2010-2011

Annual Accountability Report

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

www.flbog.edu

Table of Contents

System Dashboard 2

Key Achievements 2010-2011 4

Introduction 6

Goal 1: Access to and Production of Degrees 7

Goal 2: Meeting Statewide Professional and Workforce Needs 12

Goal 3: Building World-Class Academic Programs and Research Capacity 15

Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities 21

Critical Financial Data 2010-2011 22

Looking Ahead: A New Strategic Plan (2012-2025) 24

Appendix: Data Tables 27

2010-11 SYSTEM DASHBOARD

Enrollments	Fall 2010	% Total	2006-2010 % Change
TOTAL	321,503*	100%	9%
White	174,454	54%	1%
Hispanic	63,821	20%	28%
Black	44,717	14%	10%
Other	38,511	12%	13%
Full-Time	232,514	72%	11%
Part-Time	88,989	28%	6%
Undergraduate	247,408	77%	8%
Graduate	61,196	19%	16%
Unclassified	12,899	4%	-2%

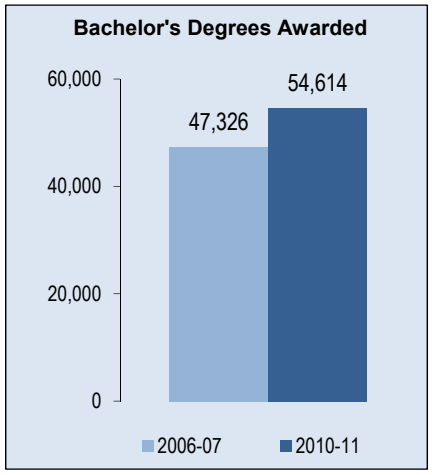
Degree Programs Offered	
TOTAL *(as of Spring 2011)*	1,674
Baccalaureate	680
Master's	692
Research Doctorate	273
Professional Doctorate	29

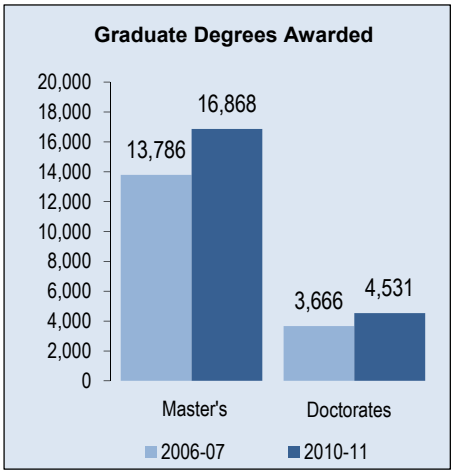
Faculty (Fall 2010)	Full-Time	Part-Time
TOTAL	12,352	2,576
Tenure & Ten. Track	7,758	270
Other Faculty	4,594	2,306

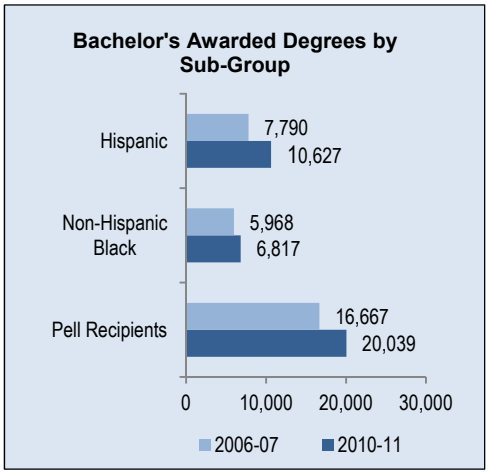
2010 Basic Carnegie Classifications	
Research Universities (Very High Activity)	FSU, UCF, UF,USF
Research Universities (High Activity)	FAU, FIU
Doctoral/Research Universities	FAMU, UWF
Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Arts & Sciences Focus, (No Graduate)	NCF

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

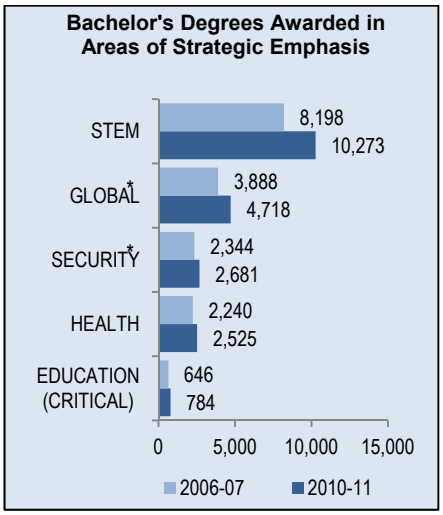
GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

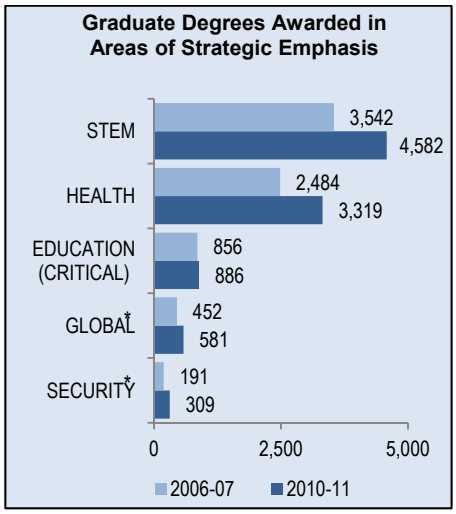


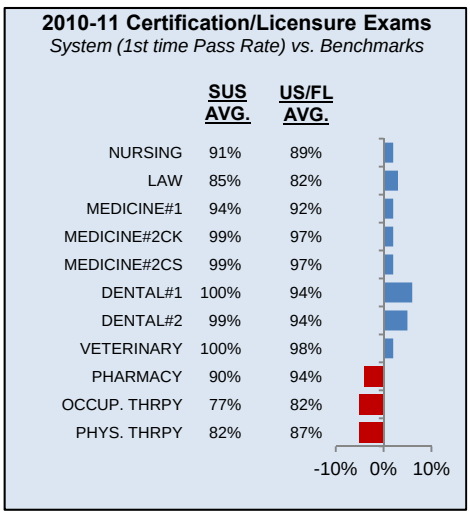




GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

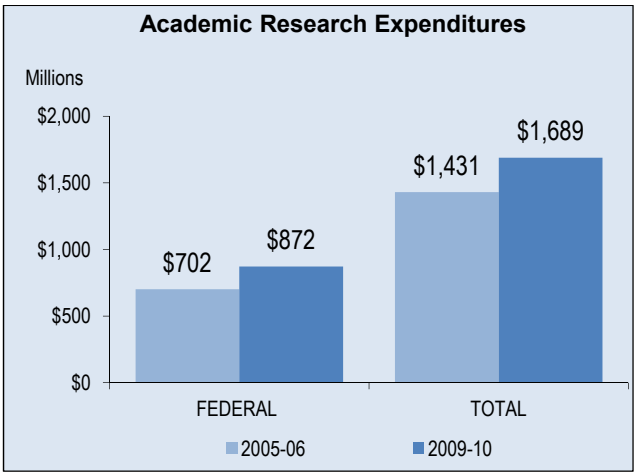


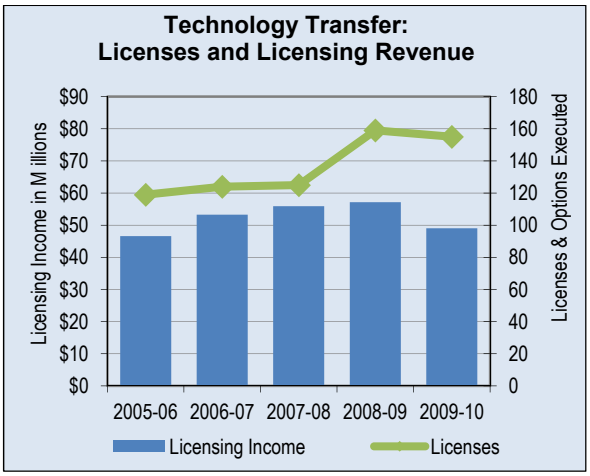




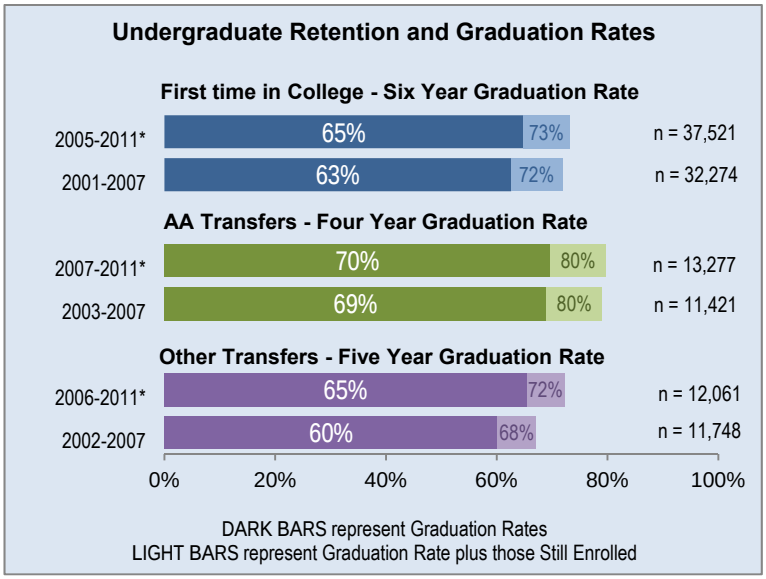
* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.

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

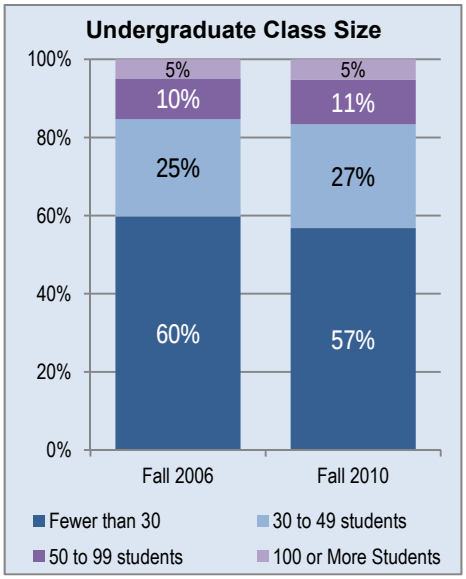


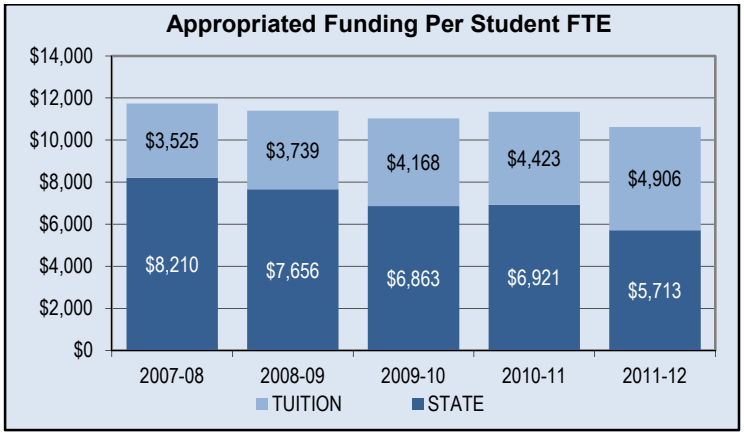


RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* 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.

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
1yr % Change	*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
1yr % Change	*-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
1yr % Change	*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
1yr % Change	*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
1yr % Change	*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
1yr % Change	*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
% of Total	*69%*	*28%*	*49%*	*39%*	*66%*	*86%*	*42%*	*71%*	*42%*	*35%*	*28%*	*48%*
1yr % Change	*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
% of Total	*15%*	*40%*	*24%*	*36%*	*25%*	*4%*	*46%*	*22%*	*39%*	*31%*	*43%*	*33%*
1yr % Change	*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
% of Total	*17%*	*33%*	*26%*	*25%*	*9%*	*10%*	*12%*	*7%*	*20%*	*34%*	*29%*	*19%*
1yr % Change	*-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
1yr % Change	*-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
1yr % Change	*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
1yr % Change	*-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
1yr % Change	*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
1yr % Change	*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
1yr % Change	*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
1yr % Change	*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%
4Year % 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).

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
% of Total	*9%*	*15%*	*2%*	*16%*	*14%*	*.*	*27%*	*32%*	*5%*	*21%*	*16%*	*21%*
4yr % Change	*-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
% of Total	*29%*	*12%*	*18%*	*15%*	*7%*	*.*	*10%*	*20%*	*14%*	*22%*	*2%*	*15%*
4yr % Change	*42%*	*38%*	*6%*	*101%*	*99%*	*.*	*42%*	*2%*	*108%*	*55%*	*.*	*34%*
Education (Critical)	4	68	41	92	144	.	199	102	40	170	26	886
% of Total	*1%*	*5%*	*10%*	*3%*	*5%*	*.*	*8%*	*2%*	*7%*	*6%*	*4%*	*4%*
4yr % Change	*33%*	*51%*	*21%*	*-34%*	*6%*	*.*	*79%*	*-4%*	*0%*	*-12%*	*-46%*	*4%*
Global Economy	0	35	0	174	150	.	28	132	0	49	13	581
% of Total	*0%*	*2%*	*0%*	*6%*	*5%*	*.*	*1%*	*2%*	*0%*	*2%*	*2%*	*3%*
4yr % Change	*.*	*21%*	*.*	*55%*	*3%*	*.*	*115%*	*35%*	*.*	*17%*	*8%*	*29%*
Security/Emergency Services	0	15	26	61	70	.	81	9	9	31	7	309
% of Total	*0%*	*1%*	*6%*	*2%*	*2%*	*.*	*3%*	*0.1%*	*2%*	*1%*	*1%*	*1%*
4yr % Change	*.*	*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
% of Total	*39%*	*35%*	*36%*	*42%*	*33%*	*.*	*49%*	*55%*	*26%*	*51%*	*25%*	*45%*
4yr % Change	*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)*

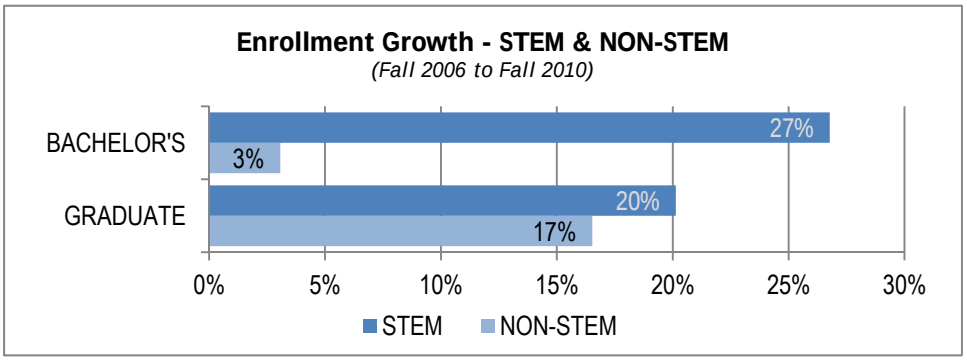
Since 2006-07, almost half (47%) of new baccalaureate degree production in the System was awarded within the Areas of Strategic Emphasis, and four institutions (FSU, NCF, UF, UWF) grew faster within the Areas of Strategic Emphasis than other disciplines. At the graduate level, four institutions (FSU,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

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 4O and 5D in this System report, and each university report, provide more information on this topic.

Research, Development, and Commercialization

Through its research successes, the State University System plays a critical role in 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
4 year % Change (Compared to 2005-06)	*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: 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
	TOTAL PATENTS AWARDED IN FLORIDA	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/asgstc/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'.

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."

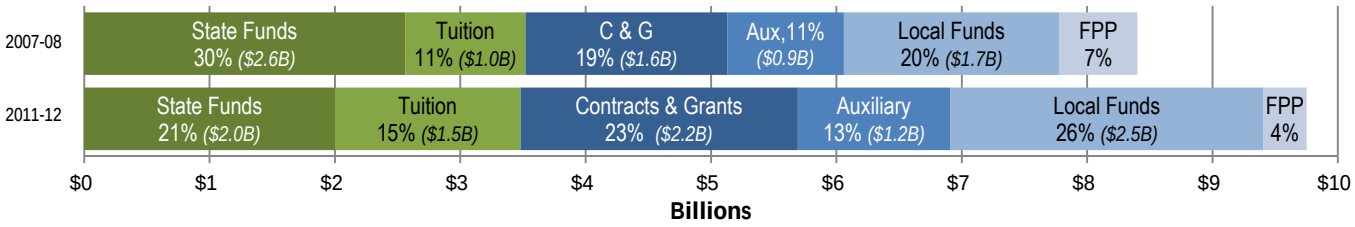
COMMUNITY ENGAGEMENT CLASSIFICATION

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

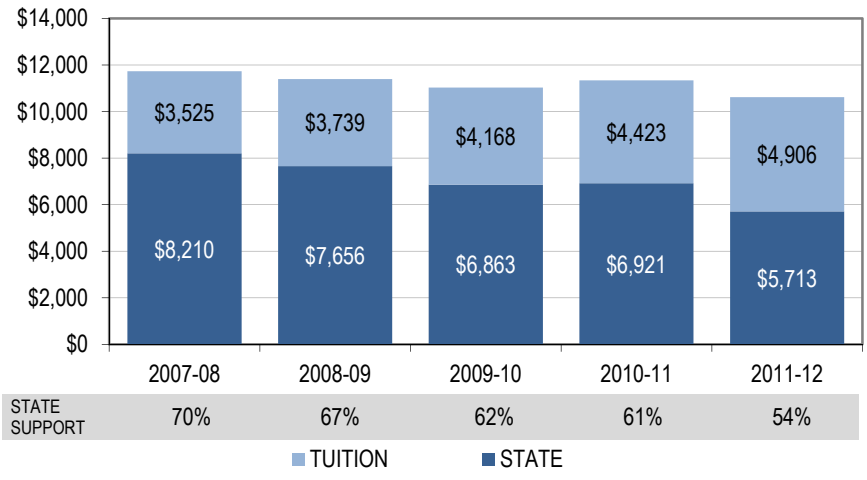
In 2011-12, the System has an overall budget in excess of $9.7 billion. The budget is divided into five major components: Education and General state and tuition funds ($3.45B) are the primary sources of funding for instructional activities. Funding from Contracts and Grants ($2.2B), Auxiliary Services ($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.
Note[1]: 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 effectives; individual or project research; academic computing support; academic source or curriculum development.

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

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

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

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

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

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.

Appendix: Data Tables

Section 1 – Financial Resources
1A. University E&G Revenues
1B. University E&G Expenditures
1C. State Funding per Student FTE
1D. University Other Budget Entities
1E. University Total Revenues and Expenditures
1F. Voluntary Support of Higher Education
1G. University Federal Stimulus Dollars (ARRA)
1H. Health Science Center - E&G Revenues
1I. Health Science Center - E&G Expenditures
1J. Health Science Center - Faculty Practice Plans
1K. IFAS - E&G Revenues
1L. IFAS - E&G Expenditures

Section 2 – Personnel
2A. Personnel Headcount

Section 3 – Enrollment
3A. University Full-Time Enrollment (FTE)
3B. Enrollment by Location

Section 4 – Undergraduate Education
4A. Degree Program Changes in AY 2009-2010
4B. First-Year Persistence Rates
4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time, First-Time-in-College (FTIC) Students
4D. SUS Definition - Undergraduate Progression and Graduation Rates for Full- & Part-Time, First-Time-in-College (FTIC) Students
4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students
4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students
4G. Baccalaureate Degrees Awarded
4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
4I. Baccalaureate Degrees Awarded to Underrepresented Groups
4J. Baccalaureate Completion Without Excess Credit Hours
4K. Undergraduate Course Offerings
4L. Faculty Teaching Undergraduates
4M. Undergraduate Instructional Faculty Compensation
4N. Student/Faculty Ratio
4O. Professional Certification/Licensure Exams - Undergraduate Programs
4P. Tuition Differential Fee

Section 5 – Graduate Education
5A. Degree Program Changes in AY 2009-2010
5B. Graduate Degrees Awarded
5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
5D. Professional Certification/Licensure Exams - Graduate Programs

Section 6 – Research & Economic Development
6A. Research and Development
6B. Centers of Excellence
6C. State University Research Commercialization Assistance Grants
6D. 21st Century World Class Scholars Program