



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 22, 2012
8:30 a.m. - 10:15 a.m.

Chair: Chris Corr; Vice-Chair: John Rood
Members: Colson, Frost, Martin, Parker, Perez, Yost

1. Call to Order and Opening Remarks Governor Chris Corr
2. Committee [Minutes](#) from [January 18, 2012](#) Governor Corr
3. [Strategic Planning and Accountability](#)

Dr. R.E. LeMon
*Associate Vice Chancellor
Academic and Student Affairs
Board of Governors*

Mr. Jason Jones
*Director, Institutional Research
Board of Governors*

 - a. [2012-2025 Strategic Plan](#)
 - b. 2012 Work Plan
 - c. [2011-2012 Annual Accountability Report](#)
4. Next Steps and Closing Remarks Governor Corr

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 22, 2012**

SUBJECT: Approval of Minutes of Meeting held January 18, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on January 18, 2012 at the Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on January 18, 2012 at the Florida State University.

Supporting Documentation Included: Minutes: January 18, 2012

Facilitators/Presenters: Governor Corr

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
STUDIO, BROADCAST CENTER, WFSU
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 18, 2012

Mr. Martin convened the meeting of the Strategic Planning Committee of the Board of Governors at 4:15 p.m., in the Studio, Broadcast Center, WFSU, Florida State University, Tallahassee, January 18, 2012, with the following members present: Dean Colson, Pat Frost, Mori Hosseini, Tico Perez and Dr. Rick Yost. Other Board members present were Dick Beard, Chris Corr, Ann Duncan, Michael Long, Stan Marshall, Frank Martin, Ava Parker, Gus Stavros, John Temple, and Norm Tripp.

1. Approval of Minutes of the Meeting of the Strategic Planning Committee held November 9, 2011

Mr. Perez moved that the Committee approve the Minutes of the Meeting of the Strategic Planning Committee held November 9, 2011, as presented. Dr. Yost seconded the motion, and members of the Committee concurred.

2. State University System 2010-2011 Annual Accountability Report

Mr. Martin said the single item on the Committee agenda was also one of the most important functions for this Committee, consideration of the University System's Annual Accountability Report. He said the Accountability Report, with the System's Strategic Plan and the individual University Workplans, were the three primary tools created by the Board of Governors to move the State University System forward in meeting its long-range goals. He said staff had worked hard to reconfigure the Accountability Report to be much more user-friendly. He noted that the Executive Summary provided a clear and single point of reference from which to assess System and institution performance on key accountability metrics.

Dr. LeMon said he was pleased to report that the 2010-2011 Annual Accountability Report showed that the universities' metrics were moving in the right direction. He noted that the 2010-2011 Report was predicated on the Board's previous Strategic Plan and addressed issues of access, degree production, workforce needs, and creating world-class academic and research programs. He said that the 2012-2025 Strategic Plan provided a long-range roadmap for the System; the Annual Accountability Report tracked performance on key metrics; the university workplans provided short-term plans of action. He noted that headcount enrollment was

increasing at both the undergraduate and graduate levels. He said that with 321,503 students enrolled in Fall 2010, the State University System was the second-largest system in the country behind the California State University System based on fall semester headcount enrollments.

He said the SUS had a very high first-year persistence rate, an important accountability measure. The percentage of students who were still enrolled in the same institution after one year increased from 87.9 percent for the fall 2005 cohort to 89.4 percent for the fall 2009 cohort. He said this showed that students who were coming into the System were well-prepared and the institutions were providing the support and the infrastructure for student success. Students were staying because they were enjoying the university experience.

Dr. LeMon also reported on the production of degrees, and said that the System had increased the production of degrees at all levels by three percent over the previous year. He said one of the sub-goals was to increase the number of underrepresented students and there had been increases in the baccalaureate degrees awarded to Non-Hispanic African-American students, Hispanic students and Pell Grant recipients. Baccalaureate degrees awarded to FTIC students, A.A. transfers and other transfers were also increasing. He noted that data viewed over time, indicated that A.A. transfers were treated equitably and were graduating in good numbers. He noted that the six-year graduation rates for full-time FTIC students were ranked fourth among the ten largest university systems.

Dr. LeMon reviewed the degrees awarded in STEM fields and other areas of strategic emphasis which had been identified by the Board. He said that baccalaureate degrees awarded in areas of strategic emphasis, including STEM, had increased 21 percent in the last four years, and that graduate degrees awarded in areas of strategic emphasis, including STEM, had increased 29 percent in the past four years. He said that STEM enrollment growth had outpaced non-STEM enrollment growth from Fall 2006 to Fall 2010.

Dr. Lemon also reviewed data on degree program actions and on the numbers of faculty in the System who were members of national academies. He noted that while California had by far the largest number of these faculty members that by making a major push for these faculty members, Florida could jump ahead of some of the other states ranked in the top 10.

Dr. LeMon reported on research and development expenditures, which had increased 19 percent since 2005-2006. He said the 2009-2010 expenditures were just under \$1.7 billion, and placed Florida fourth among public systems in the top ten states, behind California, Texas and Michigan. He said that USF had made the biggest leap as a single institution in R & D expenditures in the U.S. in the past decade. In patents awarded, the SUS ranked as the number one organization for patents awarded in

Florida, with UF, UCF and USF ranked at numbers five, six and seven. He added that FSU, FAU and FAMU were ranked at 17, 49, and 233.

Dr. LeMon also discussed the Centers of Excellence, which had been created in 2003. He said that 11 of these Centers had been created, that 10 were still viable, and that all were STEM related. He said the data showed that these Centers generated a \$3.50 return on investment for every \$1 of state funding. He added that the effectiveness of university institutes and centers were sometimes in question as to whether they added value. He said the data showed that these institutes and centers generated a \$4.70 return for every \$1.00 of state dollar investment.

Mr. Hosseini inquired where the number, 18 percent in undergraduate STEM degrees produced, placed Florida in comparison with other states. Mr. Jones responded that this number placed Florida below the top performing states, noting that California graduated 25 to 26 percent undergraduate STEM degrees, but that Florida still produced the third most STEM baccalaureate degrees in the country.

President Machen explained that as an AAU member institution, UF was focused on graduate education. He said graduate assistants were paid and were used to teach undergraduate courses. He said it would not be possible to manage the university's research focus without graduate students.

Mr. Hosseini inquired about the relationship of UF graduates and university fundraising. President Machen said he was working harder at fund-raising than he had ever done before. He said it was very challenging to raise private funds in these challenging economic times. He said that for most graduates, there was a greater allegiance and likelihood for making contributions to the institution where a graduate had earned a graduate degree rather than to one's undergraduate institution.

Chancellor Brogan noted that the Annual Report was more streamlined and more user-friendly than earlier versions of the Report. He said it was also being well-received in the Legislature. He said members of the Legislature felt the universities were working to craft a more accountable State University System.

Dr. LeMon said the university presidents had all addressed the Legislature about their STEM programs. He said that degree programs were not all created equally. He said there were also studies of the relationship of particular degrees to employment and earnings expectations.

Mr. Hosseini moved that the Committee approve the State University System 2010-2011 Annual Accountability Report, as presented. Dr. Yost seconded the motion, and members of the Committee concurred.

3. Adjournment

There being no further business, the meeting adjourned at 4:35 p. m., January 18, 2012.

Frank T. Martin, Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 22, 2012

SUBJECT: Strategic Planning and Accountability

PROPOSED COMMITTEE ACTION

For information and discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 1001.706(5)(b) and (c), Florida Statutes, requires the Board of Governors to develop a strategic plan and an accountability plan. Board Regulation 2.002 requires the development of university work plans and annual reports. Staff will give an overview of these strategic planning and accountability documents and how they connect to each other and to Board and institutional strategies.

Supporting Documentation Included:

(1) Board Regulation 2.002- University Work Plans and Annual Reports
(2) 2012-2025 Strategic Plan
(3) 2010-11 Annual Accountability Report, minus Appendix Data Tables
(Full report:
<http://www.flbog.edu/resources/publications/accountability.php>)

Facilitators / Presenters:

R.E. LeMon, Jason Jones

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2.002 University Work Plans and Annual Reports

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university's work plans and annual reports shall 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.
- (3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline 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.
- (4) Each university's work plan shall include a copy of the following:
 - (a) The university's mission statement and vision for the next five to ten years;
 - (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
 - (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
 - (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
 - (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
 - (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
 - (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.
- (6) Each university's annual report shall include, at a minimum, the following:
 - (a) An executive summary that captures key performance data required by the Board of Governors;
 - (b) The university's mission and vision;
 - (c) Summary information on budgets, enrollments, and other core resources;
 - (d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and
 - (e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.

(7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.

(8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

Strategic Plan 2012-2025

Approved on *Nov. 10, 2011*



STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors





THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

Strategic Plan 2012-2025

Approved on Nov. 10, 2011

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At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.

The Florida Board of Governors – the constitutional body created by voters in 2002 to oversee the State’s 11 public universities – is working to build on these institutions’ individual strengths and unique missions as each one claims its rightful place on the national and international stage.





Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *“operate, regulate, control, and be fully responsible for the management of the whole university system.”* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 11 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 324,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 73,000 degrees at all levels.





The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. The Board of Governors is committed to responding to Florida's critical needs and has identified pressing issues that must be addressed, including the need for appropriate and predictable funding for the System, the best possible access to postsecondary education for Floridians, and high skilled, high demand graduates for the state's workforce.

During the past two decades, state support for Florida's public universities has fallen by more than 20 percent in inflation-adjusted funding per student. Declining funding threatens to undermine quality and erodes the ability to plan. The Board of Governors is committed to work with the Governor and the Legislature to secure sufficient funding to enable the State University System to:

- Expand need-based financial aid to undergraduate students to improve access and affordability.
- Increase total funding to the level necessary to ensure that students have access to a high-quality undergraduate education, comparable to that available at peer institutions nationally.
- Develop a predictable enrollment growth funding formula that promotes access to and expansion of the State University System and that rewards retention and graduation.
- Develop a funding plan for targeted state investment in graduate program development, research, and commercialization.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.



State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The Board of Governors is very concerned with the decline in funding for state university educational facilities and is raising awareness of the critical need for well-maintained teaching and research facilities that are positioned for growth. The decline of Public Education Capital Outlay (PECO), which is the primary source of funds used to maintain and construct facilities, is harming physical plant upkeep and constraining university growth. In addition, the state facility and operating matching programs have been suspended, with no further donations being eligible for match. Appropriate and predictable operating and fixed capital outlay funding is necessary to expand high demand academic programs, to ensure high quality, efficiently run campuses, and to plan for growth. While the universities are actively expanding distance learning programs and leveraging their delivery efficiencies, the Board will continue to aggressively advocate for sufficient state funding for the maintenance of existing buildings and for the planning and construction of new educational facilities.

Looking ahead, the next thirteen years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.



Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee is now reviewing legislative budget requests via two major zones of “New Florida” activity: 1) STEM/Research and 2) Access/Graduation & Retention Rates. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board’s commitment to STEM education and the commercialization of university research discoveries.

During 2012-2025, the Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following **Guiding Principles**:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty/staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state’s higher education needs.
- Advocate for the System’s unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution’s unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System’s public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system.
- Maintain a commitment to excellence and continuous improvement.



Mission of the State University System for the 21st Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *"in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies."*

The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *"defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida's state universities transform knowledge into action every day in meaningful ways.



To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.



2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation — new technologies, new processes, new products, new ideas— in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.



2025 Goals

To realize its mission and its vision for the State University System between 2012 and 2025, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

Excellence

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

Productivity

Florida must become more competitive in the national and global economy. To accomplish this, the state must increase the educational attainment levels of its citizens and the state universities must respond by awarding more degrees in specific high demand programs, particularly the STEM disciplines.

Strategic Priorities for a Knowledge Economy

As a part of its previous strategic planning activities, the Board of Governors, in conjunction with Florida's leading economic and workforce councils, approved areas of programmatic strategic emphasis for targeting degree programs in the State University System. This list of programs includes certain Science, Technology, Engineering, and Math (STEM) programs and programs with critical and/or economic development needs or emerging technologies that serve to assist the state universities in planning for a degree program array that addresses both workforce and student demands.

The Board of Governors believes that its 2025 goals for the System should align with state economic and workforce needs through its targeted degree programs. Through the identification and monitoring of performance in specific areas of strategic emphasis like STEM and other critical need areas, as well as through the setting of strategic priorities in the New Florida initiative, the Board has demonstrated its intent to increase degree and research production and to organize the System to be



more productive in these specific strategic areas. For this reason, it is important to reaffirm the relevancy of the areas of programmatic strategic emphasis as part of adopting a new strategic plan and to establish a schedule for reviewing the adopted areas periodically throughout the life of the plan.

The chart below displays the priorities of the State University System – Teaching and Learning, Scholarship, Research and Innovation, and Community and Business Engagement - crossed with the Board of Governors’ three points of emphasis – Excellence, Productivity, and Strategic Priorities - to identify nine categories of directional goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

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



Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. During the 2012-2025 strategic planning period, the Board will strengthen its commitment to the high quality and reputation of the State University System and will tightly focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy. The Board of Governors will increase its commitment to STEM education and the state universities will be leaders in a deliberate state strategy to increase the number of undergraduate and graduate degrees in STEM disciplines.

Higher learning is greatly facilitated in the State University System through academic learning compacts that have been established for all baccalaureate degree programs. Each compact expresses specific student learning outcomes for the degree program that focus on content discipline/knowledge and skills, communication skills, and critical thinking skills. The compacts provide structure for learning outcome assessments, enhance faculty and student collaboration, and promote a productive teaching-learning dynamic across the System.

To increase teaching efficiencies, expand access, and provide a highly coordinated program array for the State University System, the Board expects the state universities to broaden their use of the innovative methods of educational program delivery, including distance learning and digital technologies, inter-disciplinary collaboration, and academic resource sharing.

Excellence

GOAL: Strengthen Quality and Reputation of Academic Programs and Universities

- Improve the quality and relevance of all academic programs, and grow the number of institutions and academic programs with state, national, and/or international preeminence.



Productivity

GOAL: Increase Degree Productivity and Program Efficiency

- Increase access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.

Strategic Priorities for a Knowledge Economy

GOAL: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

- Increase student access and success in degree programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: the list of programs included within the areas of strategic emphasis is not static and will be updated periodically to reflect changing needs of the state and Board priorities.*



Scholarship, Research, Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies. To further promote this mission, the Board of Governors, in partnership with the Governor and the Legislature, launched the New Florida Initiative to ensure that Florida has the talent and innovation pipeline to be globally competitive. To be an international economic leader, the state of Florida must continue to strengthen its state universities, particularly in support of university research initiatives and contributions.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

Excellence

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

- Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.



Productivity

GOAL: Increase Research and Commercialization Activity

- Increase research and commercialization activities to help foster entrepreneurial campus cultures.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Collaboration and External Support for Research Activity

- Attract more research funding from external (includes federal and private) sources.
- Promote more collaboration with private industry on research projects.



Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

Excellence

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

Productivity

GOAL: Increase Levels of Community and Business Engagement

- Increase faculty and student involvement in community and business engagement activities.



Strategic Priorities for a Knowledge Economy

GOAL: Increase Community and Business Workforce

- Increase the percentage of graduates who continue their education or are employed in Florida.

2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 2012-2025 planning period and are framed by the Board's three critical points of emphasis: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The three charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's Strategic Plan for 2012-2025 is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the 2012-2025 Strategic Plan, in consultation with the state universities and other stakeholders.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's Strategic Plan 2012-2025.

Teaching and Learning

Undergraduate, Graduate, and Professional Education

| PERFORMANCE INDICATORS | CURRENT | 2025 GOALS | NOTES |
|--|---|--|---|
| EXCELLENCE | | | |
| National Rankings for Universities and Programs | - Three universities ranked Top 50 for public undergraduate (<i>UF, FSU, NCF</i>); - Program rankings not currently tracked at System level. | - Five universities ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program. | Universities would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc. |
| Freshman in Top 10% of Graduating High School Class | 28% | 50% | The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%. |
| Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams | 5 (of 29) Scores Below Benchmarks | Above Benchmarks for All Exams | An indicator of how well universities are preparing students to enter certain professional occupations. |
| Eligible Programs with Specialized Accreditation | 89% of 754 programs | All with exceptions | Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards. |
| PRODUCTIVITY | | | |
| Average Time To Degree for First-time in College Students | 4.3 years | 4.0 years | The Board is dedicated to the goal of FTIC students graduating on time. |
| 4 Year Graduation Rates for First-time in College Students from Same University | 34% | 50% | 2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%. |
| 6 Year Graduation Rates for First-time in College Students from Same University | 61% | 70% | 2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%. |
| % of Bachelor's Degrees with Excess Hours <i>Less than 110% of Required Hours</i> | 49% | 80% | Due to recent statutory changes this percentage is expected to increase significantly. |
| Bachelor's Degrees Awarded Annually | 53,392 | 90,000 | Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth. |
| Graduate Degrees Awarded Annually | 20,188 | 40,000 | Based on SUS trend the 2025 value would be 37,300. |
| Bachelor's Degrees Awarded to Minorities | 16,207 (30% of total) | 31,500 (42% of growth) | 2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida. |
| Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall) | 46,725 (19% of total) | 75,000 (25% of growth) | Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000. |
| Percent of Course Sections Offered via Distance and Blended Learning | 18% | 30% | Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change. |
| STRATEGIC PRIORITIES | | | |
| Bachelor's Degrees in STEM | 9,605 (18% of total) | 22,500 (25% of total) | Based on historical trends, the 2025 value will be 18,500. |
| Bachelor's Degrees in All Areas of Strategic Emphasis | 19,832 (37% of total) | 45,000 (50% of total) | Based on historical trends, the 2025 value will be 34,200. |
| Graduate Degrees in STEM | 4,330 (21% of total) | 14,000 (35% of total) | Based on historical trends, the 2025 value will be 11,700. |
| Graduate Degrees in All Areas of Strategic Emphasis | 9,170 (45% of total) | 20,000 (50% of total) | Based on historical trends, the 2025 value will be 19,000. |

Scholarship, Research and Innovation

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

Community and Business Engagement

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



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2010-2011

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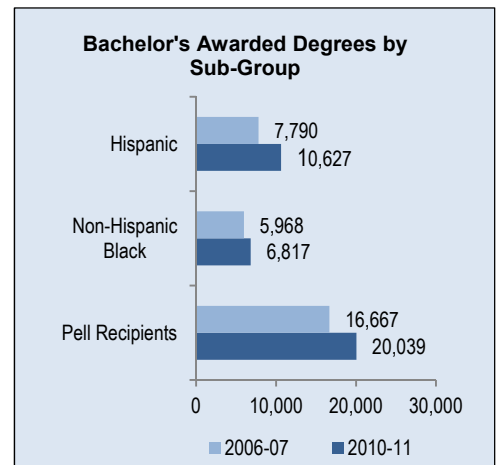
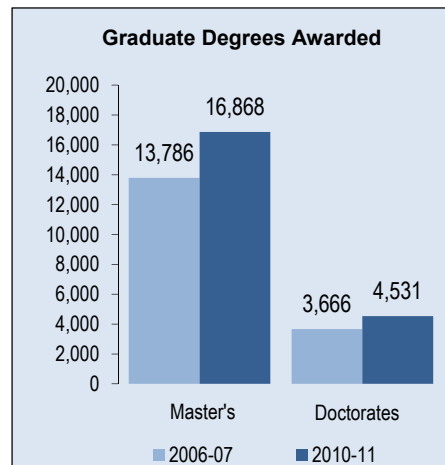
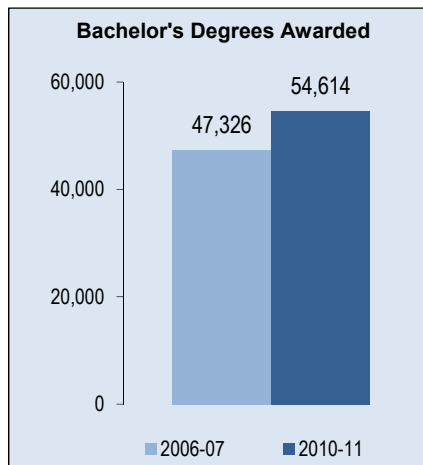


2010-11 SYSTEM DASHBOARD

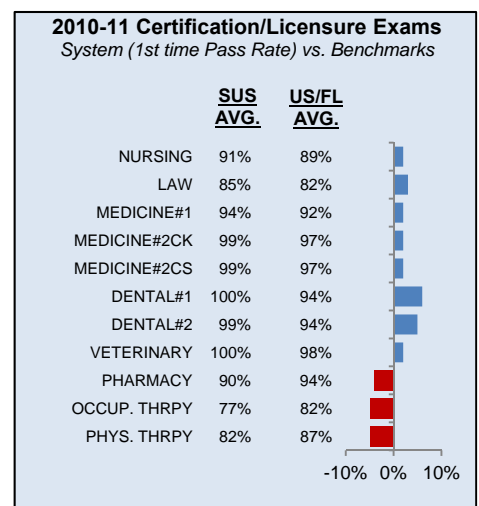
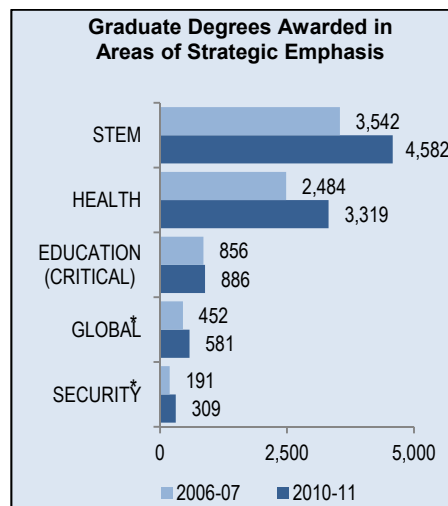
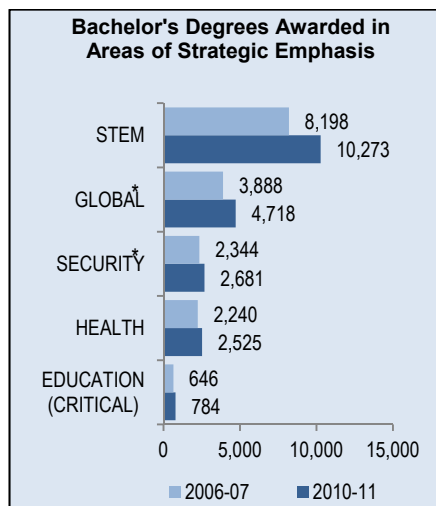
| Enrollments | Fall 2010 | % Total | 2006-2010 % Change | Degree Programs Offered | | | 2010 Basic Carnegie Classifications | |
|---------------|-----------|---------|--------------------|---------------------------|-----------|-----------|---|-------------------|
| TOTAL | 321,503* | 100% | 9% | TOTAL (as of Spring 2011) | | | Research Universities (Very High Activity) | FSU, UCF, UF, USF |
| White | 174,454 | 54% | 1% | Baccalaureate | | | Research Universities (High Activity) | FAU, FIU |
| Hispanic | 63,821 | 20% | 28% | Master's | | | Doctoral/Research Universities | FAMU, UWF |
| Black | 44,717 | 14% | 10% | Research Doctorate | | | Master's Colleges and Univ. (Larger Programs) | FGCU, UNF |
| Other | 38,511 | 12% | 13% | Professional Doctorate | | | Arts & Sciences Focus, (No Graduate) | NCF |
| Full-Time | 232,514 | 72% | 11% | Faculty (Fall 2010) | Full-Time | Part-Time | | |
| Part-Time | 88,989 | 28% | 6% | TOTAL | 12,352 | 2,576 | | |
| Undergraduate | 247,408 | 77% | 8% | Tenure & Ten. Track | 7,758 | 270 | | |
| Graduate | 61,196 | 19% | 16% | Other Faculty | 4,594 | 2,306 | | |
| Unclassified | 12,899 | 4% | -2% | | | | | |

* The Preliminary Fall 2011 headcount enrollment is 326,212.

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



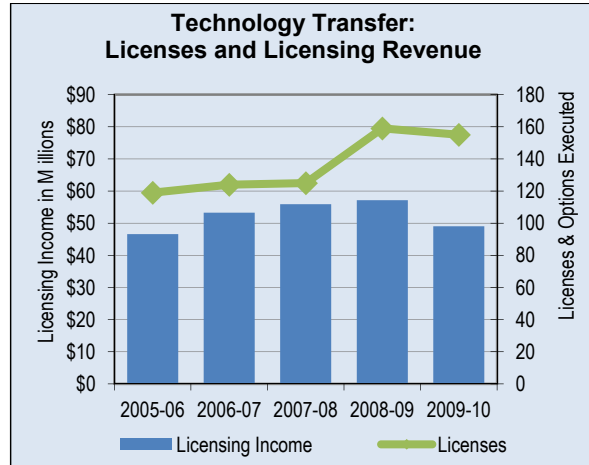
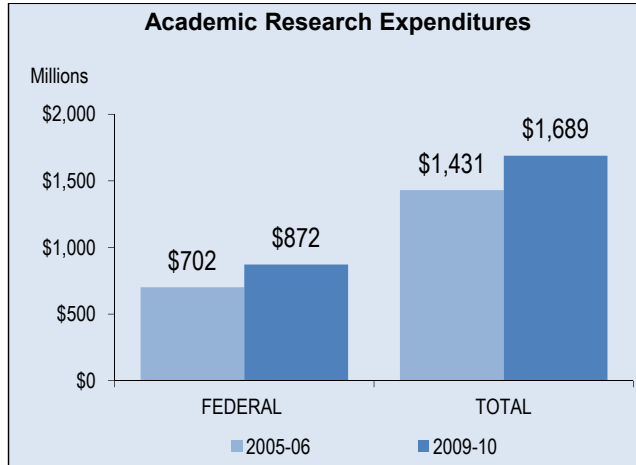
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



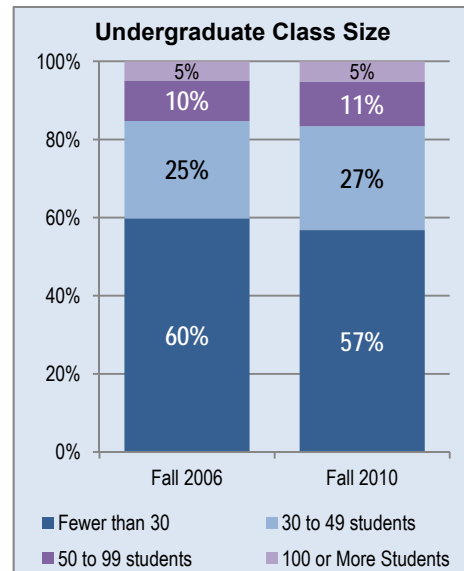
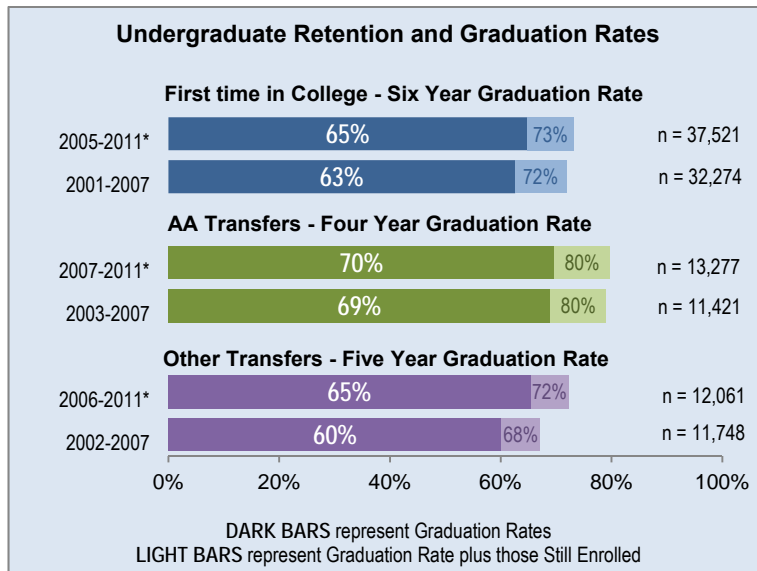
* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.



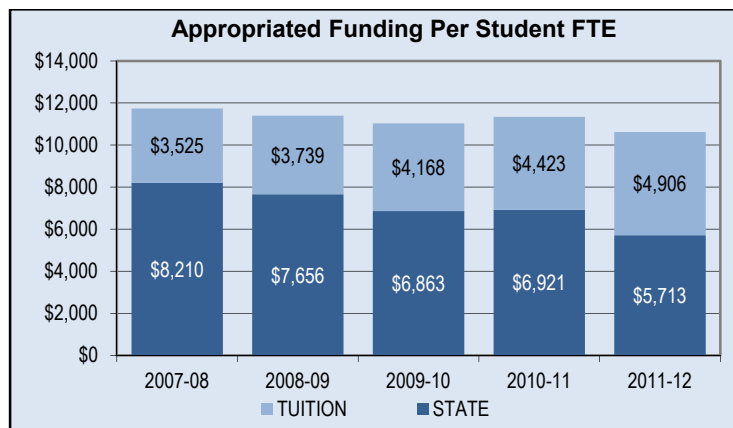
GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Based on 2011 preliminary data





Key Achievements

Selected Accomplishments for the State University System (July 2010 – June 2011)

FLORIDA RETAINS NATIONAL LEADERSHIP IN RETENTION RATES AND GRADUATION RATES

Among the largest university systems in the U.S., the State University System of Florida is ranked # 2 for FTIC retention rates and #4 for overall graduation rates. The System also places in the top 10 for graduation rates of African-American and Hispanic students. The Board of Governors both captures and tracks a much broader pool of students in its graduation rates than the federal method, which leads to a better representation of the data – specifically, the Board’s data protocol includes graduation rates for both A.A.-degree transfer students and other students who are admitted to the State University System.

NEW STRATEGIC PLAN (2012-2025) FOCUSES ON PREEMINENCE, COMPETITIVENESS, AND STRATEGIC PRIORITIES

For 18 months, the Board’s Strategic Planning Committee hosted a series of special meetings to review state and national data from major higher education data-tracking organizations, the federal government, and the strategic plans of other public higher education systems as the Board developed and finalized a new Strategic Plan (2012-2025) for the System. The plan features 28 performance metrics* that revolve around three key themes – *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy*. The Board is now identifying implementation strategies to achieve each goal and outcome in the next 15 years with the assistance of all 11 institutions in the System.

** The new goals and metrics from the Strategic Plan document are included on pages 24-26 of this Annual Accountability Report for reference. These new metrics will be utilized to enhance the current dashboard that readers see in this year’s report. Next year’s report will include the new metrics and the corresponding data for the first year of tracking those new dashboard performance metrics.*

ACCOUNTABILITY SYSTEM ENHANCED

Each university’s commitment to greater accountability and measuring outcomes is reflected in the Board’s approach to System-wide performance tracking. The Board has implemented a comprehensive planning and accountability framework designed to maximize System capacity, and to meet State economic development needs through education as well as research and development, or “R&D.” With initial steps achieved in 2009, multi-year university work plans and the Board’s Annual Accountability Reports now reflect each institution’s unique mission and core strengths. These work plans were presented for the first time at the Board’s planning session in June 2010. In 2011, the work plans were used to help the Board make decisions regarding proposals for new degree programs and differential tuition requests. Also that year, the work plans were reviewed on a new timetable that ran concurrently with Legislative Budget Request reviews. In 2012, as mentioned above, the Annual Accountability Report will incorporate the additional metrics that were approved as part of the new Strategic Plan, furthering the framework for complete accountability.



MORE FLEXIBILITY PROVIDED TO UNIVERSITIES

The Board's 2010 governance agreement with the Legislature allows for the Board to provide universities with new options such as market tuition rate (for graduate-level only coursework and certain on-line degrees through a three-year pilot program) and changes in fees. The Board approved 17 university proposals for market tuition rate and new fees for the fall 2011 term. In conjunction with this greater flexibility, the Board requested that each university create a (non-binding) four-year projection of tuition and fees, which will serve as a budget planning tool for the Board as it routinely ensures that all tuition and fee increases are justified, well-planned, and fully vetted.

NEW FLORIDA INITIATIVE ADVANCED

The Board's *New Florida Initiative* is more than a budget request. It is a long-term strategy that will have measurable results in the State's economic portfolio for 20 years and beyond. In November 2010, the Board announced award winners as part of a \$10 million investment strategy – designed in partnership with the Legislature – to better leverage the collective intellect and research talent in the System. There are now unprecedented levels of cooperation toward “cluster industries” while the universities also work to retain or recruit nationally recognized scholars in science, technology, engineering and mathematics. There were 31 projects selected with 45 monetary awards distributed among the 11 institutions within the State University System. Early results already show impressive return-on-investment with \$3.5 million used to secure a cohort of top scholars who have a cumulative research portfolio valued at more than \$28 million.

NEW TRUSTEE ORIENTATION PROGRAM LAUNCHED

The Board of Governors is responsible to appoint five members to each of the 11 Boards of Trustees within the System. The Trustee Nominating Committee reviewed more than 100 applications submitted from around the country for 24 appointment vacancies in 2010-11. The Board conducted a series of interviews, and then orientation sessions around the State to allow new appointees an opportunity to meet with Board members, Board staff, fellow Trustees, and to learn about the major issues facing the System. More than 80% of all new Trustees have participated in one of these sessions to date.

TRANSPARENCY AND ACCESSIBILITY ENHANCED

In 2010, the Board spotlighted the university Presidents for a series of taped segments called “Presidents’ Perspectives.” As part of an ongoing effort to highlight the differentiated missions and activities of each university, these segments are archived on the Board's web site and are airing on The Florida Channel for statewide broadcast. The Board also released a two-year meeting calendar, returning to the practice of rotating meeting locations amid the 11 institutions to ensure that stakeholders across Florida have another means of access to the System's governing body.

**For a complete archive of the Board's accomplishments
and major news events, visit www.flbog.edu/pressroom.**



Introduction

The State University System of Florida is committed to achieving excellence in teaching, research, and public service – the traditional *tripartite mission* of universities. This goal is achieved through a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of a diverse state and nation.

The Board of Governors has developed a comprehensive strategic planning and accountability framework, including the multi-year university work plans and annual reports. If the System is to remain a national and global leader of advanced education, innovative research, and high-impact public service for the citizens of Florida, it will require:

- Appropriate and predictable levels of funding;
- Collaboration and responsible stewardship;
- Recruitment and development of talented and diverse faculty, staff, and students;
- Engagement with educational, business, governmental, and community partners; and
- System-wide commitment to continuous improvement.



Since the early 1990s, the System has reported annually on various performance accountability measures. In 2005, the Board adopted the “State University System of Florida’s Strategic Plan for 2005-2013” in which it outlined specific, measurable goals for the System that focused on (1) providing access, (2) meeting the workforce needs of the State, (3) building world-class academic programs and research capacity, while defining and approving university missions, and (4) meeting community needs and fulfilling unique institutional responsibilities.

While the next sections of this report document System-wide and institutional progress toward those goals, this year’s Annual Accountability Report begins to focus on the new long-range Strategic Plan (2012-2025). Read more about the new plan on pages 24-26 of this report and in the Key Accomplishments section.



2005-2013 STRATEGIC PLAN

Goal 1: Access to and Production of Degrees

With 321,503 students enrolled in Fall 2010 (the most recently available national data), the State University System of Florida is the second-largest system in the country behind the California State University System based on Fall semester headcount enrollments.

DEGREES AWARDED IN 2010-11

The State University System awarded 76,013 total degrees in 2010-11, a 55% increase since 2000-01.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|---------------------|-------|-------|-------|-------|--------|-----|--------|--------|-------|--------|-------|--------|
| Bachelor's | 1,296 | 4,593 | 1,616 | 6,637 | 7,886 | 167 | 10,646 | 8,685 | 2,995 | 8,190 | 1,903 | 54,614 |
| <i>1yr % Change</i> | 4% | 2% | 11% | 6% | -1% | 9% | 7% | -7% | 1% | 4% | 12% | 2% |
| Graduate | 630 | 1,463 | 409 | 2,971 | 3,095 | 0 | 2,538 | 6,075 | 595 | 3,002 | 621 | 21,399 |
| <i>1yr % Change</i> | -5% | 12% | 14% | 12% | 6% | - | 14% | 1% | -6% | 2% | 25% | 6% |
| TOTAL | 1,926 | 6,056 | 2,025 | 9,608 | 10,981 | 167 | 13,184 | 14,760 | 3,590 | 11,192 | 2,524 | 76,013 |
| <i>1yr % Change</i> | 1% | 4% | 11% | 8% | 1% | 9% | 8% | -3% | 0% | 3% | 15% | 3% |

BACCALAUREATE DEGREES AWARDED TO UNDERREPRESENTED GROUPS IN 2010-11

The number of baccalaureate degrees awarded to underrepresented groups grew faster than the overall baccalaureate growth for the System.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|------------------------------|-------|-------|------|-------|-------|------|-------|-------|-------|-------|-----|--------|
| Non-Hispanic Black | 1,224 | 808 | 76 | 764 | 778 | 1 | 939 | 859 | 290 | 921 | 157 | 6,817 |
| <i>1yr % Change</i> | 5% | -3% | -1% | 6% | -4% | -67% | 10% | 11% | -6% | 6% | 8% | 4% |
| Hispanic | 16 | 907 | 213 | 4,156 | 926 | 18 | 1,604 | 1,368 | 192 | 1,140 | 87 | 10,627 |
| <i>1yr % Change</i> | 33% | 9% | 21% | 6% | 4% | 38% | 24% | -1% | 4% | 21% | 9% | 9% |
| Pell-Grant Recipients | 869 | 1,763 | 484 | 3,284 | 2,354 | 46 | 3,469 | 2,684 | 1,098 | 3,221 | 767 | 20,039 |
| <i>1yr % Change</i> | 4% | 6% | 11% | 9% | -2% | 5% | 6% | -5% | 13% | 1% | 19% | 4% |



BACCALAUREATE DEGREES AWARDED BY STUDENT TYPE

As a System, first-time in college students (FTIC) comprised 48% of students receiving baccalaureate degrees in 2010-11. The percentages of baccalaureate degrees awarded to students who entered the System with an A.A. degree increased 8% from 2009-10 to 2010-11.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|------------------------|------|-------|------|-------|-------|------|-------|-------|-------|-------|-----|--------|
| FTIC | 889 | 1,264 | 797 | 2,611 | 5,201 | 143 | 4,441 | 6,139 | 1,256 | 2,851 | 541 | 26,133 |
| <i>% of Total</i> | 69% | 28% | 49% | 39% | 66% | 86% | 42% | 71% | 42% | 35% | 28% | 48% |
| <i>1yr % Change</i> | 4% | -2% | 30% | 2% | 0% | 8% | 3% | -2% | 4% | -2% | 4% | 1% |
| AA Transfers | 191 | 1,820 | 394 | 2,374 | 2,002 | 7 | 4,916 | 1,923 | 1,154 | 2,538 | 819 | 18,138 |
| <i>% of Total</i> | 15% | 40% | 24% | 36% | 25% | 4% | 46% | 22% | 39% | 31% | 43% | 33% |
| <i>1yr % Change</i> | 35% | 10% | -3% | 11% | 5% | -22% | 14% | -10% | 4% | 12% | 10% | 8% |
| Other Transfers | 216 | 1,509 | 425 | 1,652 | 683 | 17 | 1,289 | 623 | 585 | 2,801 | 543 | 10,343 |
| <i>% of Total</i> | 17% | 33% | 26% | 25% | 9% | 10% | 12% | 7% | 20% | 34% | 29% | 19% |
| <i>1yr % Change</i> | -11% | -4% | -4% | 5% | -18% | 55% | -2% | -33% | -11% | 3% | 24% | -4% |

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

UNDERGRADUATE HEADCOUNT ENROLLMENT

As a System, undergraduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but three institutions reporting growth.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|---------------------------|--------|--------|--------|--------|--------|------|--------|--------|--------|--------|-------|---------|
| White | 245 | 11,501 | 7,537 | 4,126 | 21,451 | 616 | 30,199 | 19,033 | 10,348 | 22,603 | 6,871 | 134,530 |
| <i>1yr % Change</i> | -2% | 0% | 5% | -3% | 0% | -3% | 2% | -5% | -2% | -1% | 4% | 0% |
| Non-Hispanic Black | 10,594 | 4,087 | 549 | 3,936 | 3,211 | 12 | 4,558 | 3,062 | 1,405 | 4,137 | 933 | 36,484 |
| <i>1yr % Change</i> | 11% | 4% | 14% | 7% | 3% | -37% | 11% | -11% | -7% | -2% | 5% | 5% |
| Hispanic | 110 | 4,978 | 1,600 | 21,508 | 4,221 | 102 | 8,056 | 5,376 | 1,022 | 5,818 | 561 | 53,352 |
| <i>1yr % Change</i> | -24% | 15% | 22% | 8% | 9% | 13% | 19% | 3% | -2% | 12% | 10% | 10% |
| Asian | 98 | 1,008 | 153 | 1,033 | 1,055 | 24 | 2,629 | 2,690 | 740 | 2,143 | 374 | 11,947 |
| <i>1yr % Change</i> | 7% | 1% | -25% | -5% | 0% | 4% | 1% | -8% | -12% | -4% | -17% | -4% |
| Other | 100 | 662 | 370 | 1,867 | 575 | 30 | 1,120 | 1,034 | 468 | 944 | 381 | 7,551 |
| <i>1yr % Change</i> | 23% | 5% | 58% | 14% | 6% | 233% | 54% | 131% | 227% | 61% | 61% | 43% |
| Not Reported | 0 | 183 | 94 | 431 | 433 | 21 | 785 | 869 | 66 | 647 | 15 | 3,544 |
| <i>1yr % Change</i> | 0% | 23% | 104% | 77% | 30% | -58% | -39% | -2% | -41% | -7% | -29% | -7% |
| TOTAL | 11,147 | 22,419 | 10,303 | 32,901 | 30,946 | 805 | 47,347 | 32,064 | 14,049 | 36,292 | 9,135 | 247,408 |
| <i>1yr % Change</i> | 11% | 4% | 9% | 6% | 2% | -3% | 5% | -3% | -1% | 1% | 5% | 3% |

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



GRADUATE HEADCOUNT ENROLLMENT

As a System, graduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but two institutions reporting growth.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--------------------|-------|-------|-------|-------|-------|-----|-------|--------|-------|-------|-------|--------|
| White | 303 | 2,480 | 929 | 1,705 | 5,631 | - | 5,050 | 9,007 | 1,346 | 6,173 | 1,342 | 33,966 |
| 1yr % Change | 7% | -4% | 7% | 4% | -3% | - | 7% | -2% | -2% | 0% | 7% | 0% |
| Non-Hispanic Black | 1,468 | 481 | 59 | 1,081 | 720 | - | 754 | 763 | 136 | 807 | 192 | 6,461 |
| 1yr % Change | -1% | 1% | 9% | 6% | -4% | - | 20% | -2% | -10% | -4% | 6% | 2% |
| Hispanic | 84 | 545 | 97 | 3,276 | 599 | - | 680 | 1,356 | 86 | 858 | 79 | 7,660 |
| 1yr % Change | -24% | 8% | 20% | 10% | 12% | - | -8% | 6% | 2% | 5% | 15% | 6% |
| Asian | 55 | 178 | 19 | 269 | 294 | - | 346 | 1,100 | 69 | 524 | 53 | 2,907 |
| 1yr % Change | -7% | -2% | 0% | -1% | -3% | - | 15% | -3% | -21% | 2% | -4% | -1% |
| Other | 49 | 342 | 38 | 1,458 | 1,065 | - | 925 | 3,728 | 110 | 940 | 90 | 8,745 |
| 1yr % Change | -11% | 3% | 65% | 10% | 1% | - | 6% | 9% | 100% | 12% | 61% | 9% |
| Not Reported | 0 | 117 | 11 | 108 | 187 | - | 310 | 575 | 36 | 113 | 0 | 1,457 |
| 1yr % Change | 0% | 117% | 120% | 59% | 26% | - | 21% | 10% | 29% | 24% | -100% | 24% |
| TOTAL | 1,959 | 4,143 | 1,153 | 7,897 | 8,496 | - | 8,065 | 16,529 | 1,783 | 9,415 | 1,756 | 61,196 |
| 1yr % Change | -2% | 0% | 10% | 8% | -1% | - | 7% | 1% | 0% | 2% | 9% | 3% |

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

ENROLLMENT OF VETERANS

The State University System recognizes the importance of providing a welcoming, user-friendly environment for veterans of the United States armed forces. In 2010-11, there were 10,966 active duty military, veterans and eligible dependents enrolled across the System. One third of these students were on the Post-9/11 GI Bill.

2010-11 Veterans Headcount Enrollments (includes Active Duty and Dependents)

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|------------|------|-----|------|-----|-------|-----|-------|-------|-----|-------|-------|--------|
| Students | 196 | 675 | 265 | 956 | 1,059 | 7 | 1,877 | 1,388 | 966 | 2,002 | 1,575 | 10,966 |
| % of Total | 2% | 6% | 2% | 9% | 10% | 0% | 17% | 13% | 9% | 18% | 14% | 100% |

Note: This year's report represents the baseline data for this new metric within the State University Database System (previously, veteran data was collected ad hoc).



RETENTION AND GRADUATION

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping students who are academically at risk. First-year persistence rates serve as a valuable early indicator of student success.

First Year Persistence Rates (for full-time FTICs)

Of the full-time FTIC students who entered a state university in the fall (or entered in the summer and continued in the fall), the percentage of students who were still enrolled in the same institution after one year increased from 87.9% for the fall 2005 cohort to 89.4% for the fall 2009 cohort.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Fall 2009 cohort | 83.4% | 81.6% | 75.5% | 85.2% | 91.8% | 84.9% | 87.4% | 95.6% | 84.5% | 88.3% | 74.3% | 89.4% |
| 4 Year % Point Change (Compared to 2005 Cohort) | 0.9% | 5.9% | -0.2% | 3.8% | 3.9% | 2.8% | 4.5% | 1.2% | 4.8% | 5.8% | -1.6% | 2.2% |

Six-Year Graduation Rates (for full- and part-time FTICs)

For all FTIC students (full- and part-time) who entered in the fall term (or who entered in the summer and continued into the fall), the six-year graduation rate from the System has improved over the last five years, from 62.6% for the cohort entering in 2001 to 64.8% for the cohort entering in 2005. An additional 8.4% of the students in this latter cohort are still enrolled in the System. Research indicates that a very high percentage of students still enrolled after six years go on to graduate within ten years.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 2005-2011 Cohort | 39.0% | 41.1% | 42.6% | 41.0% | 73.4% | 67.9% | 61.9% | 83.5% | 48.7% | 51.1% | 46.3% | 64.8% |
| 4 Year % Point Change (Compared to 2001 cohort) | 0.0% | 5.3% | 8.8% | -6.6% | 5.1% | 11.2% | 3.1% | 2.9% | 2.7% | 4.4% | 1.3% | 2.2% |

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

Accountability measures in higher education have increasingly focused on graduation rates as a proxy for institutional effectiveness in state and national governmental measures, national rankings, and institutional strategic plans. According to data collected by the National Center for Education Statistics, the State University System's six-year graduation rate (2004-2010) for full-time FTIC students was ranked 4th among the ten largest public university systems. When compared to groups of public institutions in other states, the State University System of Florida ranked 12th in its overall graduation rate; 7th in its graduation rate for black, non-Hispanic students; and 10th in its graduation rate for Hispanic students. For more information on graduation rates, click [here](#).



E-LEARNING

The number of students that took at least one distance education course in 2010-11 was 160,649, or about half of all students in the System. The number of students enrolled only in distance learning courses for the same reporting period is 25,772, with 12,183 of those pursuing a baccalaureate degree.

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

2010-11 Distance Learning Enrollment (Full-Time Equivalent)

In 2010-11, the System enrolled 13% of all FTE in a Distance Learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all Master's level instruction administered via Distance Learning.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--------------------|------|-------|-------|-------|-------|-----|-------|-------|-----|-------|-------|--------|
| Lower Division | 0 | 146 | 586 | 1,017 | 292 | 0 | 1,102 | 921 | 120 | 1,579 | 459 | 6,222 |
| % of Total FTE | 0% | 3% | 16% | 12% | 3% | 0% | 9% | 9% | 3% | 16% | 19% | 9% |
| Upper Division | 0 | 619 | 519 | 2,855 | 453 | 0 | 4,414 | 1,899 | 291 | 3,741 | 1,065 | 15,856 |
| % of Total FTE | 0% | 7% | 16% | 21% | 4% | 0% | 22% | 14% | 5% | 25% | 29% | 16% |
| Master's (Grad I) | 0 | 362 | 167 | 423 | 594 | 0 | 965 | 387 | 87 | 1,243 | 450 | 4,678 |
| % of Total FTE | 0% | 19% | 25% | 12% | 21% | 0% | 29% | 11% | 10% | 30% | 54% | 21% |
| Doctoral (Grad II) | 0 | 29 | 13 | 6 | 44 | 0 | 40 | 317 | 5 | 59 | 59 | 572 |
| % of Total FTE | 0% | 7% | 16% | 0% | 2% | 0% | 4% | 6% | 4% | 4% | 68% | 4% |
| Total | 0 | 1,156 | 1,285 | 4,301 | 1,383 | 0 | 6,521 | 3,524 | 503 | 6,622 | 2,033 | 27,328 |
| % of Total FTE | 0% | 7% | 17% | 16% | 5% | 0% | 18% | 11% | 5% | 22% | 29% | 13% |

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



2005-2013 STRATEGIC PLAN

Goal 2: Meeting Statewide Professional and Workforce Needs

Areas of Programmatic Strategic Emphasis

To promote alignment of the State University System degree program offerings with the economic development and workforce needs of the state, the Board of Governors developed and maintains a list of five key Areas of Programmatic Strategic Emphasis. This list is comprised of 111 disciplines classified as **Science, Technology, Engineering, Mathematics (S.T.E.M.)**; 19 critical need disciplines within **Education**; 21 critical need disciplines within **Health Professions**; 9 disciplines in **Security and Emergency Services** ranging from criminal justice and forensic sciences to cybersecurity; and an economic development category entitled **Globalization** that consists of 28 disciplines ranging from international business to foreign languages. The Board of Governors will periodically revise the list according to the changing needs of Florida's workforce.

BACCALAUREATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

In 2010-11, 37% of the baccalaureate degrees granted in the System were in at least one of the five areas of programmatic strategic emphasis.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|-----------------------------|------|-------|------|-------|-------|-----|-------|-------|-------|-------|------|--------|
| S.T.E.M. | 205 | 897 | 257 | 1,151 | 1,212 | 51 | 1,651 | 2,481 | 413 | 1,635 | 320 | 10,273 |
| % of Total | 16% | 18% | 16% | 16% | 13% | 31% | 15% | 28% | 13% | 20% | 17% | 18% |
| 4yr % Change | -22% | 13% | 367% | 17% | 44% | 11% | 24% | 20% | 33% | 30% | 28% | 25% |
| Globalization | 71 | 294 | 42 | 1,022 | 1,064 | 39 | 520 | 855 | 183 | 526 | 102 | 4,718 |
| % of Total | 5% | 6% | 3% | 14% | 12% | 23% | 5% | 10% | 6% | 6% | 5% | 8% |
| 4yr % Change | -14% | 2% | 250% | 28% | 20% | 26% | 46% | 9% | 17% | 23% | 48% | 21% |
| Security/Emergency Services | 145 | 313 | 146 | 344 | 422 | 0 | 377 | 204 | 164 | 475 | 91 | 2,681 |
| % of Total | 11% | 6% | 9% | 5% | 5% | 0% | 3% | 2% | 5% | 6% | 5% | 5% |
| 4yr % Change | 18% | 19% | 60% | 32% | 4% | 0% | -2% | -6% | 21% | 30% | -10% | 14% |
| Health Professions | 80 | 216 | 66 | 208 | 234 | 0 | 682 | 302 | 179 | 439 | 119 | 2,525 |
| % of Total | 6% | 4% | 4% | 3% | 3% | 0% | 6% | 3% | 6% | 5% | 6% | 4% |
| 4yr % Change | 33% | -7% | -13% | 0% | 5% | 0% | 37% | 17% | 3% | -1% | 70% | 13% |
| Education (Critical) | 5 | 47 | 40 | 48 | 101 | 0 | 176 | 25 | 84 | 109 | 149 | 784 |
| % of Total | 0% | 1% | 2% | 1% | 1% | 0% | 2% | 0.3% | 3% | 1% | 8% | 1% |
| 4yr % Change | -50% | -2% | 122% | -9% | -2% | 0% | 31% | -7% | 18% | 16% | 69% | 21% |
| Total | 506 | 1,767 | 551 | 2,773 | 3,033 | 90 | 3,406 | 3,867 | 1,023 | 3,184 | 781 | 20,981 |
| % of Total | 39% | 36% | 33% | 39% | 33% | 54% | 31% | 43% | 33% | 38% | 40% | 37% |
| 4yr % Change | -6% | 9% | 119% | 20% | 23% | 17% | 26% | 15% | 21% | 23% | 35% | 21% |

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



GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

At the graduate level, 45% of the graduate degrees (includes master's, doctoral and professional) granted in 2010-11 were in at least one of the five areas of programmatic strategic emphasis.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|------------------------------------|------|-----|------|-------|-------|-----|-------|-------|------|-------|------|-------|
| S.T.E.M. | 56 | 216 | 7 | 471 | 431 | . | 688 | 1,949 | 27 | 637 | 100 | 4,582 |
| <i>% of Total</i> | 9% | 15% | 2% | 16% | 14% | . | 27% | 32% | 5% | 21% | 16% | 21% |
| <i>4yr % Change</i> | -8% | -1% | 133% | -2% | 28% | . | 39% | 35% | 13% | 40% | 223% | 29% |
| Health Professions | 184 | 177 | 72 | 448 | 231 | . | 256 | 1,197 | 81 | 662 | 11 | 3,319 |
| <i>% of Total</i> | 29% | 12% | 18% | 15% | 7% | . | 10% | 20% | 14% | 22% | 2% | 15% |
| <i>4yr % Change</i> | 42% | 38% | 6% | 101% | 99% | . | 42% | 2% | 108% | 55% | . | 34% |
| Education (Critical) | 4 | 68 | 41 | 92 | 144 | . | 199 | 102 | 40 | 170 | 26 | 886 |
| <i>% of Total</i> | 1% | 5% | 10% | 3% | 5% | . | 8% | 2% | 7% | 6% | 4% | 4% |
| <i>4yr % Change</i> | 33% | 51% | 21% | -34% | 6% | . | 79% | -4% | 0% | -12% | -46% | 4% |
| Global Economy | 0 | 35 | 0 | 174 | 150 | . | 28 | 132 | 0 | 49 | 13 | 581 |
| <i>% of Total</i> | 0% | 2% | 0% | 6% | 5% | . | 1% | 2% | 0% | 2% | 2% | 3% |
| <i>4yr % Change</i> | . | 21% | . | 55% | 3% | . | 115% | 35% | . | 17% | 8% | 29% |
| Security/Emergency Services | 0 | 15 | 26 | 61 | 70 | . | 81 | 9 | 9 | 31 | 7 | 309 |
| <i>% of Total</i> | 0% | 1% | 6% | 2% | 2% | . | 3% | 0.1% | 2% | 1% | 1% | 1% |
| <i>4yr % Change</i> | . | 67% | . | 239% | 94% | . | -22% | 80% | -31% | 417% | . | 62% |
| Total | 244 | 511 | 146 | 1,246 | 1,026 | . | 1,252 | 3,389 | 157 | 1,549 | 157 | 9,667 |
| <i>% of Total</i> | 39% | 35% | 36% | 42% | 33% | . | 49% | 55% | 26% | 51% | 25% | 45% |
| <i>4yr % Change</i> | 26% | 19% | 39% | 30% | 33% | . | 39% | 20% | 35% | 38% | 73% | 29% |

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

CHANGES IN DEGREES AWARDED (2006-07 to 2010-11)

Since 2006-07, almost half (47%) of new baccalaureate degree production in the System was awarded within the Areas of Strategic Emphasis, and four institutions (FSU, NCF, UF, UWF) grew faster within the Areas of Strategic Emphasis than other disciplines. At the graduate level, four institutions (FSU, UCF, UF and USF) increased graduate degree production faster within Areas of Strategic Emphasis faster than other disciplines.

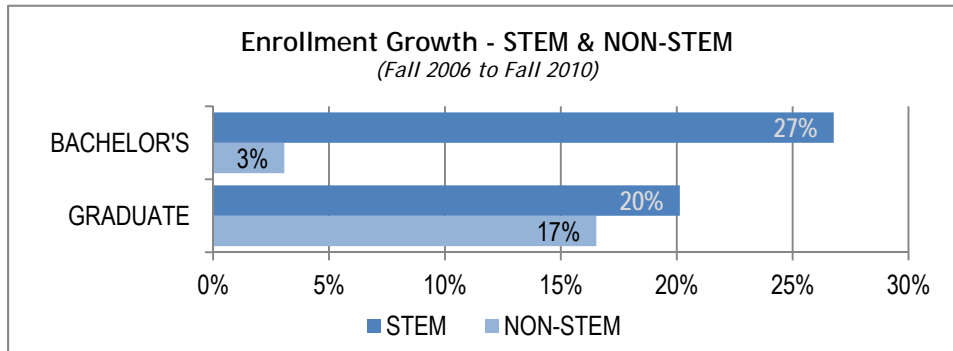
| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|-----------------------------------|------|-----|------|-----|-----|-----|-------|------|-----|-----|-----|-------|
| Bachelor's Degrees | | | | | | | | | | | | |
| Area of Strategic Emphasis | -34 | 144 | 299 | 467 | 574 | 13 | 709 | 515 | 176 | 599 | 203 | 3,665 |
| Not an Area of Strategic Emphasis | 9 | 167 | 334 | 857 | 492 | 7 | 1,512 | -350 | 274 | 905 | 2 | 4,209 |
| Graduate Degrees | | | | | | | | | | | | |
| Area of Strategic Emphasis | 50 | 82 | 41 | 287 | 254 | . | 350 | 568 | 41 | 426 | 66 | 2,165 |
| Not an Area of Strategic Emphasis | 56 | 190 | 97 | 565 | 167 | . | 119 | 462 | -57 | 126 | 112 | 1,837 |

Note: Degree counts include first and second majors.



STEM ENROLLMENT GROWTH

The State University System of Florida is ranked #3 among all university systems in the U.S. for undergraduate STEM degree production. During the Fall 2010 term, the number of students seeking a bachelor's degree in a STEM discipline represented a quarter (24%) of all baccalaureate degree-seeking students. Similarly, STEM graduate students comprised 27% of all graduate students. Student interest in STEM programs is growing quickly, as STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.



DEGREES BY ACADEMIC DISCIPLINE

During the 2010-11 year, "Business and Management" continued its long run as the most common degree awarded in the System. Degrees in "Health Professions" and "Biological Sciences" are increasing in popularity more quickly than the other top 10 disciplines.

| Academic Discipline | Bachelor's | %Δ ¹ | Academic Discipline | Master's | PhD | Prof. | Graduate Total | %Δ ¹ |
|---|------------|-----------------|--------------------------------|----------|-----|-------|----------------|-----------------|
| 1 Business and Management | 12,185 | 3% | Business and Management | 4,136 | 42 | . | 4,178 | 30% |
| 2 Social Sciences | 5,940 | 12% | Health Professions | 2,407 | 502 | 1,142 | 4,051 | 136% |
| 3 Health Professions | 4,264 | 21% | Education | 3,106 | 334 | . | 3,440 | 6% |
| 4 Psychology | 3,986 | 19% | Engineering | 1,681 | 404 | . | 2,085 | 37% |
| 5 Education | 3,901 | 0% | Law | 116 | . | 1,021 | 1,137 | 22% |
| 6 Biological/Biomedical Sciences | 3,050 | 61% | Public Administration | 875 | 37 | . | 912 | 9% |
| 7 Engineering | 2,966 | 14% | Social Sciences | 474 | 123 | . | 597 | 26% |
| 8 Mass Communications | 2,906 | 13% | Biological/Biomedical Sciences | 398 | 190 | . | 588 | 67% |
| 9 Homeland Security, Enforcement, Emergency | 1,934 | 10% | Visual and Performing Arts | 431 | 50 | . | 481 | 14% |
| 10 Visual and Performing Arts | 1,917 | 11% | Psychology | 281 | 130 | . | 411 | -5% |

Note: The percent change (%Δ) is the change in degrees awarded from 2006-07 to 2010-11. Degree counts are for first majors only.



2005-2013 STRATEGIC PLAN

Goal 3: Building World-Class Academic Programs and Research Capacity

Academic Program Quality

The Board of Governors' continuing accountability for the System includes regulations that guide ongoing improvement efforts. The Board has directed each institution to maintain regional accreditation. All institutions maintain regional accreditation through the Southern Association of Colleges and Schools (SACS). In addition, the Board encourages institutions to seek national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards. In 2009-10, 89% of the State University System's academic programs (across all degree levels) received specialized accreditation — where specialized accreditation was available.

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

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify, by academic program, what students will have learned by the time they graduate, and how that learning will be measured. In 2010, the majority of undergraduate programs across the System have implemented all of the key components of the State University System's assessment of student learning outcomes.

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



VIABILITY STUDIES OF ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor listing new degree program reviews conducted within the preceding year, and the results of each review. During the 2010-11 year, 27 new programs were approved, 52 were either terminated or suspended, and 10 programs were reviewed but not approved by university Boards of Trustees.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--|------|-----|------|-----|-----|-----|-----|----|-----|-----|-----|-----|
| New Programs | 2 | 3 | 2 | 5 | 1 | - | 4 | 1 | 3 | 6 | 0 | 27 |
| Terminated/Suspended Programs | 24 | 5 | 0 | 2 | 7 | - | 5 | 3 | 1 | 4 | 1 | 52 |
| New Programs Considered By University But Not Approved | 3 | 0 | 0 | 0 | 0 | - | 0 | 0 | 7 | 0 | 0 | 10 |

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

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. In 2010-11, two-thirds (26 of 39) of university passage rates were above the state and/or national averages, which also includes private institutions.

2010-11 First-time Examinee Pass Rates

| | FAMU | FAU | FGCU | FIU | FSU | UCF | UF | UNF | USF | UWF | SUS | US/FL AVERAGE |
|-----------------------------------|------|-----|------|-----|-----|-----|------|------|------|-----|------|------------------|
| Nursing | 85% | 85% | 82% | 90% | 92% | 95% | 97% | 84% | 96% | 94% | 91% | 89% ¹ |
| Law | 63% | . | . | 89% | 88% | . | 86% | . | . | . | 85% | 82% ¹ |
| Medicine (Step 1) | . | . | . | . | 90% | . | 99% | . | 92% | . | 94% | 92% |
| Medicine (Step 2-CK) | . | . | . | . | 97% | . | 99% | . | 100% | . | 99% | 97% |
| Medicine (Step 2-CS) | . | . | . | . | 98% | . | 100% | . | 100% | . | 99% | 97% |
| Veterinary | . | . | . | . | . | . | 100% | . | . | . | 100% | 98% |
| Pharmacy | 72% | . | . | . | . | . | 97% | . | . | . | 90% | 94% |
| Dentistry (Part 1) | . | . | . | . | . | . | 100% | . | . | . | 100% | 94% |
| Dentistry (Part 2) | . | . | . | . | . | . | 99% | . | . | . | 99% | 94% |
| Physical Therapy ² | 45% | . | 73% | 75% | . | 92% | 91% | 100% | 85% | . | 82% | 87% |
| Occupational Therapy ² | 44% | . | 84% | 65% | . | . | 92% | . | . | . | 77% | 82% |

Note 1: The Nursing and Law exam average pass rates are based on the Florida average – all other benchmarks are national averages.

Note 2: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Tables 40 and 5D in this System report, and each university report, provide more information on this topic.



Research, Development, and Commercialization

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

RESEARCH EXPENDITURES

In 2009-10, the State University System research-only activities consisted of \$1.69 billion in expenditures (a 19% increase from just five years earlier, in 2005-06).

Dollars in Millions

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--|--------|--------|--------|---------|---------|-------|---------|---------|-------|---------|--------|-----------|
| 2009-10 Expenditures | \$53.5 | \$56.5 | \$13.9 | \$110.3 | \$237.9 | \$0.7 | \$118.0 | \$681.5 | \$8.0 | \$390.8 | \$17.8 | \$1,688.8 |
| <i>4 year % Change (Compared to 2005-06)</i> | 45% | 86% | 13% | 30% | 13% | 210% | -4% | 14% | 25% | 28% | 33% | 19% |

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

TOP 10 STATES GROWTH IN RESEARCH EXPENDITURES

During the past 10 years, Florida has consistently ranked 4th in the nation in terms of research expenditures by public universities. The State University System of Florida posted a larger percentage growth than any other top 10 state. (Unlike Florida, some states have more than one system.)

Dollars in Billions

| RANK | STATE | 1999-2000 | 2008-09 | % GROWTH |
|------|----------------|-----------|---------|----------|
| 1 | California | \$3.01 | \$5.50 | 83% |
| 2 | Texas | \$1.64 | \$3.57 | 117% |
| 3 | Michigan | \$1.00 | \$1.85 | 84% |
| 4 | Florida | \$0.69 | \$1.62 | 133% |
| 5 | Pennsylvania | \$0.78 | \$1.51 | 94% |
| 6 | Ohio | \$0.68 | \$1.43 | 110% |
| 7 | New York | \$0.59 | \$1.25 | 111% |
| 8 | North Carolina | \$0.60 | \$1.18 | 99% |
| 9 | Maryland | \$0.60 | \$1.18 | 95% |
| 10 | Washington | \$0.64 | \$1.13 | 75% |

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



STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is paying substantial dividends. Since their inception, beginning in 2003, the State has invested a total of \$84.5 million and the Centers have returned \$294 million in competitive grants, private resources and licensing revenues. These Centers have executed 43 licenses, started 31 companies in Florida, created 790 jobs, and have established 646 collaborations with private industry. Reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

| UNIV | NAME OF CENTER | YEAR CREATED | STATE FUNDS | GRANT AWARDS | PRIVATE FUNDS | LICENSING INCOME | TOTAL EXPENSES | PRIVATE INDUSTRY COLLAB- ORATIONS | JOBS CREATED |
|-------|---|-----------------|----------------|-----------------|------------------|---------------------|-------------------|--|-----------------|
| FAU | Center for Biomedical and Marine Biotechnology* | 2002-03 | \$10.0 | \$26.3 | \$0.0 | \$0.03 | \$36.3 | 10 | 2 |
| UCF | Florida Photonics Center of Excellence (FPCE) | 2002-03 | \$10.0 | \$52.8 | \$0.0 | \$0.18 | \$49.3 | 60 | 60 |
| UF | Regenerative Health Biotechnology | 2002-03 | \$10.0 | \$19.2 | \$0.0 | \$0.48 | \$21.8 | 234 | 251 |
| FAU | Southeast National Marine Renewable Energy Center | 2006-07 | \$5.0 | \$6.2 | \$0.3 | \$0.0 | \$12.3 | 33 | 0 |
| FSU | Center of Excellence in Advanced Materials | 2006-07 | \$4.0 | \$15.1 | \$0.0 | \$0.0 | \$14.0 | 45 | 16 |
| UCF | Laser Technology Initiative | 2006-07 | \$4.5 | \$14.7 | \$1.0 | \$0.0 | \$7.9 | 10 | 15 |
| UF | Center for Nano-Bio Sensors | 2006-07 | \$4.0 | \$21.9 | \$23.0 | N/A | \$3.7 | 7 | 53 |
| UF | FISE Energy Technology Incubator | 2006-07 | \$4.5 | \$62.8 | N/A | \$0.60 | \$39.5 | 120 | 107 |
| USF | Center for Drug Discovery and Innovation (formerly FCoE-BITT) | 2006-07 | \$8.0 | \$10.8 | \$0.0 | \$0.16 | \$12.9 | 39 | 0 |
| FIU | COE for Hurricane Damage Mitigation and Product Development | 2007-08 | \$10.0 | \$8.6 | \$0.0 | \$0.0 | \$7.6 | 28 | 5 |
| FSU | Florida Center for Advanced Aero-Propulsion | 2007-08 | \$14.6 | \$29.7 | \$0.0 | N/A | \$13.3 | 60 | 285 |
| TOTAL | | | \$84.6 | \$268.1 | \$24.3 | \$1.5 | \$218.6 | 646 | 794 |

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



UNIVERSITY CENTERS AND INSTITUTES

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

Dollars in Millions

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

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

FACULTY MEMBERSHIP IN THE NATIONAL ACADEMIES

The State University System trails the public universities of other key states in the number of faculty who have been invited into the National Academies, which is comprised of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.

| RANK | PUBLIC UNIVERSITIES BY STATE | FACULTY | RANK | PUBLIC UNIVERSITIES BY STATE | FACULTY |
|------|------------------------------|---------|------|------------------------------|---------|
| 1 | California | 660 | 6 | Pennsylvania | 51 |
| 2 | Texas | 148 | 6 | Colorado | 51 |
| 3 | Washington | 110 | 8 | North Carolina | 49 |
| 4 | Michigan | 91 | 8 | Virginia | 49 |
| 5 | Illinois | 59 | 10 | Florida | 38 |

Note: 2009 data is the most recently available from the 2010 Annual Report of the Top American Research Universities by the Center for Measuring University Performance.



PATENTS AND LICENSES

Other indicators of the System's contributions to economic development are patents and licenses. These key metrics often represent the initial movement from laboratory bench to retail shelf. The State University System is one of the primary organizations developing Florida's innovative capacity, and is second to none when compared to any company or entity producing patents within the State as measured by the number of patents issued in the last five years by the United States Patent and Trademark Office.

Table 6A in this System report, and each university report, provides additional patent statistics that report a 63% increase in the number of patents issued to the State University System between 2005-06 and 2009-10. Licenses and options executed increased in the System by 80% between 2006 and 2010.

Patents Awarded in Florida by Organization (2006-2010)

| RANK | FIRST NAMED ASSIGNEE | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
|------|---|-------|-------|-------|-------|-------|-------|
| | <i>TOTAL PATENTS AWARDED IN FLORIDA</i> | 2,058 | 1,829 | 1,640 | 1,690 | 2,262 | 9,479 |
| 1 | STATE UNIVERSITY SYSTEM | 150 | 130 | 118 | 149 | 215 | 762 |
| 2 | MOTOROLA, INC. | 124 | 108 | 80 | 65 | 61 | 438 |
| 3 | HARRIS CORP. | 79 | 58 | 62 | 55 | 61 | 315 |
| 4 | IBM CORPORATION | 61 | 55 | 61 | 69 | 68 | 314 |
| 5 | UNIVERSITY OF FLORIDA | 74 | 56 | 41 | 52 | 40 | 263 |
| 6 | UNIVERSITY OF CENTRAL FLORIDA | 29 | 30 | 36 | 51 | 56 | 202 |
| 7 | UNIVERSITY OF SOUTH FLORIDA | 30 | 27 | 31 | 32 | 77 | 197 |
| 8 | SIEMENS ENERGY, INC. | 0 | 0 | 4 | 58 | 96 | 158 |
| 9 | SIEMENS POWER GENERATION, INC. | 34 | 59 | 53 | 0 | 0 | 146 |
| 10 | HONEYWELL INTERNATIONAL INC. | 13 | 18 | 47 | 27 | 39 | 144 |
| 17 | FLORIDA STATE UNIVERSITY | 12 | 12 | 6 | 12 | 34 | 76 |
| 49 | FLORIDA ATLANTIC UNIVERSITY | 5 | 5 | 4 | 2 | 3 | 19 |
| 233 | FLORIDA A&M UNIVERSITY | 0 | 0 | 0 | 0 | 5 | 5 |

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2006 - 2010 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/asgsc/fl_ror.htm. Note: More than a third (39%) of Florida's total patents awarded between 2006 and 2010 were assigned as an 'Individually Owned Patent'.



2005-2013 STRATEGIC PLAN

Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

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

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

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

COMMUNITY ENGAGEMENT CLASSIFICATION

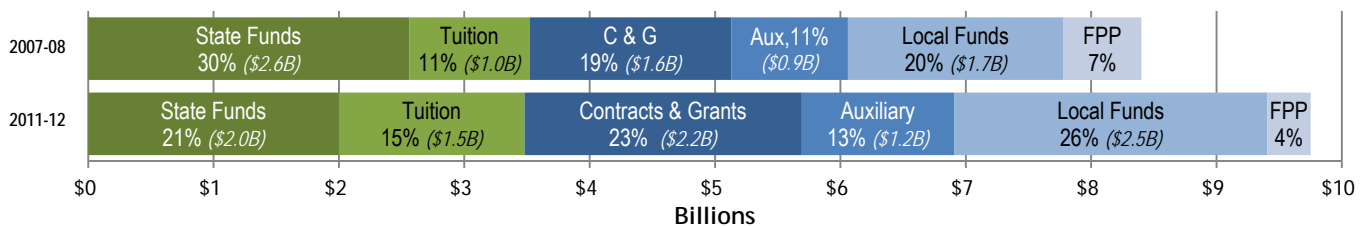
Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

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



Critical Financial Data

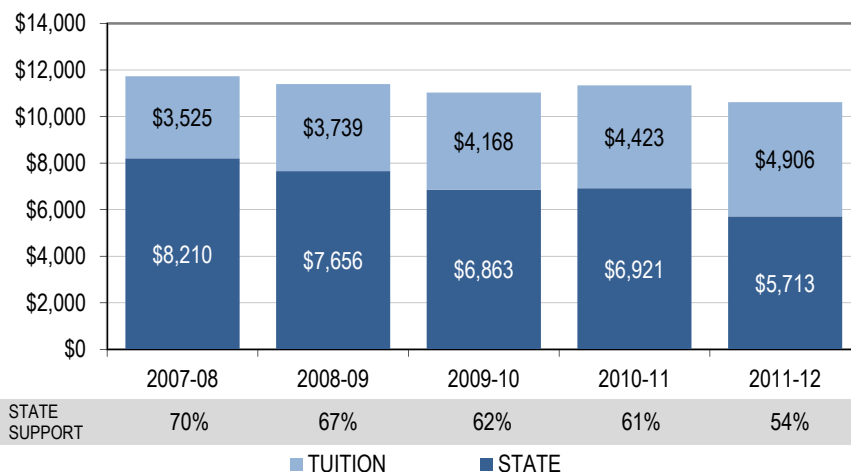
In 2011-12, the System has an overall budget in excess of \$9.7 billion. The budget is divided into five major components: Education and General state and tuition funds (\$3.45B) are the primary sources of funding for instructional activities. Funding from Contracts and Grants (\$2.2B), Auxiliary Services (\$1.2B), Local Funds (\$2.5B), and Faculty Practice Plans (\$343.8M) support university operations in a manner restricted by the definition of the funding categories. Contracts and grants are primarily federal grants restricted to the purpose of the grant; auxiliary services are ancillary units such as parking, housing and transportation; local funds consist of financial aid, various student fees (activity and service, athletic, technology), concessions and self insurance programs; and faculty practice is the revenue generated from patient services associated with health science center clinics.



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

Trend in Funding per Student FTE

State support per student FTE has dropped from 70% in 2007-08 to 54% in 2011-12, for the System. State support per student FTE in 2011-12 varies by university, ranging from 73% to 47%, depending largely on recent unfunded enrollment growth.



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition. For more, see: <http://www.flbog.edu/pressroom/news.php?id=418>



Percentage Change in Educational & General Revenues *(from 2007-08 to 2010-11)*

As a system, Education and General revenue increased 4% between 2007-08 and 2010-11. This increase has been largely funded by a 37% increase in tuition, and about \$130 million in non-recurring Federal stimulus aid. However, state funds decreased 16% between 2007-08 and 2010-11, and initial 2011-12 appropriations report a further drop in state revenue, representing a 25% (\$521 million) decrease since 2007-08.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|--------------------------|-----------|-----------|------------|-----------|-----------|------------|------------|-----------|-----------|-----------|------------|-----------|
| Revenue from State Funds | -13% | -16% | -16% | -19% | -16% | -12% | -16% | -19% | -15% | -11% | -24% | -16% |
| Revenue from Tuition | 48% | 34% | 73% | 32% | 28% | 17% | 55% | 34% | 34% | 29% | 39% | 37% |
| TOTAL | 9% | 2% | 15% | 3% | 1% | -2% | 10% | 1% | 4% | 4% | -4% | 4% |

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

Percentage Change in Educational & General Expenditures *(from 2007-08 to 2010-11)*

Despite declining state support, the State University System has maintained its commitment to Instruction & Research (up 4%) while Administration costs have decreased (5%). The table below shows the variation in E&G expenditures across the System from 2007-08 to 2010-11 (the most recently available actual expenditure data). These rates are expected to decline in 2011-12 due to the ending of non-recurring federal stimulus funds of 2009-10 and 2010-11.

| | FAMU | FAU | FGCU | FIU | FSU | NCF | UCF | UF | UNF | USF | UWF | SUS |
|-----------------------------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|------------|-----------|
| Instruction & Research | 8% | 9% | 12% | 7% | 4% | 5% | -2% | 3% | -1% | 4% | -3% | 4% |
| Administration & Support Services | -14% | 4% | -8% | -6% | -18% | 0% | 4% | -5% | -7% | 25% ¹ | -23% | -5% |
| Plant Operations & Maintenance | 1% | 6% | 17% | 25% | 9% | -6% | 23% | 2% | 25% | -11% | 4% | 8% |
| Student Services | -6% | 7% | 28% | 23% | 4% | 2% | 33% | -9% | 7% | -7% | 15% | 7% |
| TOTAL | 1% | 5% | 10% | 7% | 2% | 0% | 3% | 1% | 1% | 2% | -6% | 3% |

Note: Does Not Include Health-Science Centers, or IFAS. 2010-11 data is most recent actual expenditure data available. These four program components account for 94% of total expenditures across the System. Table 1B in this System report, and each university report, provide more information about this topic.

Note¹: USF's administrative growth is largely due to USF Tampa's reclassification of police expenses from student services to university support, and USF Polytechnic's continued development of the campus site.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education, including: all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development.

Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.

Plant Operations & Maintenance: Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification

Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.



Looking Ahead: A New Strategic Plan (2012-2025)

While this Annual Accountability Report has been structured around the 2005-2013 Strategic Plan that guided the work of the System during the 2010-11 academic year, future reports will reflect the goals contained within the Board of Governors' new long-range Strategic Plan, which was approved in November 2011. Likewise, university work plans will evolve to account for the projected outcomes, associated metrics, and long-range goals of the new plan.

The goals and metrics for the new strategic plan were categorized into the traditional university tripartite mission of teaching, research, and service. Each of the three areas is further subdivided into the categories of **(a) Excellence, (b) Productivity, and (c) Strategic Priorities.**

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



Strategic Plan (2012-2025) Teaching and Learning Metrics

Undergraduate, Graduate, and Professional Education

| PERFORMANCE INDICATORS | CURRENT | 2025 GOALS | NOTES |
|--|--|--|--|
| EXCELLENCE | | | |
| A1. National Rankings for Universities and Programs | <ul style="list-style-type: none"> - Three institutions ranked Top 50 for public undergraduate (UF, FSU, NCF); - Program rankings not currently tracked at System level. | <ul style="list-style-type: none"> - Five institutions ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program. | Institutions would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc. |
| A2. Freshman in Top 10% of Graduating High School Class | 28% | 50% | The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%. |
| A3. Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams | 5 (of 29) Scores Below Benchmarks | Above Benchmarks for All Exams | An indicator of how well universities are preparing students to enter certain professional occupations. |
| A4. Eligible Programs with Specialized Accreditation | 89% of 754 programs | All (with exceptions) | Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards. |
| PRODUCTIVITY | | | |
| A5. Average Time To Degree for First-time in College Students | 4.3 years | 4.0 years | The Board is dedicated to the goal of FTIC students graduating on time. |
| A6. Four-Year Graduation Rates for First-time in College Students from Same University | 34% | 50% | 2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%. |
| A7. Six-Year Graduation Rates for First-time in College Students from Same University | 61% | 70% | 2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%. |
| A8. % of Bachelor's Degrees w/ Excess Hours Less than 110% of Required Hours | 49% | 80% | Due to recent statutory changes this percentage is expected to increase significantly. |
| A9. Bachelor's Degrees Awarded Annually | 53,392 | 90,000 | Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth. |
| A10. Graduate Degrees Awarded Annually | 20,188 | 40,000 | Based on SUS trend the 2025 value would be 37,300. |
| A11. Bachelor's Degrees Awarded to Minorities | 16,207 (30% of total) | 31,500 (42% of growth) | 2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida. |
| A12. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall) | 46,725 (19% of total) | 75,000 (25% of growth) | Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000. |
| A13. Percent of Course Sections Offered via Distance and Blended Learning | 18% | 30% | Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change. |
| STRATEGIC PRIORITIES | | | |
| A14. Bachelor's Degrees in STEM | 9,605 (18% of total) | 22,500 (25% of total) | Based on historical trends, the 2025 value will be 18,500. |
| A15. Bachelor's Degrees in All Areas of Strategic Emphasis | 19,832 (37% of total) | 45,000 (50% of total) | Based on historical trends, the 2025 value will be 34,200. |
| A16. Graduate Degrees in STEM | 4,330 (21% of total) | 14,000 (35% of total) | Based on historical trends, the 2025 value will be 11,700. |
| A17. Graduate Degrees in All Areas of Strategic Emphasis | 9,170 (45% of total) | 20,000 (50% of total) | Based on historical trends, the 2025 value will be 19,000. |



Strategic Plan (2012-2025) Scholarship, Research and Innovation Metrics

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

Strategic Plan (2012-2025) Community and Business Engagement Metrics

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