and/or Continuing their Education

Recommended Change:

- Include graduates that are in the military, federal government, and employed outside of Florida.
- Exclude graduates who have invalid SSNs.

Adjustment:

- *Data is now available from the Department of Economic Opportunity and FETPIP to include military & federal government graduates and graduates employed outside Florida. Benchmarks will be adjusted to reflect new system average.*

EXCELLENCE BENCHMARKS

	1pt	2pts	3pts	4pts	5pts
PREVIOUS	55%	60%	65%	70%	75%
REVISED	60%	65%	70%	75%	80%



Metric 3: Average Cost per Undergraduate Degree

Recommended Change:

- Modify the benchmark to account for increased costs as additional funds are received.

Adjustment:

- *Adjust the benchmark based on the new system average after reviewing 2013-14 expenditure data. Expenditure data will be available the end of November.*

EXCELLENCE BENCHMARKS

	1pt	2pts	3pts	4pts	5pts
PREVIOUS	\$30,000	\$27,500	\$25,000	\$22,500	\$20,000
REVISED	TBD	TBD	TBD	TBD	TBD



Metric 6: Bachelor Degrees Awarded in Areas of Strategic Emphasis (Includes STEM)

Recommended Change:

- Modify the benchmarks to reflect the inclusion of other degrees in Areas of Strategic Emphasis as approved by the Board of Governors November 2013.

Adjustment:

- *This aligns the metric to the new categories for degrees. The revised list included the following disciplines; 113 STEM, 46 Health, 34 Education, 24 Global Competitiveness, and 10 identified in the GAP Analysis (ie. finance, accounting, H.R.).*
- *The benchmarks reflect the Board's Strategic Plan and do not need adjusting.*



Metric 7: University Access Rate

Recommended Change:

- Exclude non-US students since they are not eligible for Pell Grants.

Adjustment:

- *Non-US students will be removed from both the numerator and denominator because they typically are not eligible for Pell grants. The benchmarks will not be adjusted.*
 - *Note: A small percentage of non-US students do receive a Pell grant but these are for special circumstances as detailed by the US Dept. of Education.*



Metric 8a: Graduate Degrees Awarded in Areas of Strategic Emphasis (Includes STEM)

Recommended Change:

- Modify the definition and benchmarks to reflect the inclusion of other degrees in Areas of Strategic Emphasis as approved by the Board of Governors November 2013.

Adjustment:

- *This aligns the metric to the new categories for degrees. The revised list includes the following disciplines; 113 STEM, 46 Health, 34 Education, and 24 Global Competitiveness. The Board is considering changing the 2025 goal, thus the benchmark would need to be adjusted.*

EXCELLENCE BENCHMARKS

	1pt	2pts	3pts	4pts	5pts
PREVIOUS	30%	35%	40%	45%	50%
REVISED	40%	45%	50%	55%	60%



Metric 9: National Ranking for NCF

Recommended Change:

- Adjust the definition of this metric to add another national ranking.

Adjustment:

- *Add Fiske Guide.*
- *Benchmarks will not need adjusting.*



Metric 9: National Ranking for NCF

List:

1. QS World University Ranking
2. Times Higher Education World University Ranking
3. Academic Ranking of World University
4. Center for Measuring University Performance
5. Princeton Review
6. Kiplinger Best College Value
7. US News & World Report: National University
8. US News & World Report: National Public University
9. US News & World Report: Liberal Arts Colleges
10. Washington Monthly: Liberal Arts Colleges
11. Washington Monthly: National University
12. Forbes
13. Fiske Guide to Colleges



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu



BOARD *of* GOVERNORS

State University System of Florida

Preeminent State Research University
Performance Metrics

Budget & Finance Committee

Tom Kuntz, Chair
November 6, 2014

www.flbog.edu



House Bill 851

House Bill 851, passed during the 2014 Legislative Session, modified Section 1009.24(16) to reduce the tuition differential increase from 15 percent to 6 percent. Only a university that "is designated as a preeminent state research university by the Board of Governors pursuant to section 1001.7065" is eligible for future increases. The following language was added on eligibility criteria:

The tuition differential may be increased if the university meets or exceeds performance standard targets for that university established annually by the Board of Governors for the following performance standards, amounting to no more than a 2-percent increase in the tuition differential for each performance standard:

- An increase in the 6-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System.*
- An increase in the total research expenditures.*
- An increase in the total patents awarded by the United States Patent and Trademark Office for the most recent years.*



U.S. News & World Report Top 10 Schools Data

	6-Year Grad Rates	Research Expenditures	Patents Awarded
Top 10 Average	87.02%	\$758 M	121
Annual Change	0.20%	\$21.9 M	16

University of Florida Data

	6-Year Grad Rates	Research Expenditures	Patents Awarded
2013-14	86.51%	\$695 M	106
2014-15 Work Plan Goal	86%	\$695 M	110
2015-16 Work Plan Goal	87%	\$709 M	111
2016-17 Work Plan Goal	87%	\$723 M	112



U.S. News & World Report Top 25 Schools **Data**

	6-Year Grad Rates	Research Expenditures	Patents Awarded
Top 25 Average	83.08%	\$683 M	83
Annual Change	0.33%	\$3.3 M	12

Florida State University Data

	6-Year Grad Rates	Research Expenditures	Patents Awarded
2013-14	76.49%	\$229 M	40
2014-15 Work Plan Goal	79%	\$234 M	41
2015-16 Work Plan Goal	79%	\$238 M	42
2016-17 Work Plan Goal	80%	\$243 M	43



Performance Standard Target Options - UF

Option 1 – Unique benchmarks for each metric

Metric 1 - Graduation Rates

Eligible Tuition Differential Increase	1%	2%
UF Benchmark (annual increase %)	0.5%	1%

Metric 2 - Research Expenditures

Eligible Tuition Differential Increase	1%	2%
UF Benchmark (annual increase %)	2% (\$14 M)	4% (\$28 M)

Metric 3 - Patents

Eligible Tuition Differential Increase	1%	2%
UF Benchmark (annual increase #)	2	4



Performance Standard Target Options - UF

Option 2 – Show an increase over the prior year

Metric 1 - Graduation Rates

Eligible Tuition Differential Increase	2%
UF Benchmark (annual increase %)	1%

Metric 2 - Research Expenditures

Eligible Tuition Differential Increase	2%
UF Benchmark (annual increase \$)	\$1

Metric 3 - Patents

Eligible Tuition Differential Increase	2%
UF Benchmark (annual increase #)	1



Performance Standard Target Options - FSU

Option 1 – Unique benchmarks for each metric

Metric 1 - Graduation Rates

Eligible Tuition Differential Increase	1%	2%
FSU Benchmark (annual increase %)	2%	3%

Metric 2 - Research Expenditures

Eligible Tuition Differential Increase	1%	2%
FSU Benchmark (annual increase \$)	3% (\$6.8 M)	5% (\$11.4 M)

Metric 3 - Patents

Eligible Tuition Differential Increase	1%	2%
FSU Benchmark (annual increase #)	2	4



Performance Standard Target Options - FSU

Option 2 – Show an increase over the prior year

Metric 1 - Graduation Rates

Eligible Tuition Differential Increase	2%
FSU Benchmark (annual increase %)	1%

Metric 2 - Research Expenditures

Eligible Tuition Differential Increase	2%
FSU Benchmark (annual increase \$)	\$1

Metric 3 - Patents

Eligible Tuition Differential Increase	2%
FSU Benchmark (annual increase #)	1



BOARD *of* GOVERNORS

State University System of Florida

www.flbog.edu