

**University of South Florida
Individual Campuses**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data.

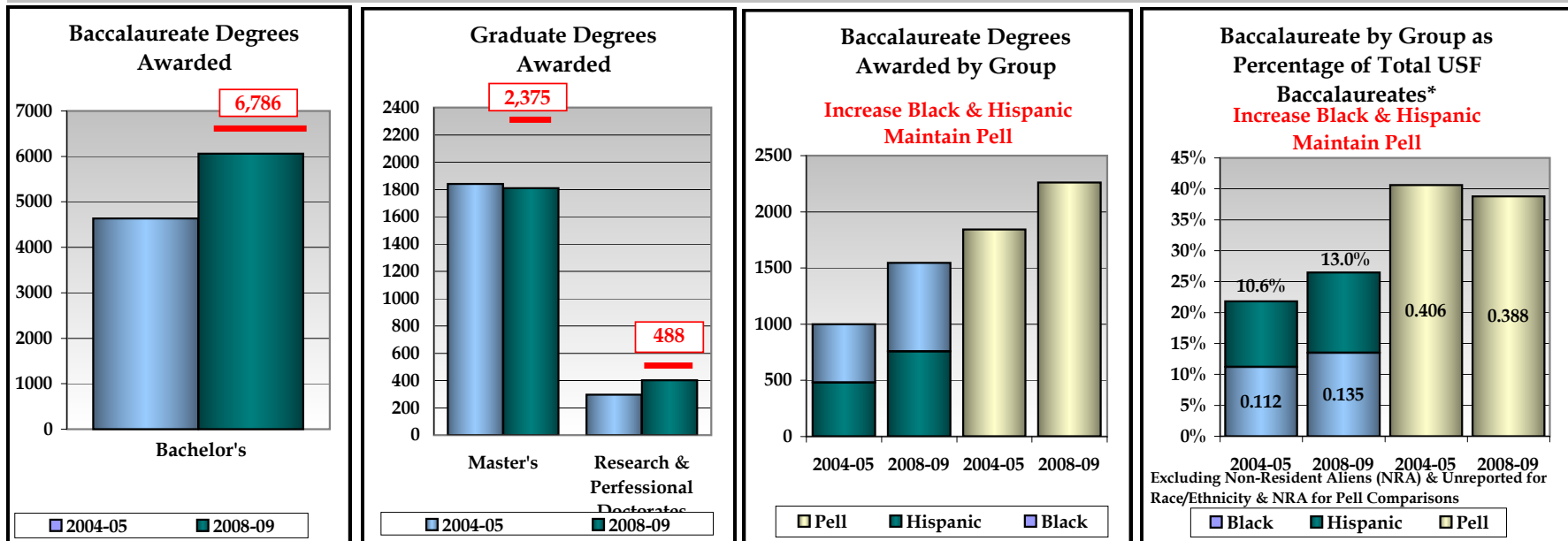
**University of South Florida
Tampa Campus**

University of South Florida - Tampa Campus 2009 Annual Report (with 2010 University Work Plan "Targets" in Red)

Sites and Campuses			Tampa Campus		
Enrollments	Headcount	%	Degree Programs Offered (2008-09)		Carnegie Classification
TOTAL (Fall 2008)	39,263	--	TOTAL	226	Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence
Black	4,783	12%	Baccalaureate	88	Graduate Instructional Program: Comprehensive doctoral with medical/veterinary
Hispanic	5,277	13%	Master's & Specialist's	97	
White	24,656	63%	Research Doctorates	37	Enrollment Profile: High undergraduate
Other	4,547	12%	Professional Doctorates	4	Undergraduate Profile: Medium full-time four-year, selective, higher transfer in
Full-Time	26,415	67%	Faculty (Fall 2008)	Full-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	12,848	33%		Part-Time	
Undergraduate	29,492	75%	TOTAL	1388	Basic: Research Universities (very high research activity)
Graduate	8,101	21%	Tenure/T. Track	969	
Unclassified	1,670	4%	Non-Ten. Track	419	
					Elective Classification: Community Engagement: Outreach & Partnerships

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

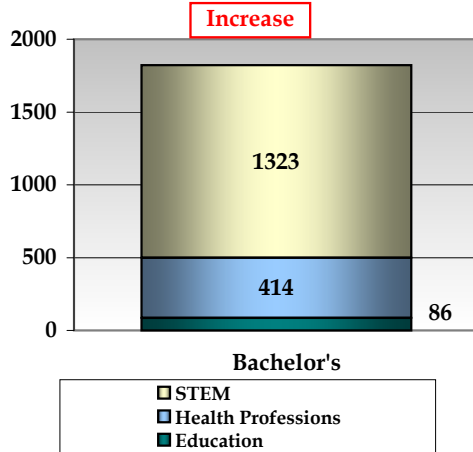
ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



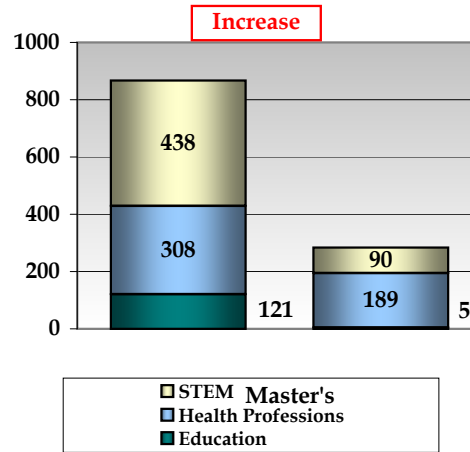
2012 - 2013 Projected Institutional Contributions in RED PRINT.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)**

**Baccalaureate Degrees Awarded
in Select Areas of Strategic
Emphasis, 2008-09**



**Graduate Degrees Awarded in
Select Areas of Strategic
Emphasis, 2008-09**



**Pass Rates on Licensure
Examinations**

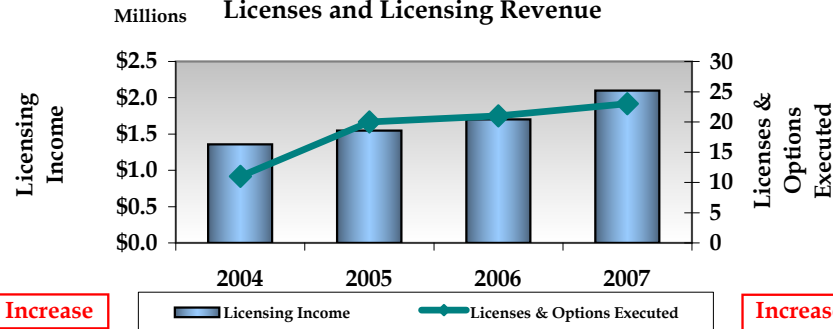
Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, USF-Tampa had 157 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 98.1%.

Maintain

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

**University Innovations Generating Revenue Through
Technology Transfer:
Licenses and Licensing Revenue**



**Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for Licences, and Licensing Revenue).**

Key University Achievements

► Student awards and achievements

(1) Sixteen USF students were selected to participate in a gathering of the world's top college students at Education Without Borders 2009, a biennial international student conference held in Dubai, United Arab Emirates. They were part a delegation of 1,000 students representing 120 nations and 300 universities from around the world. Aki Nakanishi, a USF anthropology master's student, earned one of eight prizes awarded to student presenters at the conference.

(2) A team of USF students and their faculty advisor received a competitive Phase II Grant from the U.S. Environmental Protection Agency. The \$75,000 award was part of the EPA's prestigious People, Prosperity, and Planet (P3) Competition. The USF team was one of six selected nationally to receive the annual award.

(3) A group of USF mass communications students brought home USF's first Telly Award for its winning entry in the documentary category, beating out thousands of entries from established media outlets and businesses. The Telly Awards honor the very best local, regional, and cable television commercials and programs, as well as the finest video and film productions, and work created for the Web.

► Faculty awards and achievements

(1) Several members of the USF faculty have earned prestigious national and international awards in recognition of their research and instructional achievements. Faculty awards include Fulbright, Guggenheim, and Getty fellowships, and awards from the National Endowment for the Humanities and the National Science Foundation.

(2) USF Literature Professor Rogers was installed as a Corresponding Fellow of the British Academy in recognition of his outstanding achievements as a literary scholar. On a par with the National Academy of Sciences in the United States, the British Academy focuses on the Social Sciences and Humanities. It was chartered in 1902 by King Edward VII and today has 900 fellows.

(3) In the Tampa Bay area, nearly one third of the physicians who made the 2008 Best Doctors in America list work at USF Health. And when you include the generous volunteer faculty members (those who teach medical students several times each year) and College of Medicine alumni in private practice locally, the numbers go up even more – 62 percent of the list has a connection with USF Health. The annual list for Best Doctors in America is compiled from surveys of physicians asking them who they would go to for treatment in their specialty. The result is a national listing of 30,000 physicians in more than 40 specialties.

► Institutional awards/achievements

(1) The USF Power Center for Utility Explorations and Progress Energy Florida have been selected by Florida's Energy and Climate Commission to build the largest and most comprehensive smart grid in the Southeast, serving at least 5,000 customers on the west side of St. Petersburg and St. Pete Beach.

(2) USF will become the nation's first university to partner with the Department of Veterans Affairs in a specialized effort to support returning troops who enroll in classes under the new GI Bill.

► Program awards/achievements

(1) Several USF graduate programs are ranked in the 2010 America's Best Graduate Schools edition of U.S. News & World Report. Ranked programs are industrial & organizational psychology (#8), public health (#20), criminology (#22), audiology (#24), rehabilitation counseling (#39), speech-language pathology (#46), library and information studies (#29), education (#54), clinical psychology (#57), physical therapy (#69), social work (#71), nursing (#72), psychology (#74), and fine arts (#81).

(2) The USF Army ROTC program received the MacArthur Award in recognition of the battalion's excellence in 2008. The USF Army ROTC battalion was one of only eight programs among 273 nationwide to earn the award, placing it in the top three percent of all U.S. Army ROTC programs nationally.

(3) The Osher Lifelong Learning Institute at USF received a second \$1 million endowment grant in 2008 from the Bernard Osher Foundation in recognition of the Institute's efforts to promote lifelong learning opportunities for older adults in the Tampa area. The second endowment comes less than a year after the initial \$1 million endowment award in January 2008 and nearly four years after USF received its first Osher Foundation grant to establish the Osher Lifelong Learning Institute in 2005. The awards are based on demonstrated program success, university support and community participation.

► **Research awards/achievements**

(1) USF is home to the Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics (FCoE-BITT), a comprehensive center that enhances interactions between scientists and engineers to identify molecules of human health significance and develop novel methods for use in diagnosis, prevention and treatment of human disease. FCoE-BITT encompasses the full range from discovery to commercialization and is expected to create an infrastructure that supports collaboration across several academic disciplines and various technology transfer resources.

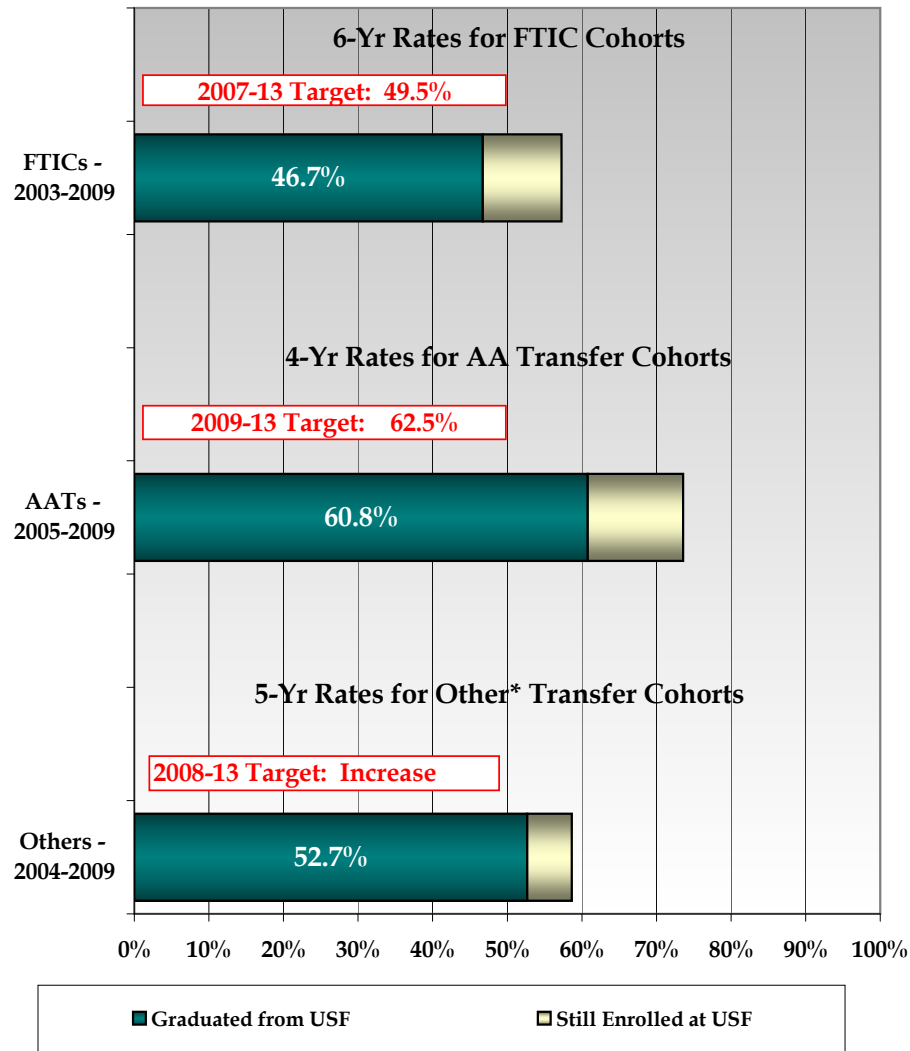
(2) USF researchers have developed a wheelchair-mounted robotic arm (WMRA) that captures the user's brain waves and converts them into robotic movements. The revolutionary device can help people with disabilities better perform their activities of daily living.

(3) The National Science Foundation highlighted USF researcher Kathryn Borman's work investigating student pathways on the road to careers in the fields of science, technology, engineering and mathematics (STEM) at a special NSF program in Virginia. Her research draws on the wealth of data from the state of Florida about students in public postsecondary institutions to examine their progress from high school through college and into their later career placements in STEM or other fields.

(4) USF is launching on a bold new plan to fight diabetes on every front with its Center of Excellence for Diabetes and Autoimmune Disorders. Already a national leader in epidemiological research to understand and prevent diabetes, USF is working to dramatically increase its clinical research, expand its diabetes education program, and establish a comprehensive center that will offer patients a new level of care in Florida. USF hopes to build facilities to conduct research on possible cures for diabetes, in both outpatient and inpatient settings. USF's Pediatric Epidemiology Center has received more than \$300 million in federal grant funding to direct global efforts in juvenile diabetes research.

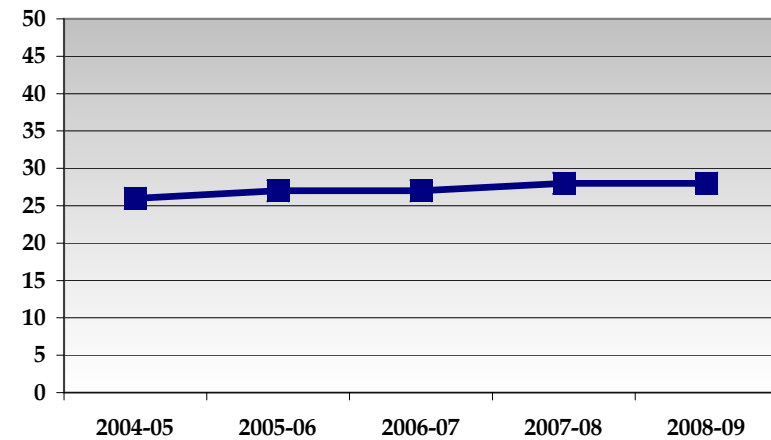
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

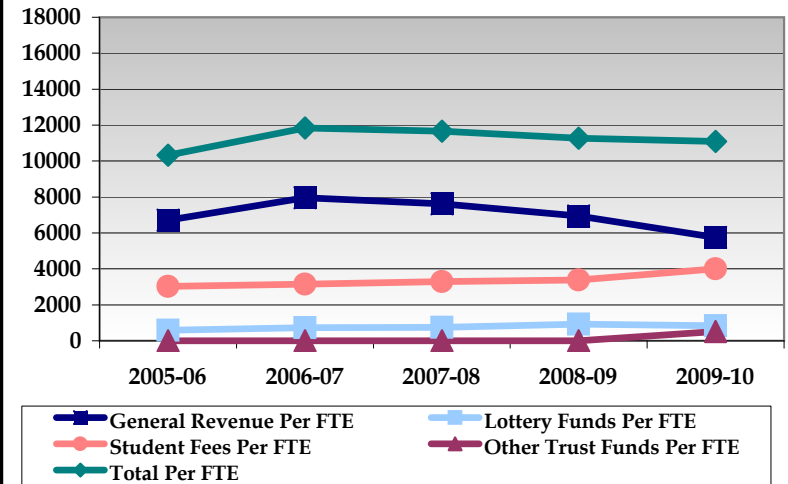


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Funding Per Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

2010 University Work Plan / Proposal

University of South Florida – Tampa

Strategic Plan

The 2007-2012 USF Tampa Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of the University of South Florida as one of the nation's leading research universities. It provides the USF community with a clear vision, goals, strategies, and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge, and advancing economic development in Florida, the nation, and globally.

<http://www.ods.usf.edu/Plans/Strategic/>

Mission Statement

As Florida's leading metropolitan research university, USF Tampa is dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

<http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

Overview of Core Institutional Strengths, Special Assets, and Niche Contributions**GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES**

USF Tampa is committed to access and the success of its students. Production of degrees is a culmination of student experiences, achievements, and success at the institution, and therefore becomes a measure of student success. As such, student success (i.e. enhanced preparedness, retention, persistence, graduation and placement rates) has been the primary goal of undergraduate and graduate education initiatives.

In 2008-09, USF Tampa awarded 8,730 degrees, of which more than 6,000 were bachelor's degrees, more than 2,000 were master's degrees, and nearly 300 were doctoral degrees. At the undergraduate level, the university has made significant investments in programs and services to help students meet their fullest potential. By increasing the number of academic advisors, expanding tutoring services, encouraging undergraduate research, improving orientation, constructing new residence halls, and updating policies, USF Tampa is taking a comprehensive approach to improving the undergraduate experience in an effort to improve graduation rates and the overall collegiate experience.

In support of the university's strategic plan, graduate enrollment and diversity are on the rise – an indication of USF Tampa's intentions to strengthen its position as Florida's number two research university. Graduate studies and research are the hallmarks of the Tampa campus as a premier destination for world-class graduate students, postdoctoral fellows and faculty. Graduate and professional education at USF Tampa has been on a strong forward trajectory with exemplary educational and research opportunities for graduate students developed to promote our next state, national, and global leaders.

Graduate level I hours (master's courses) have increased 3-4% and Graduate level II (doctoral graduate hours) have increased 23%. Diversity numbers are also strong, rising to 23% of all graduate students. The USF Tampa Graduate School is outperforming institutional goals for number of doctorates awarded, particularly in STEM areas, international student enrollment, and time to degree completion. Continuing this trend prepares the nation's next generation of leaders, thinkers and scientists by replenishing the ranks of the professoriate for American higher education.

USF Tampa's student diversity is a hallmark of the institution and has been recognized by leading publications over the past several years. Overall, more than one third of the USF Tampa student body is comprised of students who identify themselves as races/ethnicities that are non-White.

USF Tampa is located less than 10 minutes from downtown, where the institution also maintains a center for professional and workforce education. USF Health's presence permeates the Tampa Bay area through partnerships with hospitals and other health care organizations throughout Hillsborough County. The institution's broad geographic reach further supports its commitment to providing access to higher education.

GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

As a leading research university, USF Tampa offers a broad array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies. Following the guidelines and selection of areas of strategic emphasis identified by the Board of Governors staff in consultation with business and industry groups, USF Tampa has experienced a positive growth trend in all identified areas (i.e., Education, Health Professions, STEM areas, Security & Emergency Services, Globalization, and Regional Workforce Needs). From 2004 to 2008, USF Tampa has had a 45% increase in total degrees awarded combined for all areas of strategic emphasis.

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

Research is a centerpiece of the university's strategic plan, is fundamental to the recruitment and retention of top faculty and gives a university distinction. Consistent with the USF Tampa Strategic Plan, the university has four internationally recognized research themes which span the entire campus: sustainability, integrated neurosciences, diabetes, and drug design, development and delivery.

Research is also the hallmark of every college, department and program at USF Tampa. It is an expectation and a privilege of every faculty member, whether it is sponsored by an external funding or carried out with support of university resources. As a result, there are scores of projects investigating basic research problems and tackling applied societal challenges that together all enhance our understanding of the world in the creation of new knowledge.

USF Tampa's research enterprise is also remarkable on the national level. In fiscal year 2007, USF Tampa ranked 61st of total research and development expenditures (external funding) for all universities and colleges and 40th of all public institutions. USF Tampa also ranks 38th in federal research expenditures for public universities and 62nd for all universities (TARU, 2009, Annual Report). Last year, USF Tampa's funded research generated around \$380 million in external awards from federal, state, industry, foundation and other sponsors who are our partners in discovery and innovation that benefits Florida citizens, develops and commercializes products, knowhow and processes, and creates start-up companies and jobs. Such activities lead to economic development and create solutions to local, national and global problems.

Research firmly connects the university with the local Tampa Bay community through service, outreach and engagement activities, the corporate community through patenting and licensing of technology and targeted research, with other academics through collaborative and cooperative programs and globally through our relationships with research colleagues. Research also connects the system through multidisciplinary approaches to a common problem. Research provides opportunity to students and prepares them for success in their chosen fields or for graduate and professional education.

Of equal importance, research and scholarship in the humanities and arts improve the quality of life for our citizens and elevate the reputation of USF Tampa through performances, works of art, published books and other writings, and public commentary. In support of the next generation of scholars, USF Tampa has established the Provost's Postdoctoral Scholars Initiative in Humanities and Social Sciences. This initiative supports five new postdoctoral scholars per year in these areas and has established a new Office of Postdoctoral Affairs in the Graduate School that facilitates strategic planning and data collection related to all USF postdoctoral scholars. Overall, there has been an increase in the number of postdoctoral scholars from 103 in 2003, to 261 post-doctorates reported for Fall 2009.

In 2008-09, three members of the USF Tampa faculty were identified as national academy members and eight received nationally prestigious faculty awards as defined by the Top American Research Universities (TARU). USF Tampa's commitment to applied research is evident by a 50% increase in the total number of patents issued since 2004.

GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

The core of the USF System is a growing, energetic campus in the heart of Tampa. What was once known as local university serving commuter students, today USF is one of the nation's top research universities with a vibrant campus community and strong research focus.

USF Tampa's 2007-2012 Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of USF Tampa and provides the USF community with a clear vision, goals, strategies and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge and advancing economic development in Florida, the nation, and globally.

With a 213% increase in federal research enterprise between 2000-2007, no other American university grew its federal funding at a faster rate than USF, according to the *Chronicle of Higher Education's 2009-10 Almanac*. This distinction is a clear example of USF Tampa's aspirations to become eligible for membership in the Association of American Universities (AAU), an organization of 62 leading public and private research universities in the U.S. and Canada (34 public, 26 private, 2 Canadian). A focus on meeting the stringent criteria for AAU invitation-only membership represents the highest level in which a university can benchmark its achievements.

A unique example of the integration of the USF Tampa Strategic Plan into the university's operations is the way USF Tampa incorporates the budget planning process into the implementation of the strategic planning process. USF Tampa aligns its budget with institutional strategic priorities through effectively communicating and engaging all stakeholders in a transparent, focused, and disciplined manner with a mind to preserving excellence, containing costs, leveraging efficiencies, generating new revenue, and maximizing performance.

USF Tampa's focus on integrated, interdisciplinary inquiry, one of the four pillars of the university's strategic plan, is evident both in instructional and research programs. From new doctoral programs to undergraduate research, graduate school partnerships, and community outreach initiatives, USF is positioned as an emerging global leader in a new way of approaching learning and discovery.

USF Health is an enterprise dedicated to making life better by improving health in the wider environment, in communities, and for individuals. USF Health has, as its core, the three colleges of Public Health, Nursing and Medicine, including a School of Physical Therapy as well as the healthcare delivered by its clinicians. Originally founded as the USF Medical Center in 1965, its name has been changed to USF Health to reflect its collaborative focus on the full continuum of health.

Recently, the Florida Board of Governors granted USF Tampa approval to establish new doctoral programs in history, government, and sociology. The programs are linked, which is quite different from traditional, discipline-based programs. They focus on building sustainable healthy communities in a global context. These new programs join existing dual and interdisciplinary degree programs both at the undergraduate and graduate level.

In recognition of USF Tampa's service in the community, it was placed on the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

Current Peer Institutions

Below are the national peer institutions as set forth in the USF Tampa Strategic Plan:

National Peer Institutions

- North Carolina State University
- Rutgers University
- University at Buffalo
- Stony Brook University
- University of Alabama at Birmingham
- University of California, Irvine
- University of Cincinnati
- University of Illinois at Chicago

Institutional Vision and Strategic Directions for the Next 5 – 10 Years

USF Tampa Visions:

The University of South Florida Tampa envisions itself as a pre-eminent research university with state, national and global impact, and positioned for membership in the Association of American Universities (AAU). <http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

The strategic goals set forth by USF Tampa are designed to help meet the distinctive needs of region and the State of Florida by stimulating innovation in a knowledge-based economy aligned with *New Florida* initiatives. These goals include: expanding research and scholarly endeavors; promoting high quality learning environment; growing global initiatives; and enhancing revenue sources. The following outline the specific strategic directions for USF Tampa:

Expanding world-class interdisciplinary research, creative, and scholarly endeavors.

- Promote nationally and internationally distinctive and prominent research and graduate programs,
- Strengthen the University's research support infrastructure to enhance contracts and grants workflow and output – through critically examining the applicability of alternative models of F&A indirect cost distribution, and other innovative mechanisms,
- Focus on increasing the amount and proportional share of competitive federal research awards,
- Enhance and expand the talent pool of world-class, competitively-funded faculty members, postdoctoral fellows, and graduate students,
- Establish a salary enhancement program that rewards highly productive faculty in the areas of teaching and learning; scholarship, research and creative endeavors; and service and engagement, and
- Strengthen and support integrated and synergistic interdisciplinary research across disciplinary, departmental, college and campus boundaries.

Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment.

- Create and support globally competitive, relevant and distinctive academic programs that address the changing needs of the region, state and nation through innovative approaches to curriculum development and delivery,
- Provide increased access to excellence in higher education for students who demonstrate the aptitude to succeed,
- Enhance and expand the talent pool by shaping the enrollment profile of USF Tampa's undergraduate and graduate student body to reflect that found at a pre- eminent research university,
- Improve year-to-year retention and time-to-graduation; demonstrated acquisition of knowledge, communication and critical thinking skills; and competency to synthesize and apply new knowledge; together with providing an optimal college experience for all students,

- Build a sustainable campus environment at USF Tampa that meets the criteria for Carnegie classification as a “primarily residential” campus, and
- Improve and promote cultural and global literacy, foreign language proficiency, and the international competitiveness of USF Tampa graduates through significant growth in study abroad participation, an increase in fee-paying international students, and cross-cultural curriculum development.

Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

- Establish a unified institutional structure to facilitate and promote community engagement, social enterprise, and global collaborations in education, research and service learning, including mechanisms for managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities,
- Develop an up-to-date clearinghouse of information about all the engagement currently occurring at USF Tampa and develop institutional systems to measure community engagement,
- Encourage and reward faculty effort in community engagement – require an annual faculty impact statement and explicitly introduce community engagement into USF Tampa’s promotion and tenure guidelines, and
- Encourage and reward student engagement in the community and explore the feasibility of acknowledging community engagement and other co-curricular activities on the official transcript.

Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF’s growth.

- Refine business practices to ensure a strong and sustainable economic foundation at USF Tampa,
- Promote and sustain a positive working environment, significantly improve service quality, and improve staff support through providing competitive salary structures, expanding professional development opportunities, and building cross-functional teams,
- Build USF Tampa’s fundraising enterprise and endowment to a level commensurate with that found at a pre-eminent research university by completing a comprehensive campaign to support capital projects, endowed professorships and scholarships, and to supplement operating needs,
- Expand USF Tampa’s national identity through developing and implementing a comprehensive, cutting-edge branding campaign grounded in the discovery and dissemination of new knowledge; interdisciplinary collaboration; commercialization and economic development; and global engagement,
- Expand the commercialization of emerging technologies to enhance regional and state economic development, and
- Build a sustainable environment to support an expanded and improved teaching and research mission, a more engaged residential community, and a university-based global village.

USF Tampa Strategic Plan: <http://www.ods.usf.edu/Plans/Strategic/>

Aspirational Peer Institutions (aspire and plan to be comparable to in the next 5 – 10 years)

- Georgia Institute of Technology
- University of Pittsburgh
- University of California, San Diego

Projected Institutional Contributions to System-Level Goals						
NUMERIC TARGETS						
Dashboard Metric	Date	Actual Value		Date	Projected Value	
Baccalaureate Degrees Awarded	2008-09	6,059		2012-13	6,786	
Master’s Degrees Awarded	2008-09	1,810		2012-13	2,375	
Research and Professional Doctorates Awarded	2008-09	402		2012-13	488	
Federal Academic Research and Development Expenditures	2007-08	SYSTEM ONLY		2011-12	SYSTEM ONLY	
Total Academic Research and Development Expenditure	2007-08	SYSTEM ONLY		2011-12	SYSTEM ONLY	
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated 46.7%		2007-13 FTIC Cohort	Graduated 49.5%	
		Still Enrolled 10.6%			Still Enrolled 11.5%	
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 60.8%		2009-13 AAT Cohort	Graduated 12.8%	
		Still Enrolled 62.5%			Still Enrolled 11.5%	
DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]						
Dashboard Metric	Date	Actual Value		Date	Projected Direction**	
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#	%*
		786	13.5%		I	I
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		759	13.0%		I	I
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		2,260	38.8%		M	M
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		1,323	528		I	I
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		414	497		I	I
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		86	126		I	I
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	98.1%		2012	M	
Licensing Income	2007-08	\$1,831,000		2011-12	I	
Licenses and Options Executed	2007-08	28		2011-12	I	
Other Transfer*** Five-Year Retention and Graduation Rates from the Same IHE	2004-09 Other Cohort	Graduated 52.7%		2008-13 Other Cohort	Graduated I	
		Still Enrolled 6.0%			Still Enrolled I	

"Actual Value" should equal related value in 2009 Annual Report.

* Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.

** Projected Direction = INCREASE, MAINTAIN, or DECREASE.

Additional Primary Institutional Goals/Metrics for the Next One to Three Years

(In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

Moving Towards AAU Membership: Reflecting the institution's goals of becoming eligible for membership in the Association of American Universities, USF Tampa is dedicated to strengthening its excellence in teaching, research, and service by enhancing STEM field activities, broadening its global connections, promoting interdisciplinary initiatives, and developing stronger community ties. The strategic plan documents in detail the metrics used to measure success, metrics for which the institution is held accountable by the Board of Trustees.

Revenue Enhancement -- Public-Private Partnerships: USF Tampa will continue its revenue enhancement initiatives through the development of external funding, private giving, technology transfer and public-private partnerships. USF Tampa will continue to sponsor research and creative scholarship activities to support external funding awards, patents issued, technology transfer and licensing revenues, and start-up companies formed. USF Tampa will champion endowment support and it will continue to foster partnerships with leading research and industry leaders, such as Mote Marine Laboratory, SRI, New Energy Solar, NanoCVD, Florida Institute of Oceanography and Draper Laboratory. It will cultivate research and development that strengthens the state's economy while contributing to solutions for the world's most pressing challenges. USF Tampa will monitor the public-private partnerships for increases in external funding, patents and licenses.

Global Initiatives: In particular, it is anticipated that USF Tampa will see considerable increases in its global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy. USF Tampa is strategic in its use of resources as it moves in this direction. Its partnership with INTO will facilitate the internationalization of the campus. Additionally, in 2009, USF Tampa is working with Hobsons ICN to recruit degree program admissible undergraduate international students. USF Tampa will continue to monitor the number of international students on campus.

Technological Advances – Marine and Coastal Environments: An identified area of strategic focus, Marine Science and Coastal Technologies represents a key area of paralleled concentration of coastal marine programs. The Tampa Bay region is the largest marine research community in the southeast, and USF Tampa is uniquely positioned to serve as the intellectual hub for technological advances and workforce development within this important industry. USF Tampa will monitor research activities in coastal marine programs in terms of student recruitment, involvement, graduation, and placement, as well as external research funding for these initiatives.

Proposed Date of Submission to University Board of Trustees	Program Level (B,M,D)	6-Digit CIP Code	Program Title or Degree Designation	Comments (Including Proposed Implementation Date)
College of Arts and Sciences				
TBD	D	25.0101	Library and Information Sciences	
TBD	D	26.0400	Cell and Molecular Biology	
TBD	D	26.1399	Ecology, Evolution Systematics and Population Biology	
TBD	M	45.0701	Geographic Information Systems	
Fall 2010	B	51.0000	Health Science	Spring 2011
College of Behavioral and Community Sciences				
2011-2012	M	30.1101	5-Year Masters of Gerontology	Will provide opportunity for outstanding undergraduate Gerontology students to complete the MA with 1 additional year of enrollment
TBD	M	51.0718	Long-Term Care Administration	Based on our BS in LTC Administration, this program would prepare administrators who already have a relevant bachelors degree
TBD	M	52.0299	Management of Health and Aging Programs	Possibly offered as a joint program with Public Health and/or Business
TBD	D	xx.xxxx	Ph.D. in Applied Behavior Analysis	Pre-proposal to GECC fall 2009
College of Education				
TBD	M	13.0901	Educational Studies	Pre-proposal 3/10
TBD	M	31.0505	Exercise Science	Pre-proposal 4/10
2010-2011	M	xx.xxxx	MA in Autism Spectrum Disorders and Severe Intellectual Disabilities	Pre-proposal to GECC 4/2010

College of Medicine				
2012	M	5.2099	Pharmaceutical Sciences	2012
2012	M	23.1303	Biomedical Communication & Marketing	2012
2012	D	26.0608	Integrated Neurosciences	2013
2011	M	26.0907	Diabetes & Autoimmune Diseases	2011
2011	M	30.2401	Behavioral Neurosciences	2011
2012	M	51.0701	Healthcare Management	2013
2012	M	51.0912	Physician's Assistant	2012
2011	M	51.2706	Health Informatics	2011
2012	M	51.3102	Clinical Nutrition	2012
2013	D	51.9999	Infectious Diseases	2013
2011	D	xx.xxxx	Rehabilitation Sciences (Interdisciplinary)	2012
College of The Arts				
2013	D	50.0703	Art History	
2011	M	50.0704	Arts Management	Interdisciplinary with The College of Business
2013	M	xx.xxxx	Museum Studies	

* Under review by the BOG June 2010

Windows of Opportunity/Unique Challenges

(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

Opportunities: Global Expansion

- **INTO USF:** The USF Tampa and INTO University Partnerships embarked on a joint venture to increase international student recruitment at USF Tampa and ensure greater student success. The new INTO>>USF international study center, based at USF's Tampa campus, will offer a unique range of programs that will help USF capitalize on the growing number of international students seeking to study in the USA. The innovative year-long preparation courses provide international students with the specific academic, English and cultural skills needed for successful study in American universities. In time, the study center intends to broaden its course portfolio to support USF Tampa's long term goals to provide more globally competitive undergraduate, graduate and professional programs; enhance global literacy; and expand global engagement initiatives.
- **School of Global Sustainability:** USF Tampa launched one of the nation's first Schools of Global Sustainability in February 2010, an innovative effort aimed at preparing students for a new generation of "green collar" careers and finding solutions for a world challenged with the protection of its fragile environment and limited resources. The first degree program to be offered by the school will be a Master of Arts (MA) in Global Sustainability to prepare students to address complex regional, national, and global challenges related to sustainability and the ability to innovate in diverse cultural, geographic, and demographic contexts. The program will allow for the integration of various disciplines such as basic, natural, and social sciences, engineering, health, economics, governance and policy, and issues of diversity.
- **Global Academic Partners (GAP) Program:** The purpose of the Global Academic Partners (GAP) Program is to provide an opportunity to develop meaningful and mutually beneficial collaborative research, teaching, and creative activities between USF and our Global Academic Partner Universities. Current partner universities are: Nankai University in China, Ocean University also in China, University of Exeter in the United Kingdom, University of Ghana in Ghana, and University of the Cape Coast, also in Ghana.
- **USF Tampa's Role in the Emerging USF System:** USF Tampa serves as the core institution to the USF System but works collaboratively with the other three institutions to provide distinction in teaching, research and service.
USF Tampa is a leading metropolitan research university, dedicated to excellence in:
 - Student access and success in an engaged, and interdisciplinary, learner-centered environment,
 - Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
 - Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

Tuition Differential Proposal for 2010-2011	
University: University of South Florida – Tampa	
Effective Date	
University Board of Trustees Approval Date:	June 16 th 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	1. Increase undergraduate course offerings 2. Improve graduation rates 3. Increase the percentage of undergraduate students who are taught by faculty 4. Decrease student-faculty ratios 5. Improve the efficiency of the delivery of undergraduate education through academics who graduate with excess hours
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The entire University of South Florida System (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Tuition differential will apply to all undergraduate courses offered by the USF system
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$22.00
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$5,292,991 (<i>Tampa</i> -\$4,951,995; <i>Health</i> -\$340,996)
Total differential fee revenue generated in 2010-11 (projected):	\$13,764,091 (<i>Tampa</i> -\$12,898,529; <i>Health</i> -\$865,562)
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$9,634,864.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase course offerings (\$884,480) 2. Improve graduation rates (\$686,966) 3. Increase the percentage of undergraduate students who are taught by faculty (\$3,481,076) 4. Decrease student-faculty ratios (\$3,900,193) 5. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$682,148) 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$4,129,227. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$3,096,920 2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$1,032,307 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Freshman retention rate. 2. Six-year graduation rate for FTICs. 3. Three-year graduation rate for transfer students with AA degree. 4. Student to advisor ratio. 5. Student to faculty ratio.

Performance Measure Status

<p>What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<p>The USF Tampa strategic plan documents in detail the metrics used to measure success, metrics for which the institution is held accountable by the Board of Trustees.</p> <ol style="list-style-type: none"> 1. Freshman retention rate: (2007-08) 81%; goal of 90% (2011-12) 2. Six-year graduation rate: 49.3% (Fall 2001 cohort); goal of 63% (Fall 2005 cohort) 3. Three-year graduation rate for transfer students with AA degrees: 48% (2003 cohort); goal of 55% (2007 cohort) 4. Student to advisor ratio: (2007-08) 480:1; goal 300/350:1 5. Student to faculty ratio: current- 27.5:1; goal to reduce this ratio to the national average
--	--

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
USF Tampa: a. Increase course offerings b. Improve graduation rates c. Increase the percentage of undergraduate students who are taught by faculty d. Decrease student-faculty ratios e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling	The 70% collected to be used to enhance undergraduate education was allocated to hiring new professors, instructors, and academic advisors.
USF Health: a. Increase the percentage of undergraduate students who are taught by faculty	USF Health offers only two undergraduate programs: one in the College of Nursing and one in the College of Medicine. Differential revenue is being used in support of reducing the student/ faculty ratio in clinical experiences. Both full-time faculty and adjunct instructors are currently supported. The College of Public Health (COPH) does not have undergraduate programs. However, COPH offers undergraduate classes that are part of the minor in public health and other general service courses for the university. Revenue from these classes is being used to support the salary of adjunct instructors. These funds have allowed USF Health to support the existing level of undergraduate adjunct instructors and therefore maintain/increase the number of undergraduate course offerings at a time of continued base budget reductions. The total expenditure includes some carry forward funds and thus exceeds the tuition differential revenue.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	Tampa: 22 (11 assistant professors, 11 instructors) Health: 8 (2 assistant professors, 6 instructors), 1 student assistant
Number of Advisors Hired or Retained (funded by tuition differential):	Tampa: 8
Number of Course Sections Added or Saved (funded by tuition differential):	

2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
A portion of the 30% of the differential fee revenue (approx. \$200,000) will be held for USF to provide grant funding for students whose families experience changes in their financial situation.	Only \$4,000 has been used from this fund as of this date.
The remaining amount would be awarded to eligible continuing students (as defined above) in an effort to address some of the unmet need.	The differential funding increase resulted in funding for 577 additional students, or an increase of almost sixteen percent.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,171
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,043
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$181
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

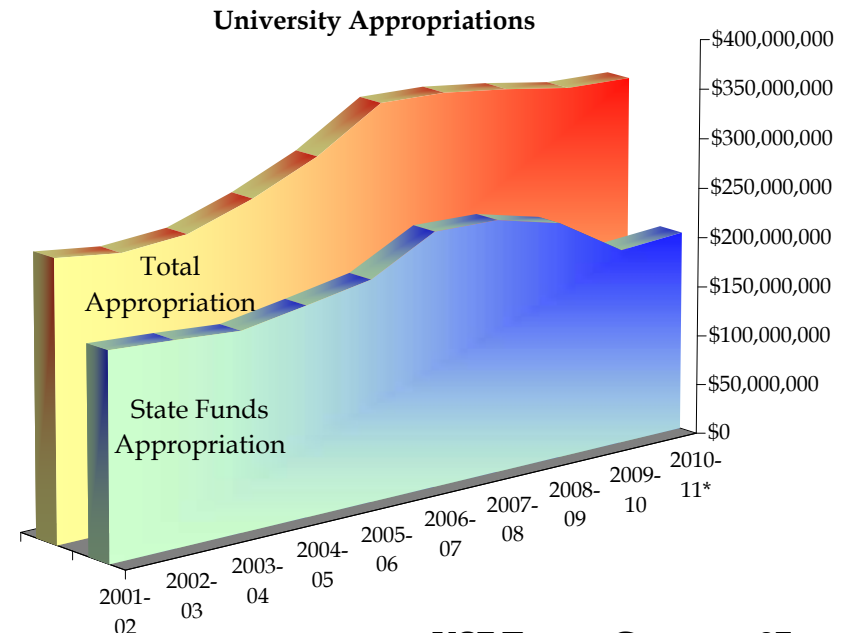
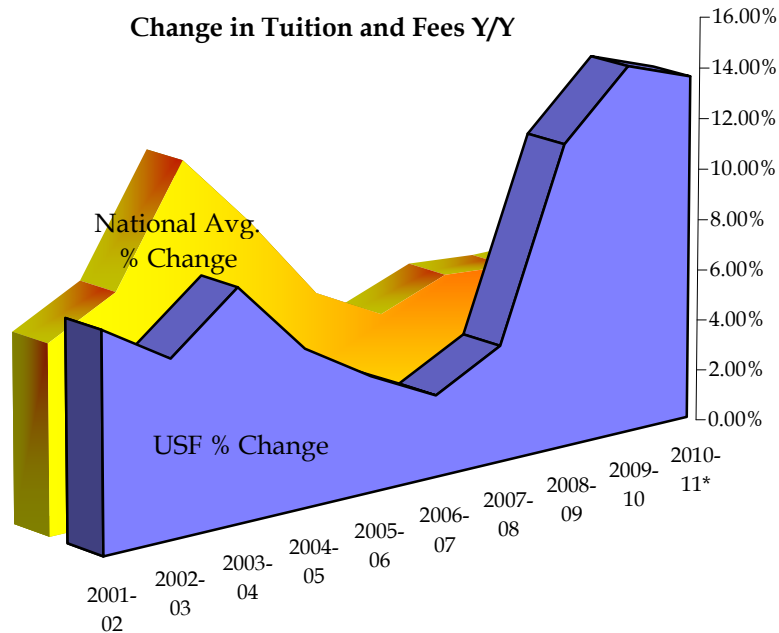
STATE UNIVERSITY SYSTEM OF FLORIDA		
Tuition Differential Collections, Expenditures, and Available Balances		
University: University of South Florida – Tampa (includes Health)		
Fiscal Year 2009-2010 and 2010-11		
University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2009-10	2010-11
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$87,769	\$256,021
Less: Prior-Year Encumbrances	0	0
Beginning Balance Available:	\$87,769	\$256,021
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$6,931,107	\$13,764,091
Interest Revenue - Current Year	14,851	31,098
Interest Revenue - From Carryforward Balance	0	0
Total Receipts / Revenues:	\$6,945,958	\$13,795,189
<u>Expenditures</u>		
Salaries & Benefits	\$4,631,910	\$9,589,672
Other Personal Services	66,463	302,697
Expenses	0	0
Operating Capital Outlay	0	0
Student Financial Assistance	2,079,333	4,138,100
Expended From Carryforward Balance	0	0
**Other Category Expenditures	0	0
Total Expenditures:	\$6,777,706	\$14,030,469
Ending Balance Available:	\$256,021	\$20,741
*Since the 2009-10 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		
***Estimated 2010-11 expenditures are rough estimates at this time. Budgets are currently being developed and will not be finalized until Summer 2010		

Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)								
USF Tampa								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Lower	8,617	7,928	8,617	8,088	8,040	8,000	8,000	-0.2%
FL Resident Upper	9,999	10,190	9,999	10,536	10,853	11,430	11,833	2.5%
FL Resident Grad I	2,672	2,554	2,672	2,605	2,657	2,765	2,876	2.1%
FL Resident Grad II	623	716	623	752	797	921	1,104	9.4%
Total FL Resident	21,911	21,389	21,911	21,981	22,347	23,115	23,814	1.7%
Non-res Lower		306		321	337	372	410	5.5%
Non-res Upper		326		342	359	396	437	5.6%
Non-res Grad I		350		378	408	476	555	9.4%
Non-res Grad II		236		250	268	315	385	10.8%
Total Non-res		1,218		1,292	1,373	1,559	1,787	7.7%
Total Lower	8,617	8,234	8,617	8,409	8,377	8,372	8,410	0.0%
Total Upper	9,999	10,516	9,999	10,878	11,212	11,826	12,270	2.6%
Total Grad I	2,672	2,904	2,672	2,983	3,065	3,241	3,431	3.0%
Total Grad II	623	952	623	1,002	1,065	1,236	1,489	9.7%
Total FTE	21,911	22,607	21,911	23,273	23,720	24,674	25,601	2.0%

<i>For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE</i>								
SITE: Tampa								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
Total Lower	8,617	8,234	8,617	8,409	8,377	8,372	8,410	0.0%
Total Upper	9,999	10,516	9,999	10,878	11,212	11,826	12,270	2.6%
Total Grad I	2,672	2,904	2,672	2,983	3,065	3,241	3,431	3.0%
Total Grad II	623	952	623	1,002	1,065	1,236	1,489	9.7%
Total FTE	21,911	22,607	21,911	23,273	23,720	24,674	25,601	2.0%
SITE: Health								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
Total Lower	104	349	104	319	325	329	333	0.9%
Total Upper	584	875	584	854	897	919	952	2.3%
Total Grad I	498	1,044	498	985	1,038	1,220	1,377	8.0%
Total Grad II	229	198	229	220	224	226	226	0.5%
Total FTE	1,414	2,467	1,414	2,378	2,484	2,694	2,888	4.3%

University of South Florida - Main Campus

Year	Activity & Service	Health	Athletic	Transp. Access	Tech.	USF Marshall Center	Financial Aid	CITF/ Building	Undergrad. Tuition	Tuition Differential	TOTAL (Based on 30 SCH)	\$ Change	% Change	National Avg. % Change ***
2001-02	\$7.10/\$7 flat	\$6.26	\$7.50/\$10 flat	-----	-----	-----	\$2.78	\$4.76	\$55.67	-----	\$2,556.10	\$202.60	8.61%	7.40%
2002-03	\$7.10/\$7 flat	\$6.26	\$8.50/\$10 flat	\$2.00	-----	-----	\$2.92	\$4.76	\$58.45	-----	\$2,733.70	\$177.60	6.95%	8.80%
2003-04	\$7.10/\$7 flat	\$6.26	\$8.50/\$10 flat	\$2.25	-----	\$20 flat + \$1.50	\$3.17	\$4.76	\$63.41	-----	\$2,982.50	\$248.80	9.10%	13.30%
2004-05	\$7.10/\$7 flat	\$6.84	\$9.08/\$10 flat	\$2.25	-----	\$20 flat + \$1.50	\$3.40	\$4.76	\$68.16	-----	\$3,166.70	\$184.20	6.18%	10.40%
2005-06	\$7.89/\$7 flat	\$6.84	\$9.50/\$10 flat	\$2.25	-----	\$20 flat + \$1.50	\$3.57	\$4.76	\$71.57	-----	\$3,310.40	\$143.70	4.54%	7.10%
2006-07	\$8.08/\$7 flat	\$7.27	\$10.16/\$10 flat	\$2.25	-----	\$20 flat + \$1.50	\$3.68	\$4.76	\$73.71	-----	\$3,416.30	\$105.90	3.20%	5.70%
2007-08	\$8.42/\$7 flat	\$7.91	\$10.52/\$10 flat	\$2.25	-----	\$20 flat + \$1.50	\$3.86	\$4.76	\$77.39	-----	\$3,572.30	\$156.00	4.57%	6.70%
2008-09	\$8.79/\$7 flat	\$7.91	\$11.76/\$10 flat	\$3.00	-----	\$20 flat + \$1.50	\$4.10	\$4.76	\$82.03	\$6.96	\$3,998.30	\$426.00	11.93%	6.50%
2009-10	\$9.31/\$7 flat	\$8.60	\$11.76/\$10 flat	\$3.00	\$4.42	\$20 flat + \$1.50	\$4.42	\$4.76	\$88.59	\$13.74	\$4,577.00	\$578.70	14.47%	6.50%
2010-11*	\$11.28/\$7 flat	\$9.30	\$13.73/\$10 flat	\$3.00	\$4.78	\$20 flat + \$1.50	\$4.78	\$4.76	\$95.67	\$22.00	\$5,198.00	\$621.00	13.57%	-----
2009-2010 Est. Fees & Tuition Paid	\$9,909,481	\$7,705,440	\$11,253,421	\$2,687,944	\$3,960,238	\$2,777,332	\$3,133,696	\$4,264,871	\$79,374,992	\$6,931,107**				
2009-10 Est. Undergraduate Student Credit Hours:					708,981	All fees are per credit hour, unless otherwise stated					** Based on data from 2010-11 Tuition Differential Proposal			
2009-10 Undergraduate Headcount:					28,296	* Contingent upon UBOT Approval					*** From the College Board			



**University of South Florida
St. Petersburg Campus**

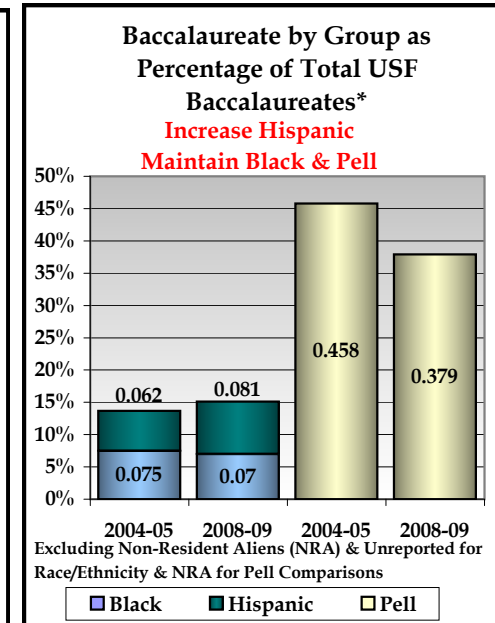
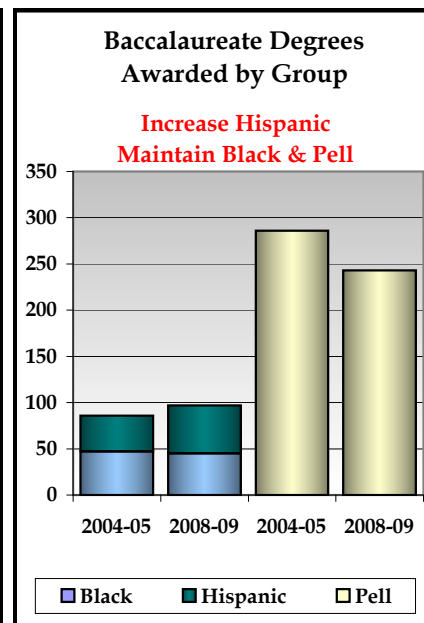
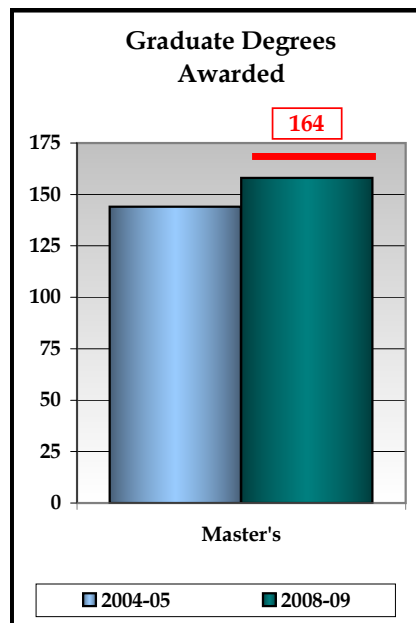
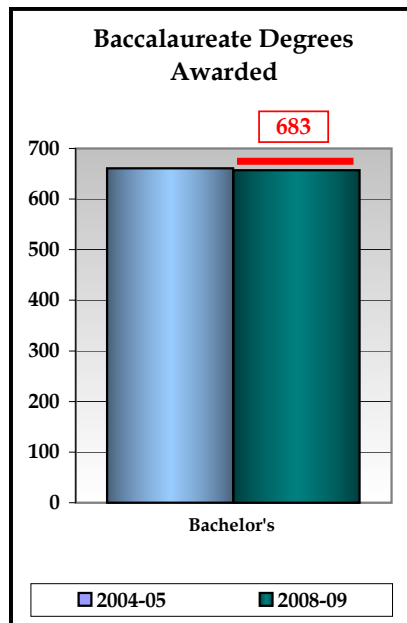
University of South Florida - St. Petersburg Campus 2009 Annual Report (with 2010 University Work Plan "Targets" in Red)

Sites and Campuses			St. Petersburg Campus		
Enrollments	Headcount	%	Degree Programs Offered (2008-09)		Carnegie Classification
TOTAL (Fall 2008)	3,771	--	TOTAL	32	Undergraduate Instructional Program:
Black	282	7%	Baccalaureate	23	Graduate Instructional Program:
Hispanic	289	8%	Master's & Specialist's	9	Enrollment Profile:
White	2,968	79%	Research Doctorates	0	Undergraduate Profile:
Other	232	6%	Professional Doctorates	0	Size and Setting:
Full-Time	2,027	54%	Faculty (Fall 2008)	Full-Time	Basic:
Part-Time	1,744	46%		Part-Time	
Undergraduate	3,136	83%	TOTAL	113	Elective Classification:
Graduate	447	12%	Tenure/T. Track	87	
Unclassified	188	5%	Non-Ten. Track	26	

Carnegie Classification not available for individual USF campuses at this time.

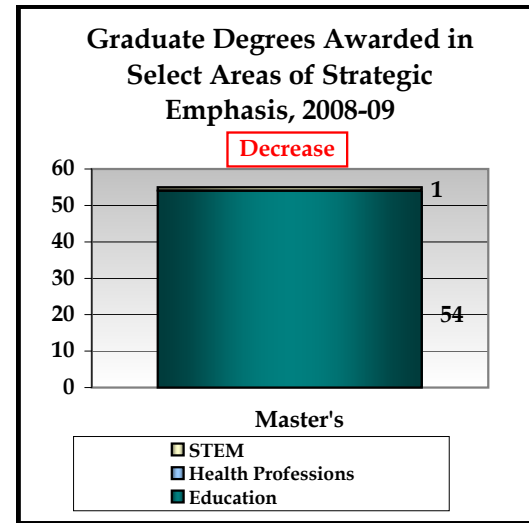
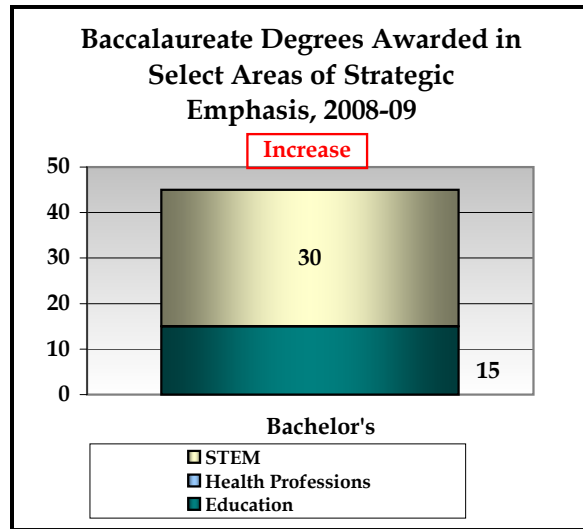
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



2012 - 2013 Projected Institutional Contributions in RED PRINT.

**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)**



**Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis).**

**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

Key University Achievements

► **Student awards and achievements**

- The USFSP Debate team was established in 2008 and placed 8th out of 48 teams in its first competition and it continues it winning ways.
- The USFSP Chapter of Beta Alpha Psi (accounting) Honor Society received the designation of "superior" from the national organization.

► **Faculty awards and achievements**

- Dr. Gerald Lander, the Gregory, Sharer & Stuart P.A., Professor in Forensic Accounting, was named the 2008-2009 Outstanding Accounting Educator in Florida by the FICPA. Dr. Lander was recognized at a meeting of the Board of Governors in Tallahassee.

► **Institutional awards/achievements**

- Completed construction and began operations in the Science and Technology Building.
- Completed the Harborwalk at USFSP (a new campus entrance).

► **Program awards and achievements**

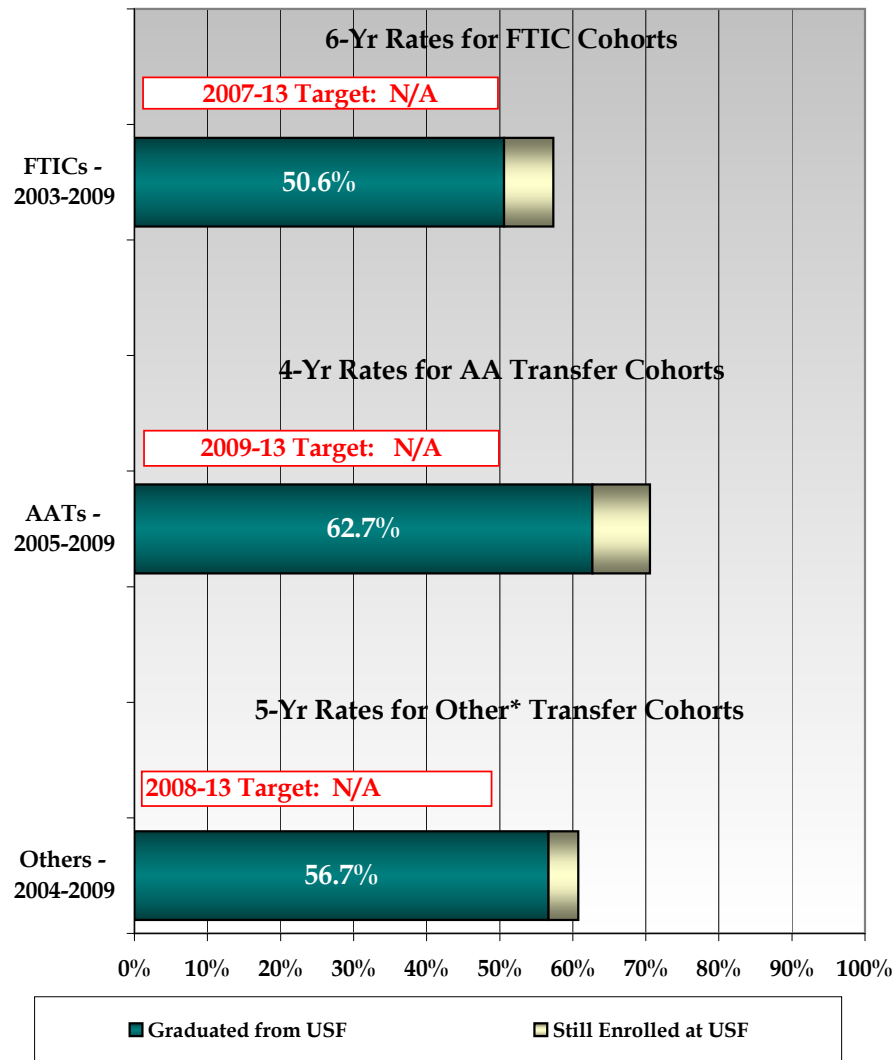
- The College of Business was ranked #36 in the world in the Global 100 ranking of the Aspen Institute's "Beyond Gray Pinstripes" which is based on the strength of an institution's programs in corporate and social responsibility.
- The College of Education underwent its first site visit for continuing program approval by the Florida Department of Education in 2008 and received "Full Approval" for its MA in Elementary Education/ESOL. The program's reading competency matrix was deemed a model for the state by the Office of Just Read! Florida.

► **Research awards and achievements**

Dr. Lyman Dukes launched Project 10: Transition Education Network, a \$1.02 million dollar annual project funded by the Florida Department of Education to increase access to higher education for persons with disabilities throughout Florida.

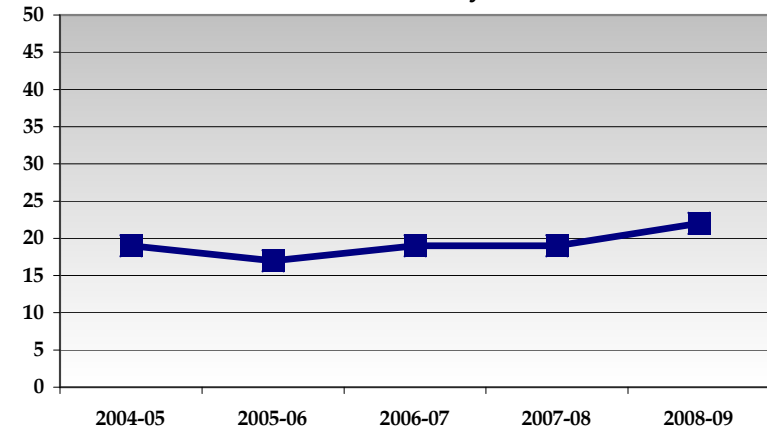
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

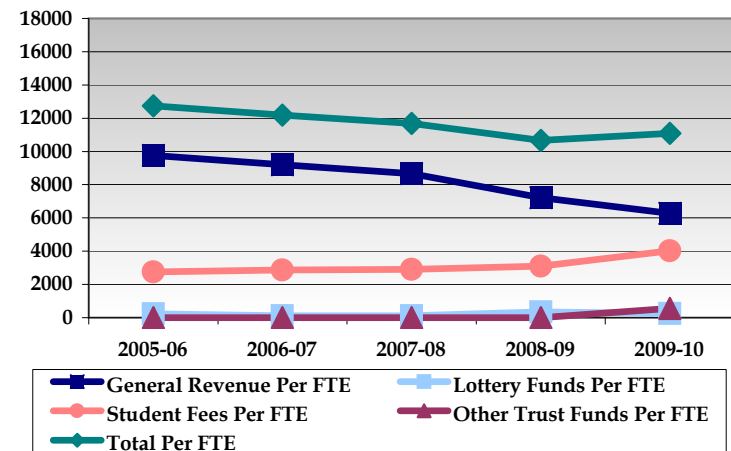


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Funding Per Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

2010 University Work Plan / Proposal

University of South Florida St. Petersburg

Strategic Plan

[Please provide a link to the latest version of the institution's strategic plan. If the latest strategic plan is not current, or the institution is in the process of developing or updating its strategic plan, please indicate at what stage the institution is in that process.]

USF St. Petersburg's strategic plan is entitled: "Points of Focus, 2009-2013." The strategic plan was approved by the Campus Board on January 26, 2010 and is pending approval by the Board of Trustees at their next meeting on June 24, 2010. The strategic plan can be accessed electronically at our strategic planning website:

<http://www.stpete.usf.edu/strategicplanning/documents/StrategicPlan2009-2013.pdf>

Mission Statement

USF St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close knit, student-centered learning community that welcomes individuals from the region, state, nation, and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

Overview of Core Institutional Strengths, Special Assets, and Niche Contributions**Institutional Strengths and Special Assets:**

- **Relatively Small Size:** with about 4,000 native students and serving a total of about 6,000 students, USFSP is able to provide a high-touch living and learning environment for its student body. Faculty of all ranks regularly teach both lower and upper-division courses. There are only a handful of graduate teaching assistants, nearly all of them serving as lab instructors in the sciences. About 90% of USFSP's classes are less than 50 students so that every student is expected to participate. In addition, even though a high percentage of students are working at least part time (many are working full time), the student life on campus is vibrant with rapidly growing numbers of student organizations and an engaged and involved student government.
- **Outstanding Faculty:** USFSP's faculty are nationally and internationally recognized for their scholarly activities. Many are prolific authors – both in the scholarly and the popular presses. Faculty are regularly sought out by organizations, governments and other entities for their expertise. Because these faculty are also in the classroom and laboratory, their scholarship informs and enriches their pedagogy and the students benefit from that synergy.

- **Carefully Shaped Rigorous Curriculum:** USFSP's suite of degree programs is designed to offer a broad range of options to students; to reinforce a liberal arts and sciences core; and to serve the local and regional community with graduates who are prepared to be leaders in education, business, and the arts. In addition, the assessment of student learning is robust and comparisons with national benchmarks have shown that the USFSP graduate is well-prepared for whatever vocation they choose (including graduate and/or professional school).
- **Outstanding Learning Environment:** USFSP's waterfront location, its welcoming and accessible physical plant, particularly its Nelson Poynter Memorial Library, its robust technological environment and support, and its proximity to key curricular partners (SRI International, United States Geological Survey, Bayfront Hospital/All-Children's Hospital/Children's Research Institute, USF College of Marine Sciences, Florida Fish and Wildlife Research Institute) combine to offer both students and faculty a wealth of opportunities to engage in learning that is both excellent and relevant.

Niche Contributions

- **Social Responsibility and Corporate Reporting:** The USFSP College of Business is known nationally for its emphasis on these areas. It is the ONLY university (public or private) in Florida to be ranked in the Aspen Institute's "Beyond Gray Pinstripes" (a ranking of Colleges of Business that incorporate ethics and social responsibility into their curricula).
- **Integrated Bachelor of Science in Education:** USFSP is the ONLY university in Florida to offer a state-sanctioned BS in Education that integrates elementary education, reading education, special education and education for speakers of other languages. Graduates of this program are prepared to teach every child in any classroom – flexibility that is highly sought after by principals. USFSP's program was designated as a model by the Florida State Department of Education.
- **Ethical Leadership and Civic Engagement:** The USFSP Bishop Center for Ethical Leadership and the Center for Civic Engagement together offer a set of curricular and co-curricular experiences that reinforce and make real the institution's vision. The university offers students a Leadership Studies minor and, through the Center for Civic Engagement, faculty can develop civic engagement/service learning components for new or existing courses to reinforce the value of being an engaged citizen. This niche was recognized by the US Corporation for National and Community Service with a major grant to USFSP in this area.

Current Peer Institutions

At this time one of the IPEDS tools available for use is College Navigator and the University is considering the viability of comparison to the resulting "peer" institutions which include: Alabama State University, Montgomery, AL; Albany State University, Albany, GA; Bismark State College, Bismarck, ND; Christopher Newport University, Newport News, VA; Colorado State University, Pueblo, CO; Lewis-Clark State College, Lewiston, ID; Montana State University, Billings, MT; Southern Polytechnic State University, Marietta, GA; University of Arkansas, Pine Bluff, AS and Worcester State College, Worcester, MA. It is likely that our sister institutions in the USF (Sarasota-Manatee and Polytechnic) need to be included as peers. In the near future the University will use the IPEDS Executive Peer Tool to develop a list of peer institutions. (It is also important to note that peer institutions may vary depending on the function being evaluated.)

Institutional Vision and Strategic Directions for the Next 5 - 10 Years**Institutional Vision**

The University of South Florida St. Petersburg will be a premier master's degree level urban university recognized for its vibrant community of scholars who engage and improve its community and the world.

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement*
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs*
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies*
- 1.4 Enhance programs that specifically support academic excellence*
- 1.5 Increase student awareness of participating in a global society*

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Enhance a freshman experience that enables students to thrive and move successfully through to graduation*
- 2.2 Foster institutional pride and strengthen connections within the campus community*
- 2.3 Enhance opportunities for increased student involvement in curricular and co- curricular activities*

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued*
- 3.2 Attract and retain a diverse student population*
- 3.3 Increase the diversity of faculty and staff*

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

- 4.1 Create a vibrant culture of faculty research and creative scholarship*
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life*
- 4.3 Enhance and support research and scholarly collaborations with community partners*

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling*
- 5.2 Create a community that champions environmental awareness and sustainable living*

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

- 6.1 Create and obtain funding streams to support short and long term initiatives*
- 6.2 Increase private and corporate funding*
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life*
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff*
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community*

Aspirational Peer Institutions (aspire and plan to be comparable to in the next 5 – 10 years)

In the near future the University will use the IPEDS Executive Peer Tool to develop a list of peer and aspirant institutions. These peer and aspirant institutions will be further selected based upon functional area comparisons. For example, the selection of a comparison group for use by the library will be based on USFSP's relationship with the USF System Library which is a top-rated library. It is worth noting that the IPEDS data for USFSP reflects "home campus" students rather than all students enrolled in classes including transient students from the other institutions in the USF System. Thus, USFSP enrollments are under-reported. An adjustment will need to be made to any list produced by the Executive Peer Tool to account for a larger student enrollment figure than what is reported in IPEDS. Developing an agreed-on set of peer and aspirant institutions is a goal for the next year.

Projected Institutional Contributions to System-Level Goals				
NUMERIC TARGETS				
Dashboard Metric	Date	Actual Value	Date	Projected Value
Baccalaureate Degrees Awarded	2008-09	657	2012-13	683
Notes: Our estimated growth is 1.4% so we anticipate a similar increase in degrees awarded in future years. However, as a member of the USF System the number of degrees awarded by USFSP may reflect USF System admission policies.				
Master’s Degrees Awarded	2008-09	158	2012-13	164
Notes: Our estimated growth is 1.4% so we anticipate a similar increase in degrees awarded in future years. The impact of Florida legislation related to teacher training may impact graduate education student enrollment and thus the number of graduate degrees awarded.				
Research and Professional Doctorates Awarded	2008-09	NA	2012-13	NA
Federal Academic Research and Development Expenditures	2007-08	System-wide Function	2011-12	System-wide Function
Total Academic Research and Development Expenditure	2007-08	System-wide Function	2011-12	System-wide Function
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated 50.6%	2007-13 FTIC Cohort	Graduated N/A
		Still Enrolled 6.8%		Still Enrolled N/A
Notes: USFSP became a separately accredited institution in 2005. The data presented in this table prior to 2003 were developed by USF System's Office of Decision Support and reflect SUS/BOG methodology for determining graduation and retention rates. These data represent first-time disaggregation of historical data prior to separate accreditation and should not be relied upon for future projections.				
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 62.7%	2009-13 AAT Cohort	Graduated N/A
		Still Enrolled 7.9%		Still Enrolled N/A
Notes: USFSP became a separately accredited institution in 2005. The data presented in this table prior to 2003 were developed by USF System's Office of Decision Support and reflect SUS/BOG methodology for determining graduation and retention rates. These data represent first-time disaggregation of historical data prior to separate accreditation and should not be relied upon for future projections.				

DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]						
Dashboard Metric	Date	Actual Value		Date	Projected Direction**	
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#	%*
		45	7.0		M	M
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		52	8.1		I	I
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		243	37.9		M	M
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		30	1		M	M
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		0	0		I	M
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		15	54		M	D
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	N/A		2012	N/A	
Licensing Income	2007-08	N/A		2011-12	N/A	
Licenses and Options Executed	2007-08	N/A		2011-12	N/A	
Other Transfer*** Five-Year Retention and Graduation Rates from the <u>Same IHE</u>	2004-09 Other Cohort	Graduated 56.7%		2008-13 Other Cohort	Graduated N/A	
		Still Enrolled 4.1%			Still Enrolled SYSTEM N/A	
<u>Notes:</u> USFSP became a separately accredited institution in 2005. The data presented in this table prior to 2003 were developed by USF System's Office of Decision Support and reflect SUS/BOG methodology for determining graduation and retention rates. These data represent first-time disaggregation of historical data prior to separate accreditation and should not be relied upon for future projections.						

“Actual Value” should equal related value in 2009 Annual Report.

*** Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.**

**** Projected Direction = INCREASE, MAINTAIN, or DECREASE.**

Additional Primary Institutional Goals/Metrics for the Next One to Three Years

(In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

Goal: Enhance learning and achievement and promote student retention through curricular and co-curricular programs (continuing).

Strategy: Enhance support for student learning through hiring and training of additional academic advisors; enhance support for student achievement through increased staffing for academic success center; enhance support for career planning and services for students pre/post graduation; create a cohesive “freshman/sophomore experience”; increase communication and planning between orientation, advising and academic programs; enhance the student experience through refinement of undergraduate and graduate program offerings.

Metrics: Retention rate year to year; 4/5/6 year graduation rate; ratio of academic advisors to students; number of D/F/W grades in key entry level courses (College Algebra, English Composition); number of students accepted to/enrolled in post-baccalaureate training or employed within 1 year of graduation; increased student satisfaction with academic advising.

Specific Actions To Be Taken in FY2010-11: Completion of development of the institution’s first-ever Quality Enhancement Plan (required by the Southern Association of Colleges and Schools/Commission on Colleges) focused on quantitative literacy; use of incremental Tuition Differential funding to hire additional academic advisors and tutors for the Academic Success Center, to hire additional faculty in key areas such as mathematics and the sciences; to hire additional staff for career counseling and planning, and further refinement of orientation programs for FTIC and transfer students to integrate more fully the academic and social elements of college life.

Expected Outcomes: 6-year graduation rate for FTIC increases within 4 years; 4-year graduation rate for AA transfers rises by at least 4% within 3 years; 5-year graduation rate for other transfers rises by at least 5% within 3 years; D/F/W rate falls by 20% in College Algebra within 2 years; students employed or accepted/enrolled in post-baccalaureate training increases within 4 years; student satisfaction with academic advising/career counseling and overall experience as measured by the NSSE increases within 3 years.

Assumptions: Funding will be provided for 3 additional academic advisors and for enhanced support of the student academic success center, including stronger academic “early intervention” programs; funding for 3 faculty members in key strategic areas; funding for additional career services staff and for support of post-graduate on-campus test prep (e.g., GMAT, LSAT); financial support for development/implementation team for the Quality Enhancement Plan; financial support for increased participation in STARS (“bridge” program for FTIC.)

Goal : Increase faculty and student research and creative activities (continuing).

Strategy: Expand knowledge of and opportunities for research within the faculty, particularly for new and pre-tenure faculty; increase involvement of undergraduates in research and creative activity with faculty; expand research and scholarly collaborations with community partners (federal/state/local government, private sector); enhance institutional infrastructure for research and sponsored programs administration; enhance institutional support for graduate students, particularly graduate research assistants.

Metrics: Total amount of externally funded research annually; number of large awards (over \$100,000) annually; number of proposals written; percentage of proposals awarded; number of publications in peer-refereed journals/books/monographs; number of faculty publications with student (graduate/undergraduate) co-authors; number of student presentations at local/regional/national/international conferences; number of proposals/awards and/or publications with non-USFSP co-authors/co-investigators.

Specific Actions to Be Taken in FY2010-11: Increased training in research administration for faculty and unit staff; establishment of annual calendar of research-related events and activities; enhanced reporting to enable monthly updates of research funding received; development of database for student research (graduate and undergraduate) to identify student learning gains as a result of research experiences; strengthen electronic proposal submission process.

Expected Outcomes: Number of proposals written to external sponsors will increase by 10% over two years; total dollar value of all awards will increase by 15% over three years; number of peer-refereed publications (accepted or in press) will increase by 10% over two years; number of publications with student co-authors will increase by 10% over three years; number of student presentations at local/regional/national/international conferences will increase by 15% over 3 years;

Assumptions: Funding for undergraduate research program with faculty including summer and academic year and including a coordinator of undergraduate research; development and approval of capstone or research courses for students in selected majors; increased funding for conference travel for graduate/undergraduate student-faculty research teams; increased funding for graduate research assistants to enhance faculty scholarly productivity. Of these, the key item identified by the Faculty Research Council is support for a summer undergraduate research program.

Goal: Initiate Construction of the Multipurpose Student Center (MSC)

Strategy: Pursue approvals through appropriate channels for this badly-needed facility. The MSC will encompass a dining facility, additional residential spaces, meeting spaces and, combined with the renovation of the existing Campus Activities Center (CAC), much needed space for student organizations, the Academic Success Center, Career Center, and a critical Health and Wellness Clinic. USFSP is the only university in the state without this kind of facility.

Metrics: Enhanced student satisfaction through surveys such as the NSSE and CIRP; greater numbers of student organizations and measurement of the impact of these organizations on campus life and the community (through surveys of entities such as the St. Petersburg Downtown Partnership); enhanced revenues from residential occupancy and dining.

Specific Actions to be Taken in 2010-2011: Seek approval of construction through modification of fee structure; complete detailed programming and design development, including the technology plan for the facility.

Expected Outcomes: In 2010-2011 USFSP will hopefully receive approval to increase student fees for the financing and construction of a multi-purpose student center and the renovation of the CAC. An activities and service fee increase of approximately \$13 per credit hour will be instituted and encumbered for the construction. Following construction in 2012, the campus residential population will rise by 35% when occupied. The institution will experience a significant increase in auxiliary revenues through expanded food service and facility rentals.

Assumptions:

Authority is provided in legislation which is pending at this time. If approved, funding will provide a center for the campus where core services will be located to serve our growing student population. The project will ensure the addition of a health clinic, cafeteria and food court, a new residential facility, a new computer lab, and the relocation, expansion and enhancement of Disability Services, Career and Counseling Services, the Academic Success Center, Leadership Programs, Multicultural Affairs, Student Government, club and organization rooms, meeting spaces, recreational facilities and conference space. The project would be self-sustaining in that it would provide its own revenue from services such as food services, housing, and meeting space for community events. A student center represents the hub of student life and activities and this project will build a vibrant campus life. In addition, this project will provide a central meeting place for important campus meetings and ceremonies including Freshman Convocation, Martin Luther King Day celebrations, Lecture Series, Student Government meetings, and New Student and Parent Orientations.

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2011-2012	M	13.1311	MAT in Middle Grades Math Teacher Education	Focus on digital math. To begin admitting candidates in Fall 2012. USFSP: 1.2; BOG Critical Needs Designation
2010-2011	M	13.1311	MS in Middle School Math	Aimed at middle school math teachers who have already earned a grad certificate in this area. To begin admitting candidates in Fall 2011. USFSP: 1.2; BOG Critical Needs Designation
2011-2012	M	13.1316	MAT in Middle Grades Science Education	To begin admitting candidates in Fall 2012. USFSP: 1.2; BOG Critical Needs Designation
2011-2012	Ed.S	13.0101	Ed.S. in Education	Planned concentrations in leadership, literacy, ESOL, special education, math and science. To begin admitting candidates in Fall 2012. USFSP: 1.2. Only Math/Science/ESOL have BOG Critical Needs Designation
2010-2011	B	52.0201	Entrepreneurship and Innovation	Focus on those undergraduate students with a career aspiration to self-venture and/or that may work in a small business. Initial enrollment planned for Fall 2010. USFSP: 1.2; BOG Area of Strategic Emphasis
2011-2012	B	52.1101	Global Business	This major is for those undergraduate students who wish to learn about global business and work in businesses that are international focused. This major will require an international experience. To begin admitting candidates in Fall 2011. USFSP: 1.5; BOG Critical Needs Designation
2013-2014	M	52.0301	M.S. in Accounting	Builds on strength of Bachelors program and meets community need. Initial enrollment planned for Fall 2014. USFSP: 1.2; BOG Area of Strategic Emphasis

2012-2013	M	51.0000	M.S. in Health Sciences	Joint program with College of Arts and Sciences; College of Business would host health economics track. Admitting students in Fall 2013. USFSP: 1.2; BOG Critical Needs Designation
2012-2013	M	52.0206	M.S. in Non-Profit Leadership and Management	Joint program with College of Business and College Arts and Sciences. Admitting students in Fall 2013. USFSP: 2.3; BOG Area of Strategic Emphasis
2013-2014	M	52.0701	MS in Global Entrepreneurship and Innovation	More and more businesses are looking to expand their business overseas. This major helps those graduate students who aspire to focus on global market and want to learn how to introduce their ideas and innovations to global venture capitalists. Admitting students in Fall 2014. USFSP: 1.5; BOG Area of Strategic Emphasis
2013-2014	M	43.0111	MS in Forensic Computing, Security and Networking	Joint program with College of Business and College of Arts and Sciences (e.g., Political Science, GIS and Criminology). Admitting students in Fall 2014. USFSP: 1.5; BOG Critical Needs Designation
2010-2011	B	51.0000	B.S. in Health Sciences	Joint program with the College of Business and College of Arts and Sciences. Initial enrollment planned for Fall 2010 USFSP: 1.2; BOG Area of Strategic Emphasis
2011-2012	B	51.1601	B.S. in Nursing	Program for RN's only for completion of the BSN. Initial enrollment planned for Fall 2012. USFSP: 1.3; BOG Critical Needs Designation
2011-2012	B	45.0702	B.S. in Geospatial Sciences This CIP code is for Cartography	New field that has a multitude of applications. Initial enrollment planned in Fall 2012. USFSP: 1.3; BOG Area of Strategic Emphasis
2011-2012	B	26.0101	B.S. in Biology	Strong student demand for this degree. Initial enrollment planned in Fall 2012. USFSP: 1.2; BOG Critical Needs Designation
2012-2013	B	50.0702	B.A. in Studio Art	Builds on current BFA in Graphic Design. Initial enrollment planned in

				Fall 2013. USFSP: 4.3; BOG Area of Strategic Emphasis
2012-2013	B	50.0703	B.A. in Art History	Builds on current BFA in Graphic Design and meets community need. Initial enrollment planned in Fall 2013. USFSP: 4.3; BOG Area of Strategic Emphasis
2012-2013	B	40.0607	B.S. in Marine Science CIP is for Oceanography	Builds on current B.S. in Environmental Science. Initial enrollment planned in Fall 2014. USFSP: 4.2; BOG Critical Needs Designation
2010-2011	M	09.0702	M.S. in Digital Media (online)	Builds on the strengths of our existing faculty and current MA in Journalism and Media Studies, also reaching a new online audience. Initial enrollment planned for Fall 2012. USFSP: 1.3; BOG Critical Needs Designation
2013-2014	M	42.0101	M.S. in Psychology	Builds on strong B.A. in Psychology and faculty strength in infant/family mental health and learning disorders. Initial enrollment planned for Fall 2013. USFSP: 4.3; BOG Area of Strategic Emphasis
<p>USFSP's Strategic Plan: Points of Focus, 2009 – 2013</p> <p>1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs</p> <p>1.3 Implement and support information and instructional technologies that facilitate effective pedagogies</p> <p>1.5 Increase student awareness of participating in a global society</p> <p>2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities</p> <p>4.2 Promote and support undergraduate research as a meaningful aspect of campus life</p> <p>4.3 Enhance and support research and scholarly collaborations with community partners</p>				

Windows of Opportunity/Unique Challenges

(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

Unique Challenges

The University of South Florida St. Petersburg has been challenged as never before by the statewide budget and economic crisis. This challenge has resulted in actions to re-engineer many of its processes and reorganize its administrative functions to increase efficiency and deliver outstanding student services with reduced resources. For example, Academic Affairs and Student Affairs realigned admissions, financial aid, registration and records, and student academic support (tutoring center) functions to enable better service to more students with fewer staff.

Against this backdrop, USFSP is facing its first reaffirmation of accreditation by the Southern Association of Colleges and Schools/ Commission on Colleges beginning later this year and extending throughout the 2010-2011 year. USFSP was initially accredited in 2006. SACS/COC requires that newly accredited institutions undergo a full reaffirmation at the 5 year mark (instead of the normal decadal cycle with an interim mid-term report). USFSP must also develop and submit its first acceptable Quality Enhancement Plan (QEP) as part of this reaffirmation. This reaffirmation activity and the QEP development will demand hundreds of hours of faculty and staff time to prepare and will require the full participation of all constituencies: faculty, staff, students, trustees.

Urgent Opportunities

B.S. in the Health Sciences: The U.S. will need tens of thousands of new health professionals by 2020. These professions, including physical and occupational therapy, pharmacy technical support, physician's assistant and others as well as medicine/dentistry/veterinary medicine/pharmacy are now and will continue to be in high demand. Nursing is a particularly critical need – there is already a shortage of qualified nurses and this is magnified by a significant shortage of nursing faculty. USFSP is well-positioned to move more aggressively into pre-health and health professions education. Students are already able to take many pre-health basic science courses at USFSP. Classes are relatively small and give students the personalized attention that is key to ensuring student success in these demanding courses of study. All-Childrens Hospital, USF Pediatrics, Bayfront Medical Center and St. Anthony's Hospital are all located in close proximity to the USFSP campus – offering ready access to student clinical/practice experiences – and USF Health, a major regional medical center, is also available. There is significant community interest and demand for these degree programs. USFSP already has one-time legislative funding for nursing education in collaboration with USF College of Nursing and has requested additional funds from the legislature. USFSP is planning to initiate a B.S. in the Health Sciences. This degree will focus on two "tracks": health economics and interdisciplinary health science (environmental/psychology). To take full advantage of this opportunity, USFSP will need at least 5 additional faculty in the sciences, particularly in the sciences and mathematics and at least two new staff who will specialize in pre-health professions advising (both academic and career).

Tuition Differential Proposal for 2010-2011	
University: University of South Florida St. Petersburg	
Effective Date	
University Board of Trustees Approval Date:	XXXXXXX
Implementation Date (month/year):	XXXXXXX
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	The Tuition Differential (TD) at USFSP funds critical academic support services and direct academic instruction in key areas of need/program distinction. For example, in 2009-10 TD funds supported three new faculty members and one new academic advisor.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	USF System
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Fee applies to all undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$599,601
Total differential fee revenue generated in 2010-11 (projected):	\$1,010,877
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$707,614.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Support ongoing commitments to faculty and staff hired in 2009-10 (\$250,000) 2. Support for 2 additional faculty members in the sciences, specifically biochemistry, genetics, to provide badly needed courses for USFSP pre-health/health sciences students. Currently, students must take these courses elsewhere and USFSP cannot assure robust assessment of student learning outcomes for courses taken at other institutions. In addition, funds will be used to support the new courses taught in the first year (equipment, supplies, staff support) . (\$200,000) 3. Support for additional academic advisors, support staff and tutors. Our current ratio is 487:1. This is not in keeping with best practice in higher education, particularly for USFSP's student demographic profile (with large numbers of students needing more academic advising help. The USFSP Academic Success Center is one of only three SUS institutions that is accredited by the College Learning and Reading Association. This is a measure of its quality and effectiveness. However, it is understaffed for the increasing number of students that it serves (\$160,000) 4. Additional support for the Office of Registration and Records support staff to enhance student services and allow some evening hours. This office is a "first line" office for students seeking information on their degree progress and for scheduling of courses. The technology in the office is outdated and needs updating, particularly with regard to the course catalogs. (\$90,000) 	
<p>Thirty percent (30%)</p> <p>Managed at the USF System level (see USF System work plan)</p>	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Unmet demand analysis to determine if students are getting timely access to additional courses (new) 2. 4/5/6 year graduation rate 3. year to year retention rate 4. Reduce student : advisor ratio 5. Maintain student : faculty ratio
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. Unmet demand analysis to determine if students are getting timely access to additional courses (new) 2. 4/5/6 year graduation rate 3. year to year retention rate 4. Reduce student : advisor ratio 5. Maintain student : faculty ratio

1. Unmet demand analysis will be performed at least yearly to monitor the impact of the hiring of new faculty to teach what are predicted to be high demand courses. We currently have the capability of performing such analyses, but have no baseline data since the proposed course offerings will be new.
2. The 4-, 5- and 6-year graduation rates for FTICs are 18%, 43% and 53%, respectively. These figures are based on staff work completed by the BOG/SUS for use in USFSP's first IPEDS report. These figures provide baseline data and will be monitored for at least two additional years in order to develop trends.
3. A year-to-year retention rate for upper-division transfers was developed locally. The 3-year average year-to-year retention rate is: 72% and it is our expectation to increase retention the retention rate by 1% by Fall 2011.
4. Reduce student: advisor ratio. The current student: advisor ratio is 487: 1. Initial goal is 425: 1 to be achieved by Fall 2011.
5. Maintain student: faculty ratio. The current student: faculty ratio at USFSP is about 24 : 1. The goal is to maintain this ratio in the face of continued budget reductions.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase course offerings	Two new faculty members hired for Fall 2009
Improve graduation rates through more timely information on student progress	Office of Records and Registration received funding for additional staff in Fall 2009
Improve advising/ counseling to enhance the delivery of undergraduate education.	New FTIC advisor hired in Fall 2009; new business/pre-health advisor hired in Summer 2009
Enhance Faculty teaching awards	Not completed pending clarification of union Collective Bargaining Agreement
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	2
Number of Advisors Hired or Retained (funded by tuition differential):	2
Number of Course Sections Added or Saved (funded by tuition differential):	17
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System level.	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System level.
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

STATE UNIVERSITY SYSTEM OF FLORIDA

Tuition Differential Collections, Expenditures, and Available Balances

University: University of South Florida – St. Petersburg

Fiscal Year 2009-2010 and 2010-11

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2009-10 -----	Estimated 2010-11 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$0	\$13,447
Less: Prior-Year Encumbrances	\$0	\$0
Beginning Balance Available:	\$0	\$13,447
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$353,600	\$1,010,877
Interest Revenue - Current Year	447	603
Interest Revenue - From Carryforward Balance	0	0
Total Receipts / Revenues:	\$354,047	\$1,011,480
<u>Expenditures</u>		
Salaries & Benefits	\$230,100	\$660,000
Other Personal Services	0	0
Expenses	\$4,400	0
Operating Capital Outlay	0	\$40,000
Student Financial Assistance	\$106,100	\$303,263
Expended From Carryforward Balance	0	0
**Other Category Expenditures	0	0
Total Expenditures:	\$340,600	\$1,003,263
Ending Balance Available:	\$13,447	\$21,664

*Since the 2009-10 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)**USF St. Petersburg**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Lower	657	825	657	825	841	873	905	1.9%
FL Resident Upper	1,486	1,612	1,486	1,613	1,613	1,615	1,617	0.0%
FL Resident Grad I	227	259	227	258	260	264	267	0.7%
FL Resident Grad II				-	-	-	-	
Total FL Resident	2,370	2,696	2,370	2,696	2,714	2,752	2,789	0.7%
Non-res Lower		20		20	20	20	20	0.0%
Non-res Upper		35		35	35	35	35	0.0%
Non-res Grad I		8		8	8	8	10	5.0%
Non-res Grad II		-		-	-	-	-	
Total Non-res		63		63	63	63	65	0.6%
Total Lower	657	845	657	845	861	893	925	1.9%
Total Upper	1,486	1,647	1,486	1,648	1,648	1,650	1,652	0.0%
Total Grad I	227	267	227	266	268	272	277	0.8%
Total Grad II	-	-	-	-	-	-	-	
Total FTE	2,370	2,759	2,370	2,759	2,777	2,815	2,854	0.7%

For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE

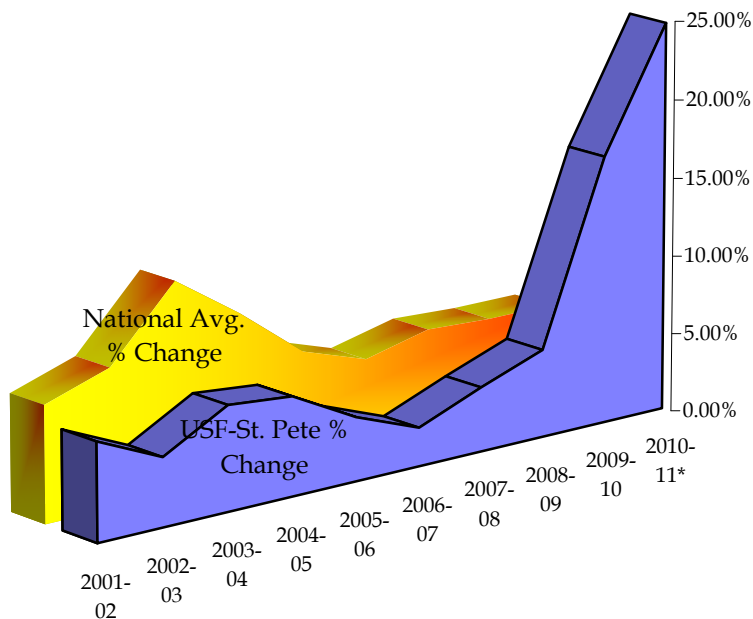
SITE: St. Petersburg

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
Total Lower	657	845	657	845	861	893	925	1.9%
Total Upper	1,486	1,647	1,486	1,648	1,648	1,650	1,652	0.0%
Total Grad I	227	267	227	266	268	272	277	0.8%
Total Grad II	-	-	-	-	-	-	-	
Total FTE	2,370	2,759	2,370	2,759	2,777	2,815	2,854	0.7%

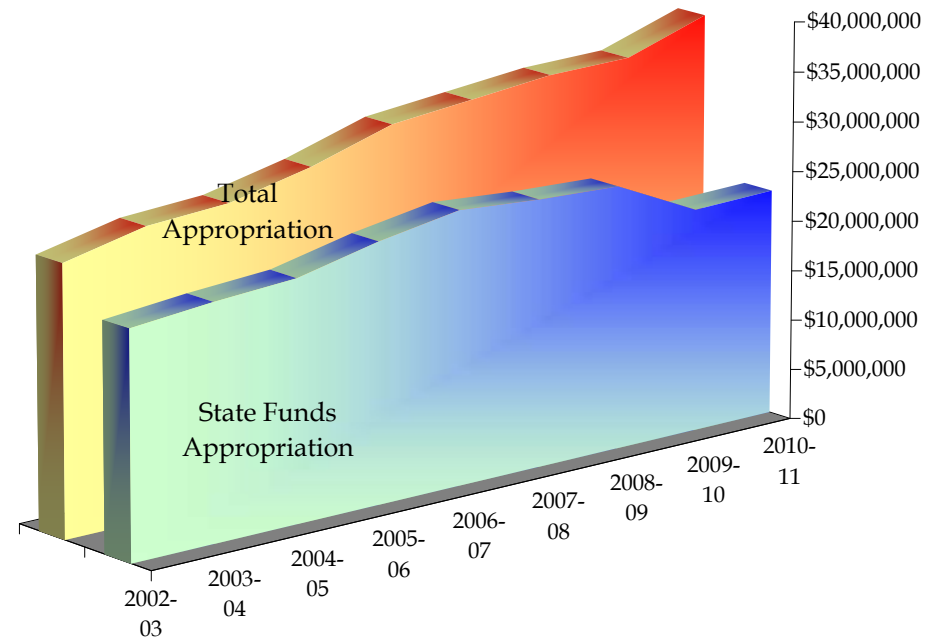
University of South Florida - St. Petersburg

Year	Activity & Service	Health	Athletic	Tech.	Financial Aid	CITF/ Building	Undergrad. Tuition	Tuition Differential	TOTAL (Based on 30 SCH)	\$ Change	% Change	National Avg. % Change ***
2001-02	\$9.16	\$0.60	\$1.66/\$5 flat	----	\$2.78	\$4.76	\$55.67	----	\$2,248.90	\$132.40	6.26%	
2002-03	\$9.16	\$0.60	\$2.00/\$5 flat	----	\$2.92	\$4.76	\$58.45	----	\$2,346.70	\$97.80	4.35%	
2003-04	\$9.16	\$0.60	\$2.00/\$5 flat	----	\$3.17	\$4.76	\$63.41	----	\$2,503.00	\$156.30	6.66%	
2004-05	\$9.16	\$0.60	\$2.25/\$5 flat	----	\$3.40	\$4.76	\$68.16	----	\$2,659.90	\$156.90	6.27%	
2005-06	\$9.16	\$0.60	\$2.25/\$5 flat	----	\$3.57	\$4.76	\$71.57	----	\$2,767.30	\$107.40	4.04%	
2006-07	\$9.16	\$0.60	\$2.25/\$5 flat	----	\$3.68	\$4.76	\$73.71	----	\$2,834.80	\$67.50	2.44%	
2007-08	\$9.16	\$0.60	\$2.25/\$5 flat	----	\$3.86	\$4.76	\$77.39	----	\$2,950.60	\$115.80	4.08%	
2008-09	\$9.76	\$0.60	\$2.25/\$5 flat	----	\$4.10	\$4.76	\$82.03	----	\$3,115.00	\$164.40	5.57%	
2009-10	\$10.40	\$0.60	\$2.25/\$5 flat	\$4.42	\$4.42	\$4.76	\$88.59	\$5.74	\$3,645.40	\$530.40	17.03%	
2010-11*	\$24.35	\$2.00	\$2.10/\$5 flat	\$4.78	\$4.78	\$4.76	\$95.67	\$12.80	\$4,547.20	\$901.80	24.74%	
2009-2010 Est. Fees & Tuition Paid	\$1,123,200	\$64,800	\$282,910	\$477,360	\$477,360	\$514,080	\$9,567,720	\$353,600**				
2009-10 Est. Undergraduate Student Credit Hours:					108,000	All fees are per credit hour, unless otherwise stated		** Based on data from 2010-11 Tuition Differential Proposal				
2009-10 Undergraduate Headcount:					3,991	* Contingent upon UBOT Approval		*** From the College Board				

Change in Tuition and Fees Y/Y



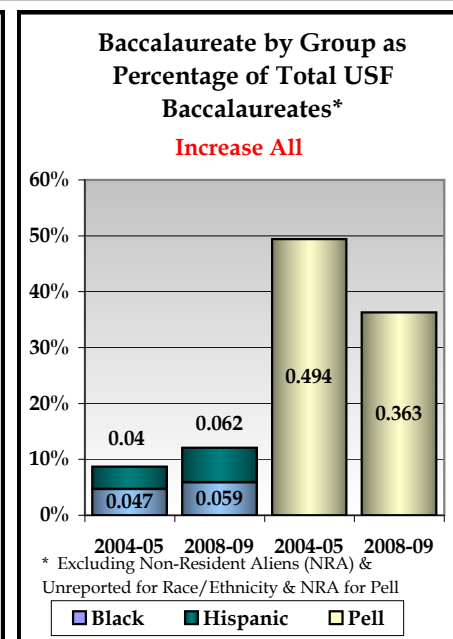
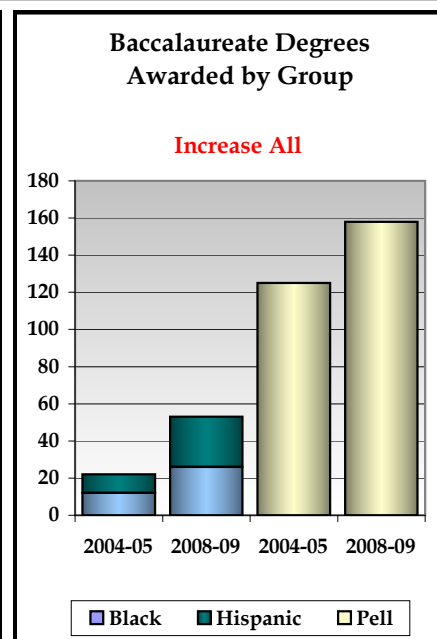
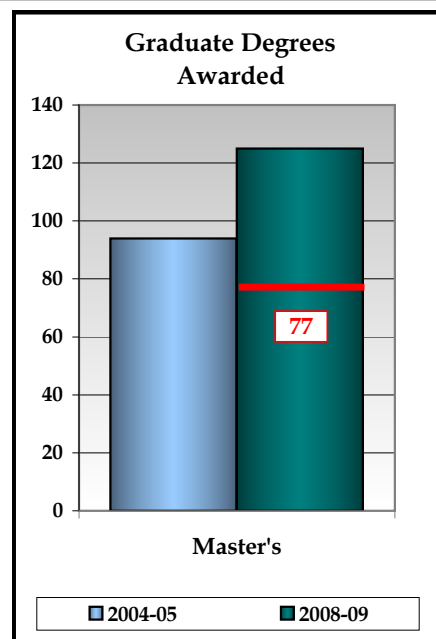
University Appropriations



**University of South Florida
Sarasota-Manatee Campus**

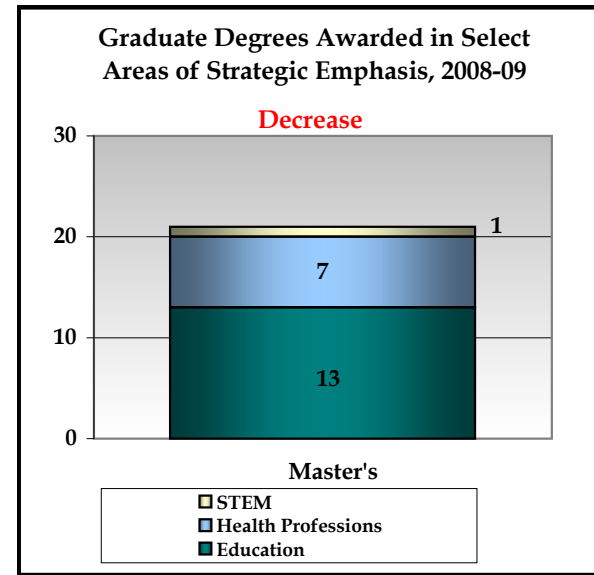
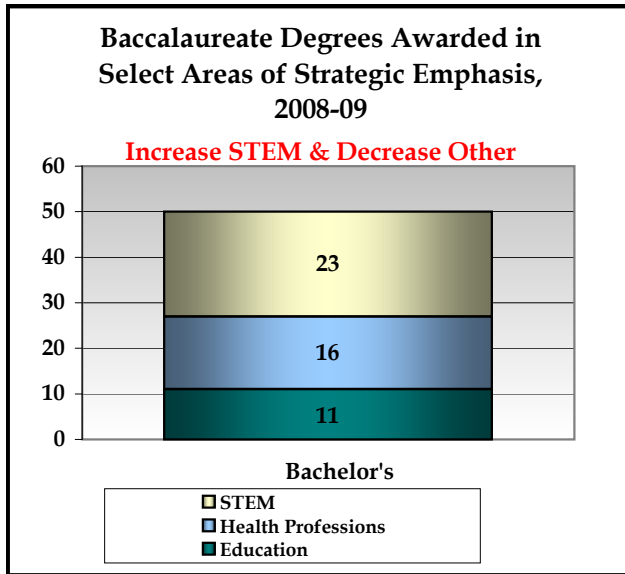
The University of South Florida -Sarasota Manatee Campus 2009 Annual Report (with 2010 University Work Plan "Targets")							
Sites and Campuses			Sarasota/Manatee Campus				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	2,009	--	TOTAL		21	Undergraduate Instructional Program:	Carnegie Classification not available for individual campuses at this time.
Black	128	7%	Baccalaureate		14	Graduate Instructional Program:	
Hispanic	138	7%	Master's & Specialist's		6		
White	1,634	81%	Research Doctorates		0	Enrollment Profile:	
Other	109	5%	Professional Doctorates		0	Undergraduate Profile:	
Full-Time	735	37%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting:	
Part-Time	1,274	63%				Basic:	
Undergraduate	1,520	76%				TOTAL	
Graduate	348	17%	Tenure/T. Track	28	1	Elective Classification:	
Unclassified	141	7%	Non-Ten. Track	22	8		

**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1:
ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)**



2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)



Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis).

**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

Key University Achievements

► **Student awards and achievements**

- USF Sarasota-Manatee History major was awarded the Leland Hawes Undergraduate Prize in Florida History for 2008.
- USF Sarasota-Manatee Social Work student was honored as the 2009 Volunteer of the Year by the Florida Federation of Women's Clubs.
- In March of 2009, President of the USF Sarasota-Manatee's Circle K Club, the collegiate affiliate of Kiwanis International, was named "President of the Year" for the Suncoast region. The Club itself was also named "Club of the Year".

► **Program awards and achievements**

- USF Sarasota-Manatee's College of Education (COE) recently announced its partnership with the professional development school G.D. Rogers Garden Elementary. The first professional development school within its district. USF Sarasota-Manatee COE students will be able to observe classes, take classes, and perform internships all on the campus of the newly erected Bradenton school.
- USF Sarasota-Manatee's College of Education (COE) sponsored the 2009 Children's Literature Symposium with a theme of Representations of Diversity to bring national speakers together with area teachers, librarians, and others from the community.

► **Faculty awards and achievements**

- School of Hotel & Restaurant Management faculty member, Dr. John Walker, is a Senior Fulbright Specialist and the author of several leading texts in the industry which are used at more than 650 institutions around the world.
- Dr. Delany Kirk, of the USF Sarasota-Manatee College of Business, was named one of the "Top 100 Twitterers in Academia and one of the "Top 22 Most Popular and Influential Professors on Twitter".
- Dr. Elizabeth Larkin, received the Volunteer Appreciation Award from Big Brothers and Big Sisters of the Sun Coast in 2008.

► **Research awards and achievements**

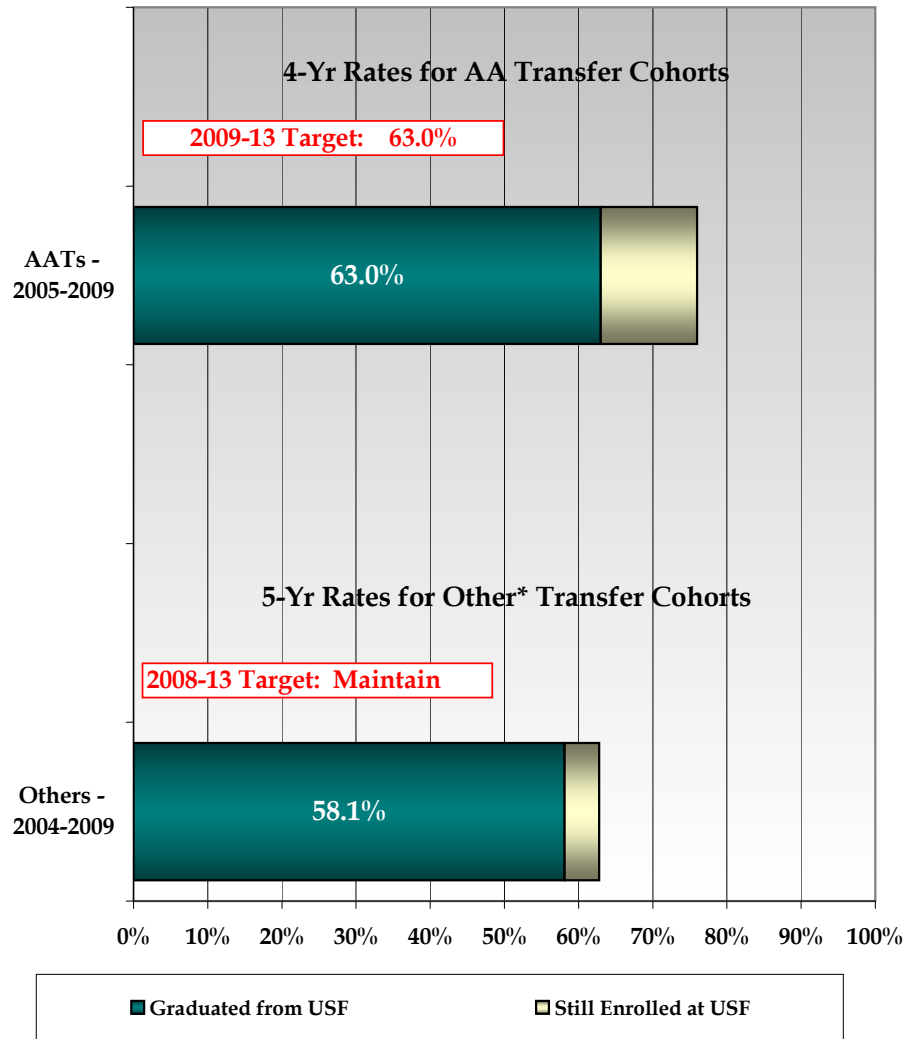
- Electronic Learning Products gift of "Tune in to Reading" software (valued at \$25,000) to Daughtrey Elementary, which is a Professional Development School in Manatee County School District. This community engaged research, USF Sarasota-Manatee faculty and school personnel will study the effectiveness of the program for struggling readers.

► **Institutional awards/achievements**

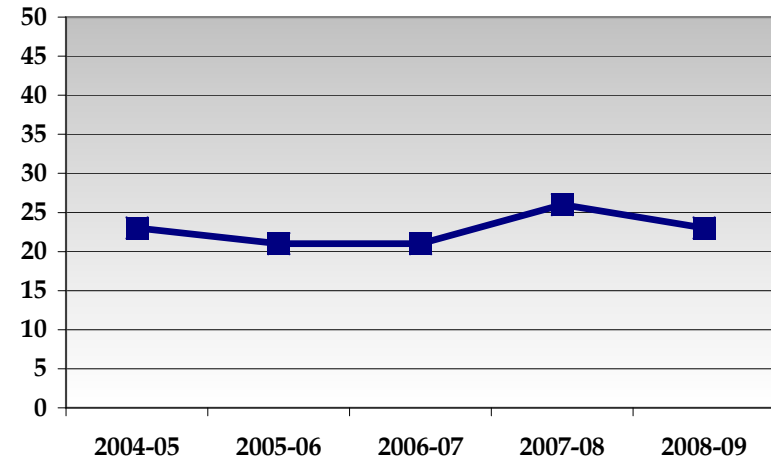
- Acknowledged by the City of North Port for its tremendous impact on southern Sarasota County, the USF Sarasota-Manatee South site will be moving to a larger facility within the City of North Port. The City of North Port has pledge assistance to USF Sarasota-Manatee for the move. In addition, in partnership with the Gulf Coast Community Foundation of Venice, the site will add two new faculty members and a business recruiter/advisor at the South County location to further enhance access and delivery of its general business administration degree programs.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS (with 2010 University Work Plan "Targets" in Red)

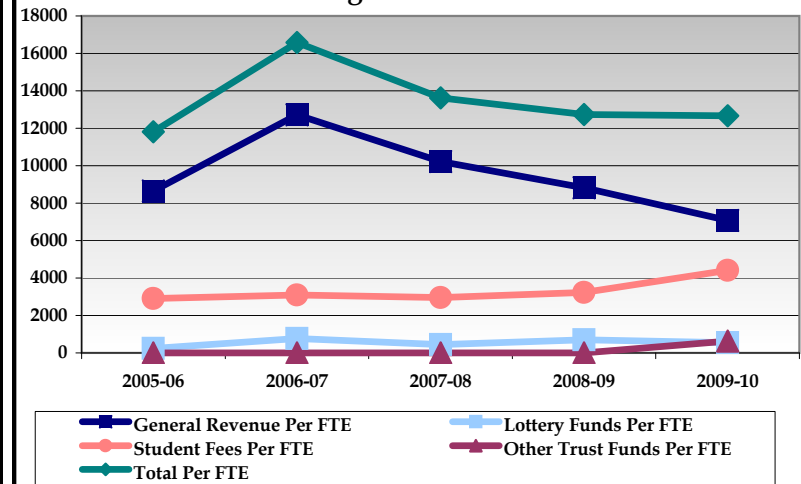
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Funding Per Student FTE**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

2010 University Work Plan / Proposal

University of South Florida Sarasota-Manatee

Strategic Plan

[Please provide a link to the latest version of the institution's strategic plan. If the latest strategic plan is not current, or the institution is in the process of developing or updating its strategic plan, please indicate at what stage the institution is in that process.]

USF Sarasota-Manatee will update its 2006-11 Strategic Plan following completion of the separate accreditation process, projected as June 2011.

http://www.sarasota.usf.edu/Alpha/IR/Strategic_Plan/0809Update/Update_2008-09.htm

Mission Statement

The University of South Florida Sarasota-Manatee delivers quality education to upper-division baccalaureate and master's students in an active research environment. We support students in attaining their highest potential by nurturing leadership, critical thinking, and an appreciation for learning. We advance cultural, social, environmental, and economic well-being for all we serve.

Overview of Core Institutional Strengths, Special Assets, and Niche Contributions**Strengths:****I. Community Engaged University**

- a. The USF Sarasota-Manatee Community Leadership Council, comprised of local area community and business leaders many of whom are USF alumni, advises the Campus Board and the Regional Chancellor's Executive Council about the unique needs of Sarasota and Manatee Counties.
- b. USF Sarasota-Manatee's College of Education (COE) recently entered into partnership with Manatee County on a third professional development school within the county.
- c. USF Sarasota-Manatee proudly partners with local community foundations such as the Gulf Coast Community Foundation of Venice, Community Foundation of Sarasota, William G. Selby and Marie Selby Foundation, and the Knight Foundation.
- d. Institute for Public Policy & Leadership fills the community-recognized need for an informed, non-partisan setting to critically and reflectively examine policy. Also, the institute provides educational experiences to public officials and citizens to enable them to more effectively serve and contribute to the public trust.
- e. For the second year, USF Sarasota-Manatee will host the STEM (Science, Technology, Engineering, Math) Girls Summit. The program was the brain-child of a USF Sarasota-Manatee student. The summit, held in partnership with the American Association of University Women, provides middle-school girls the opportunity to explore careers in the STEM fields.
- f. Faculty engage in community-based, applied research with Mote Marine, Sarasota Memorial Hospital, Jewish Children and Family Services, Senior Friendship Center, and SCOPE

II. Delivery of Outstanding Educational Programs

- a. Despite its consistent growth, USF Sarasota-Manatee continues to keep class sizes small. Students enjoy a 19-to-1 student-to-faculty ratio, as reported through the Integrated Postsecondary Education Data System (IPEDS).
- b. The faculty of USF Sarasota-Manatee are highly collaborative with research foci that break across the typical department lines and result in forward-thinking interdisciplinary studies.
- c. Each semester over 70% of USF Sarasota-Manatee credit hours are taught by full-time faculty.
- d. USF Sarasota-Manatee's degree programs provide extensive opportunities for field work and internships. Beyond the typical, USF Sarasota-Manatee offers these experiences in each of its Colleges and School.
- e. USF Sarasota-Manatee strives to be a leader in "quality" online education by delivering much of its online course work in blended formats. Blending ensures that students have the flexibility of online scheduling while still experiencing the mentorship and collaboration of the face-to-face environment.

Special Assets**I. State-of-the-Art Facility**

- a. The architecturally spectacular USF Sarasota-Manatee Campus is located on U.S. 41 (Tamiami Trail) about a half-mile north of University Parkway on the border of Sarasota and Manatee Counties near Sarasota Bay, the Powel Crosley Mansion, the John & Mable Ringling Museum of Art, and the Sarasota-Bradenton International Airport. The 100,000-square-foot, state-of-the-art academic facility houses 24 classrooms, a 190-seat lecture/exhibition hall, seminar rooms, computer labs, student gathering places, faculty and staff offices, a technology and learning center, and dining facilities.
- b. Technically, the campus stands out with its smart classrooms, wireless teaching labs, technology training labs, and campus-wide access to a high-speed, wireless network.

Current Peer Institutions

USF Sarasota-Manatee will complete a list of peer institutions following the completion of the separate accreditation process, projected for June 2011.

Institutional Vision and Strategic Directions for the Next 5 - 10 Years**Strategic Directions (Next 5-10 years):**

- 1. Learner-Centered Environment: Be a diverse, collaborative, and intellectually challenging campus with high quality academic programs and support services for students, faculty, staff, and community.**

With strategic focus on teaching and learning, research, programming, campus climate and community USF Sarasota-Manatee has met and seeks to exceed its objectives for this goal.

- Presently, 70% of USF Sarasota-Manatee student credit hours (SCH) are taught by full-time resident faculty. The campus will maintain this percentage with a goal of improving the ratios once funding for additional faculty members becomes available.
- USF Sarasota-Manatee met all enrollment targets in the academic year 2008-09. In 2009-10, USF Sarasota-Manatee enrollment goals are set to increase undergraduate student credit hours by 9% over 2008-09 funded levels.

- 2. Technology: Provide and encourage strategic use of electronic learning technology.**

Student convenience and teaching and learning enhancement foci have resulted in a 16% increase in the number of distance learning course in 2009-10 over 2008-09 levels.

USF Sarasota-Manatee will continue to focus curricular efforts on using technology to develop convenient schedules for student learning, such as online course, distance learning, and hybrid courses.

- 3. Program Growth: Promote expansion of distinctive upper-division baccalaureate, master's, and research initiatives that serve local and global needs.**

Through the efforts of seeking separate accreditation, USF Sarasota-Manatee has worked to ensure degree programs are complete and that students have access to resident faculty and a full course schedule to ensure timely degree obtainment.

USF Sarasota-Manatee plans to increase the number of programs it offers the community in the near future. In concert with the 2010 census data, USF Sarasota-Manatee will conduct a comprehensive environmental scan of the three-county area to identify educational needs and growing markets.

- 4. Professional and Continuing Education: Provide advanced professional and continuing education that serves community needs.**

Academic year 2009-10 has been an exciting year of growth in continuing and professional education on campus. For instance, USF Sarasota-Manatee's College of Business recently partnered with the Nonprofit Resource Center of the Community Foundation of Sarasota County to deliver a comprehensive training program for nonprofit leaders.

Faculty are also exploring professional and continuing education in professional human services/aging workers, accountants, and business professionals.

Aspirational Peer Institutions (aspire and plan to be comparable to in the next 5 - 10 years)

USF Sarasota-Manatee will complete a list of aspirant peer institutions following the completion of the separate accreditation process, projected for June 2011.

Projected Institutional Contributions to System-Level Goals				
NUMERIC TARGETS				
Dashboard Metric	Date	Actual Value	Date	Projected Value
Baccalaureate Degrees Awarded	2008-09	450	2012-13	438
Notes: USF Sarasota-Manatee began the process of seeking separate accreditation in 2009. In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in degree programs hosted by USF Tampa or not offered completely by USF Sarasota-Manatee be removed from USF Sarasota-Manatee Home Campus enrollment numbers. As a result, USF Sarasota-Manatee saw decreases in the both Home Campus headcounts and the number of degrees awarded to students through the Sarasota-Manatee campus. In addition to the loss of programs, USF Sarasota-Manatee is also unable to start new programming until after the separate accreditation process. In 2009-10, the number of degrees awarded by USF Sarasota-Manatee is estimated to be 384. Using a consistent growth rate of 4.5% the campus projects it will return to the level of degrees awarded in 2008-09 by 2012-13, pending the achievement of separate accreditation and increases in the campus resource base.				
Master’s Degrees Awarded	2008-09	125	2012-13	77
Notes: USF Sarasota-Manatee began the process of seeking separate accreditation in 2009. In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in degree programs hosted by USF Tampa or not offered completely by USF Sarasota-Manatee be removed from USF Sarasota-Manatee Home Campus enrollment numbers. As a result, USF Sarasota-Manatee saw decreases in the both Home Campus headcounts and the number of degrees awarded to students through the Sarasota-Manatee campus. In addition to the loss of programs, USF Sarasota-Manatee is also unable to start new programming until after the separate accreditation process. Therefore, it is likely that the number of degrees awarded at the graduate level will remain consistent with the estimated 2009-10 level of 75 degrees awarded, pending the achievement of separate accreditation and increases in the campus resource base.				
Research and Professional Doctorates Awarded	2008-09	0	2012-13	0
Federal Academic Research and Development Expenditures	2007-08	SYSTEM ONLY	2011-12	SYSTEM ONLY
Total Academic Research and Development Expenditure	2007-08	SYSTEM ONLY	2011-12	SYSTEM ONLY
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated N/A	2007-13 FTIC Cohort	Graduated N/A
		Still Enrolled N/A		Still Enrolled N/A
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 63.0%	2009-13 AAT Cohort	Graduated 63.0%
		Still Enrolled 13.0%		Still Enrolled 13.0%
Notes: USF Sarasota-Manatee began the process of seeking separate accreditation in 2009. In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in degree programs hosted by USF Tampa or not offered completely by USF Sarasota-Manatee be removed from USF Sarasota-Manatee Home Campus enrollment numbers. As a result of this mandate, USF Sarasota-Manatee will be at a disadvantage when attempting to increase retention and/or graduation rates.				

DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]						
Dashboard Metric	Date	Actual Value		Date	Projected Direction**	
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#	%*
		26	5.9%		I	I
Notes: The projected increase in number of degrees awarded to minority students is consistent with the mission and vision of USF Sarasota-Manatee in which the campus strives to advance the “cultural, social, environmental, and economic well-being” for all members of its community.						
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		27	6.2%		I	I
Notes: The projected increase in number of degrees awarded to minority students is consistent with the mission and vision of USF Sarasota-Manatee in which the campus strives to advance the “cultural, social, environmental, and economic well-being” for all members of its community.						
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		158	36.3%		I	I
Notes: The projected increase in number of degrees awarded to students seeking financial aid is consistent with the mission and vision of USF Sarasota-Manatee in which the campus strives to advance the “cultural, social, environmental, and economic well-being” for all members of its community.						
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		23	1		I	D
Notes: USF Sarasota-Manatee does not currently have a STEM related program at the graduate level.						
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		16	7		D	D
Notes: USF Sarasota-Manatee does not grant degrees within the Health Profession Critical Needs Area. USF Tampa awards degrees to nursing students taking course work through the USF Sarasota-Manatee campus.						
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		11	13		D	D
Notes: USF Sarasota-Manatee’s Special Education program was placed on moratorium because of low enrollments and lack of funding for faculty. Once demand for the program from the community returns, the program is planned for reinstatement.						
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	N/A		2012	N/A	
Licensing Income	2007-08	SYSTEM ONLY		2011-12	SYSTEM ONLY	
Licenses and Options Executed	2007-08	SYSTEM ONLY		2011-12	SYSTEM ONLY	
Other Transfer*** Five-Year Retention and Graduation Rates from the <u>Same IHE</u>	2004-09 Other Cohort	Graduated 58.1%		2008-13 Other Cohort	Graduated M	
		Still Enrolled 4.7%			Still Enrolled M	
Notes: USF Sarasota-Manatee began the process of seeking separate accreditation in 2009. In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in degree programs hosted by USF Tampa or not offered completely by USF Sarasota-Manatee be removed from USF Sarasota-Manatee Home Campus enrollment numbers. As a result of this mandate, USF Sarasota-Manatee will be at a disadvantage when attempting to increase retention and/or graduation rates.						

“Actual Value” should equal related value in 2009 Annual Report.

* Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.

** Projected Direction = INCREASE, MAINTAIN, or DECREASE.

Additional Primary Institutional Goals/Metrics for the Next One to Three Years

(In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

1. Accreditation: Work toward institutional autonomy within the USF System with separate regional and professional accreditations.

In 2009, USF Sarasota-Manatee began the work of documenting compliance with the standards and requirements of the Southern Association of Colleges and Schools (SACS). In 2010, the institution will continue this work and is hopeful a positive decision from the accrediting body will be made by June 2011.

In addition, USF Sarasota-Manatee will also seek separate national accreditation from the Association to Advance Collegiate Schools of Business (AACSB) and the National Council for Accreditation of Teacher Education (NCATE).

Separate accreditation, apart from USF Tampa, is a continuing goal of USF Sarasota-Manatee.

Strategy: USF Sarasota-Manatee will continue to document and report compliance with the standards of SACS, AACSB, and NCATE

Metrics: Granting of separate accreditation by SACS in June 2011. Submission of AACSB Maintenance Review Application annually and development of NCATE application materials.

Outcomes: USF Sarasota-Manatee is committed to upholding the highest standards of teaching, research, and service, and earning separate accreditation will show the world the strength of our students, faculty, and staff.

2. Financial Stability: Grow and diversify the resource base.

USF Sarasota-Manatee lost \$5.96 million in recurring funding from the State of Florida over the last three years. USF Sarasota-Manatee is seeking restoration of these funds in order to have a successful application for separate accreditation to the Southern Association of Colleges and Schools, particularly in the areas of adequate number of faculty and adequate student support resources.

Financial Stability is a continuing goal for the campus.

Strategy: USF Sarasota-Manatee administrators will work with local representatives to seek inclusion in spending bill.

Metrics: Funding of the \$5.96 million request by legislature.

Outcomes: USF Sarasota-Manatee will fund additional faculty members, growing the full-time to part-time instructor ratio and thereby strengthening programs as well as increasing course offerings to students.

3. Assessment: Expand the system of self-study and continuous improvement.

In January of 2009, USF Sarasota-Manatee hired a full-time staff member in Institutional Research & Effectiveness (IR) to coordinate assessment on the campus. Academic and administrative units work with the IR to continually improve their programs and services through targeted objectives and valid and reliable means of assessment.

Assessment is a continuing goal for the campus.

Strategy: USF Sarasota-Manatee's Institutional Research and Effectiveness will continue to work with each academic and administrative unit to ensure proper reporting of goals, measures, and outcomes.

Metrics: Each academic and administrative unit will continue to follow annual assessment plans.

Outcomes: The Southern Association of Colleges and Schools (SACS) will grant separate accreditation to USF Sarasota-Manatee predicated on the solid assessment system.

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)				
Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
Fall 2010	MS	52.0901	Hospitality Management	Fall 2011
Fall 2010	BA	51.0201	Communication Sciences Disorders	Fall 2011
Fall 2010	BS	30.1801	Interdisciplinary Natural Sciences	Fall 2011
Fall 2011	BS	01.0303	Aquaculture	Fall 2012
Fall 2011	MA	44.0000	Human Services	Fall 2012
Fall 2011	BS	13.1206	B.S. in Education	Fall 2012
Fall 2011	MS	52.1005	Human Resource Development	Fall 2012
Fall 2012	BS	19.0799	Generational Studies	Fall 2013
Fall 2012	MEd	13.0501	Educational Technology	Fall 2013

Windows of Opportunity/Unique Challenges

(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

Opportunities

1. New Instructional Site in North Port –

USF Sarasota-Manatee will move its South County Instructional Site from the grounds of the State College of Florida, Manatee-Sarasota Venice Campus to a new site within the City of North Port. The new site will be operational Fall Semester 2010.

Challenges

1. State College System and Private Higher Education
 - a. Increased competition in local market.
 - b. Potential for duplication of programs/services.

2. Financial Resources -

USF Sarasota-Manatee lost \$5.96 million in recurring funding from the State of Florida over the last three years. USF Sarasota-Manatee will be seeking restoration of these funds in order to have a successful application for separate accreditation to the Southern Association of Colleges and Schools, particularly in the areas of adequate number of faculty and adequate student support resources.

Tuition Differential Proposal for 2010-2011	
University: University of South Florida Sarasota-Manatee	
Effective Date	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Increase course offerings.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All university undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$256,935
Total differential fee revenue generated in 2010-11 (projected):	\$429,618
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$300,733</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <p>1. Increase course offerings.</p>	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.</p> <p>Managed at the USF System Level (See USF System Work Plan)</p>	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	1. Number of courses added.
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	1. Spring Semester 2010, 29 courses were funded by the tuition differential. 40 courses will be funded in Fall 2010.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase number of course offerings.	29 courses were funded in Spring Semester 2010.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	19 adjunct faculty and 2 resident faculty overloads were funded.
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	29
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System Level (See USF System Work Plan)	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System Level (See USF System Work Plan)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

STATE UNIVERSITY SYSTEM OF FLORIDA

Tuition Differential Collections, Expenditures, and Available Balances

University: University of South Florida – Sarasota-Manatee

Fiscal Year 2009-2010 and 2010-11

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2009-10 -----	Estimated 2010-11 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$0	\$0
Less: Prior-Year Encumbrances	\$0	\$0
Beginning Balance Available:	\$0	\$0
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$145,817	\$429,618
Interest Revenue - Current Year	0	0
Interest Revenue - From Carryforward Balance	0	0
Total Receipts / Revenues:	\$145,817	\$429,618
<u>Expenditures</u>		
Salaries & Benefits	\$0	\$0
Other Personal Services	\$102,072	\$300,733
Expenses	0	0
Operating Capital Outlay	0	0
Student Financial Assistance	\$43,745	\$128,885
Expended From Carryforward Balance	0	0
**Other Category Expenditures	0	0
Total Expenditures:	\$145,817	\$429,618
Ending Balance Available:	\$0	\$0

*Since the 2009-10 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)**USF Sarasota-Manatee**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Lower	-	32	-	-	-	-	-	
FL Resident Upper	798	966	798	1,032	1,079	1,178	1,286	4.9%
FL Resident Grad I	182	161	182	171	179	196	214	5.0%
FL Resident Grad II	-	-	-	-	-	-	-	
Total FL Resident	980	1,160	980	1,204	1,258	1,374	1,500	4.9%
Non-res Lower		-		-	-	-	-	
Non-res Upper		16		16	16	18	20	5.0%
Non-res Grad I		3		3	3	3	3	0.0%
Non-res Grad II		-		-	-	-	-	
Total Non-res		19		19	19	21	23	4.2%
Total Lower	-	32	-	-	-	-	-	
Total Upper	798	982	798	1,048	1,095	1,196	1,306	4.9%
Total Grad I	182	164	182	174	182	199	217	4.9%
Total Grad II	-	-	-	-	-	-	-	
Total FTE	980	1,179	980	1,223	1,277	1,395	1,523	4.9%

For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE

SITE: USF Sarasota-Manatee

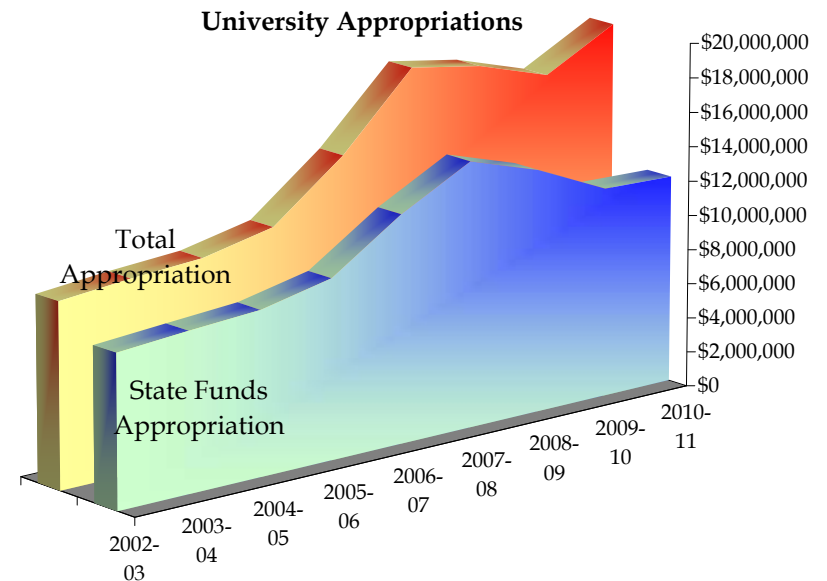
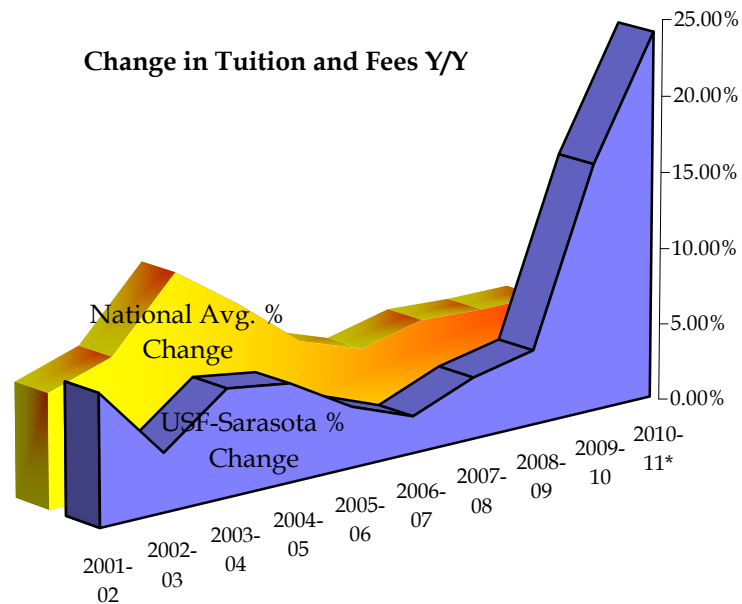
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
Total Lower	-	32	-	-	-	-	-	
Total Upper	798	982	798	1,048	1,095	1,196	1,306	4.9%
Total Grad I	182	164	182	174	182	199	217	4.9%
Total Grad II	-	-	-	-	-	-	-	
Total FTE	980	1,179	980	1,223	1,277	1,395	1,523	4.9%

University of South Florida - Sarasota/Manatee

Year	Activity & Service	Health	Athletic	Tech.	Financial Aid	CITF / Building	Undergrad. Tuition	Tuition Differential	TOTAL (Based on 30 SCH)	\$ Change	% Change	National Avg. % Change ***
2001-02	\$9.82	\$2.00	\$1.66	-----	\$2.78	\$4.76	\$55.67	-----	\$2,300.70	\$180.60	8.52%	7.40%
2002-03	\$9.82	\$2.00	\$1.66	-----	\$2.92	\$4.76	\$58.45	-----	\$2,388.30	\$87.60	3.81%	8.80%
2003-04	\$9.82	\$2.00	\$1.66/\$5 flat	-----	\$3.17	\$4.76	\$63.41	-----	\$2,554.60	\$166.30	6.96%	13.30%
2004-05	\$9.82	\$2.00	\$2.10/\$5 flat	-----	\$3.40	\$4.76	\$68.16	-----	\$2,717.20	\$162.60	6.36%	10.40%
2005-06	\$9.82	\$2.00	\$2.10/\$5 flat	-----	\$3.57	\$4.76	\$71.57	-----	\$2,824.60	\$107.40	3.95%	7.10%
2006-07	\$9.82	\$2.00	\$2.10/\$5 flat	-----	\$3.68	\$4.76	\$73.71	-----	\$2,892.10	\$67.50	2.39%	5.70%
2007-08	\$9.82	\$2.00	\$2.10/\$5 flat	-----	\$3.86	\$4.76	\$77.39	-----	\$3,007.90	\$115.80	4.00%	6.70%
2008-09	\$9.82	\$2.00	\$2.10/\$5 flat	-----	\$4.10	\$4.76	\$82.03	-----	\$3,154.30	\$146.40	4.87%	6.50%
2009-10	\$9.82	\$2.00	\$2.10/\$5 flat	\$4.42	\$4.42	\$4.76	\$88.59	\$5.74	\$3,665.50	\$511.20	16.21%	6.50%
2010-11*	\$20.19	\$4.03	\$4.23/\$5 flat	\$4.78	\$4.78	\$4.76	\$95.67	\$12.80	\$4,547.20	\$881.70	24.05%	-----
2009-2010 Est. Fees & Tuition Paid	\$451,720	\$92,000	\$114,440	\$203,320	\$203,320	\$218,960	\$4,075,140	\$145,817**				
2009-10 Est. Undergraduate Student Credit Hours:						46,000	All fees are per credit hour, unless otherwise stated					
2009-10 Undergraduate Headcount:						1,784	* Contingent upon UBOT Approval					
												** Based on data from 2010-11 Tuition Differential Proposal
												*** From the College Board

** Based on data from 2010-11 Tuition Differential Proposal

*** From the College Board



**University of South Florida
Polytechnic Campus**

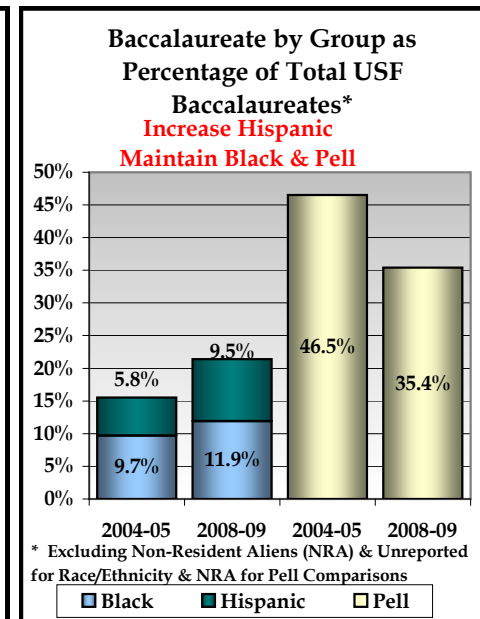
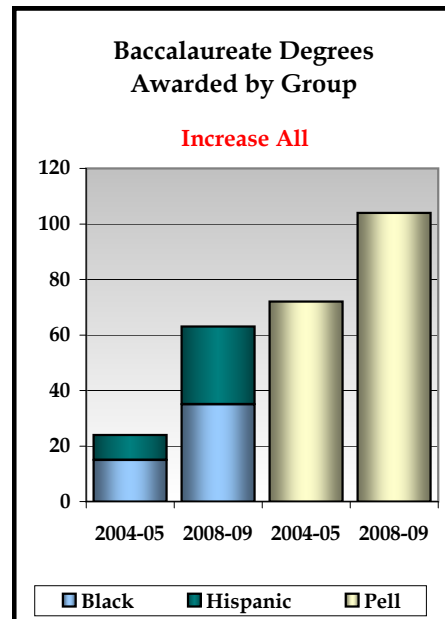
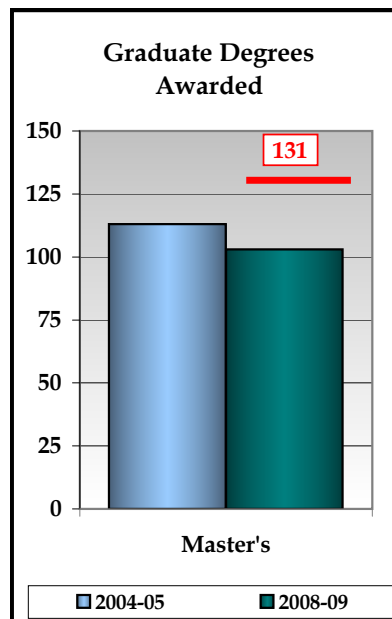
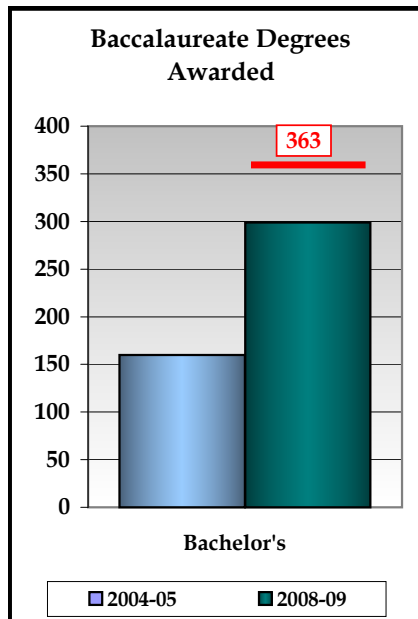
The University of South Florida Polytechnic Campus 2009 Annual Report (with 2010 University Work Plan "Targets" in Red)

Sites and Campuses			Polytechnic Campus		
Enrollments	Headcount	%	Degree Programs Offered (2008-09)		Carnegie Classification
TOTAL (Fall 2008)	1,291	--	TOTAL	15	Undergraduate Instructional Program:
Black	149	12%	Baccalaureate	11	Graduate Instructional Program:
Hispanic	125	10%	Master's & Specialist's	4	Enrollment Profile:
White	948	73%	Research Doctorates	0	Undergraduate Profile:
Other	69	5%	Professional Doctorates	0	Size and Setting:
Full-Time	457	35%	Faculty (Fall 2008)	Full-Time	Basic:
Part-Time	834	65%		Part-Time	
Undergraduate	972	75%	TOTAL	31	6
Graduate	255	20%	Tenure/T. Track	19	0
Unclassified	64	5%	Non-Ten. Track	12	6
					Elective Classification:

Carnegie Classification not available for individual USF campuses at this time.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

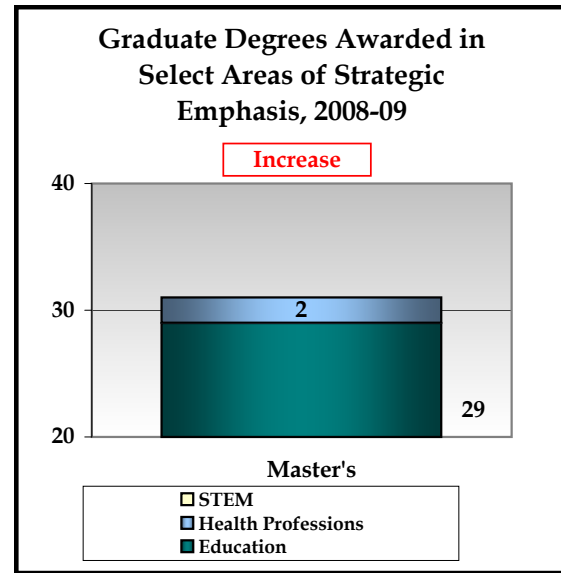
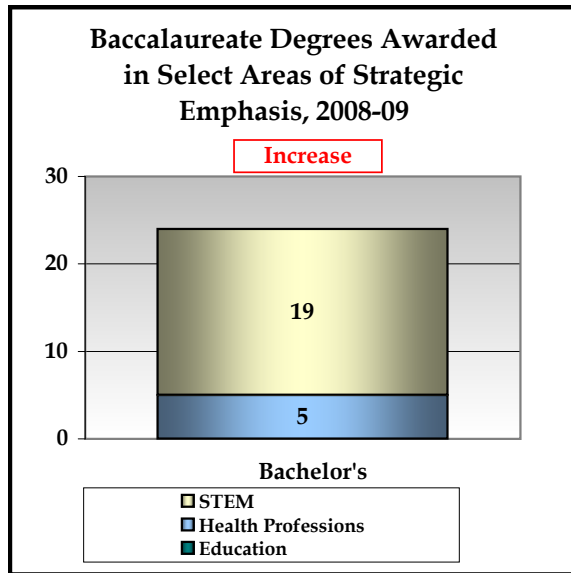
ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



* Excluding Non-Resident Aliens (NRA) & Unreported for Race/Ethnicity & NRA for Pell Comparisons

2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)



Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis).

Key University Achievements

► Student awards/achievements

- Increasing student co-curricular programs and activities is a strategic goal. The Student Affairs unit was established, a comprehensive unit providing integrative services designed to enhance student learning and engagement. Student Affairs is comprised of Recruitment, Orientation, Enrollment Management, Admissions, Registration and Records, Financial Aid, Pre-Major Advising, Multicultural Education and Engagement Programs, Student Learning Success Programs, Personal and Career Counseling, Service Learning and Cooperative Internships, Residential Life, Wellness and Recreation, Student Rights and Responsibilities, Student Leadership and Engagement Programs.
- Sixty student activity events (average of 5 events per month) were provided with attendance of 100-400 faculty, staff, and students at each event. The number of student activity events represents an increase of 25% from 2007 to 2008. Students who attended events on campus reported a 97% satisfaction rate with those events. Seven student organizations have developed and been supported by Student Affairs.
- Focusing on student support and success, USF Polytechnic sponsors 12 campus-based scholarships. A Transfer Success course was developed to promote academic success and persistence, encourage student engagement on campus, provide opportunities to collaborate with college personnel and develop self-directed learning and responsibility. The Polytechnic Leadership Society was established to assist student development of leadership skills, networking with community leaders and serving as official student representatives of the university in varying on- and off-campus activities and events.

► Faculty awards/achievements

- Dr. Cynthia Patterson, Assistant Professor, English received a Jay and Deborah Last Residential Research Fellowship from the American Antiquarian Society.
- Dr. John Selsky, Associate Professor, Management, was appointed to an Associate Fellowship in the Institute for Science, Innovation and Society, University of Oxford, Said School of Business.
- Faculty Tenured: Dr. Paul Bao, Associate Professor, Dr. Alessio Gaspar, Associate Professor and Dr. Richard Plank, Associate Professor.

► Program awards/achievements

- The Information Technology Program has increased student credit hour production by 82.6% from 2007-2008 to 2008-2009. The program hosted five student interns from Polytech Marseille, The University of Provence Aix-Marseille, in summer 2009. Internships focused on research in information technology applications in industrial engineering and informatics. The Information Technology Program also hosted faculty researchers from Vinh University, Vietnam.

► Research awards/achievements

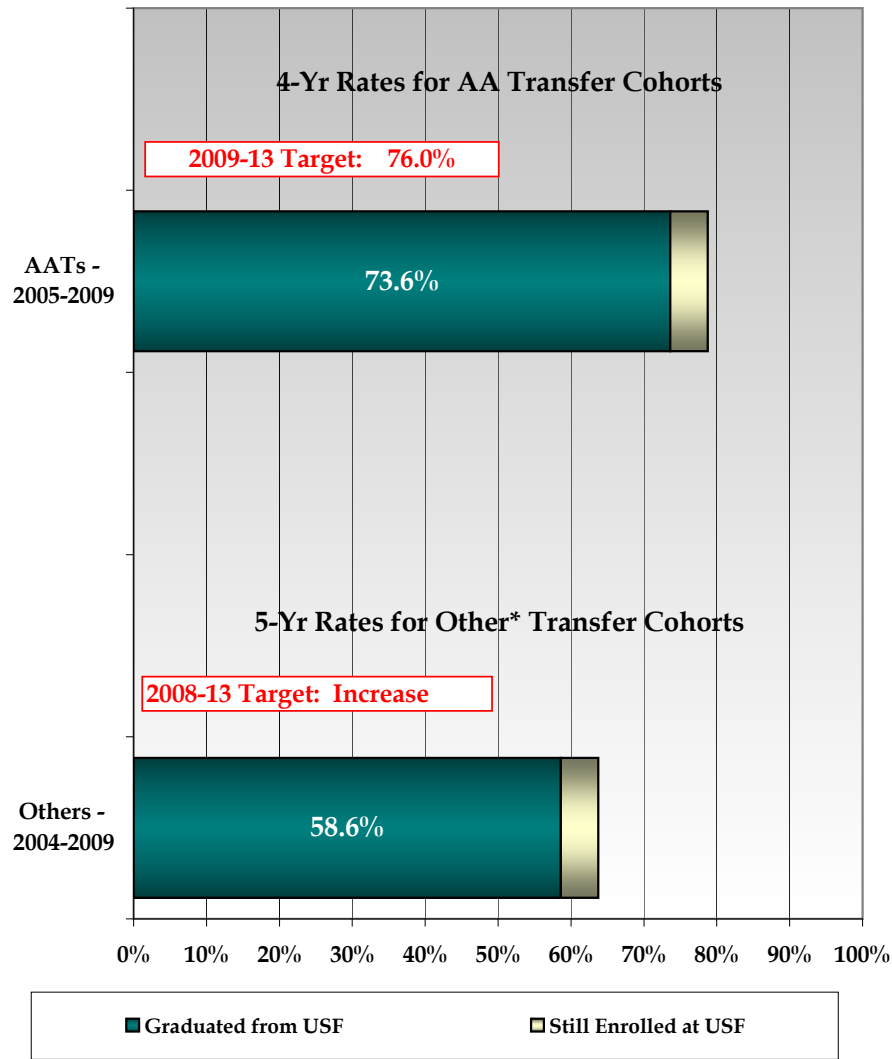
- Increasing grant activity is a strategic goal. In 2007-2008 three grant proposals were submitted, totaling \$1,080,647. In 2008-2009 six grant proposals were submitted, totaling \$3,079,347.
- In 2007-2008 one grant was awarded, totaling \$56,717. In 2008-2009 four grants were awarded, totaling \$892,124 including \$646,954 in federal funding.

► Institutional awards/achievements

- USF Polytechnic has shattered campus fund-raising records, booking over \$15 million in matchable gifts (for a total of \$30 million) and also registering a 95% participation rate during its annual Faculty Staff Campaign.
- USF Polytechnic has seen a dramatic increase in its media placements and had one particular story of international significance published in 150 media outlets.
- USF Polytechnic's I-4 campus is being developed as a unique "bioscape," designed by world-renowned architect, Dr. Santiago Calatrava. The campus context will emerge as an unprecedented synthesis of architecture, design, engineering, agriculture and sustainability – a living example of the research, academic and social missions of USF Polytechnic.

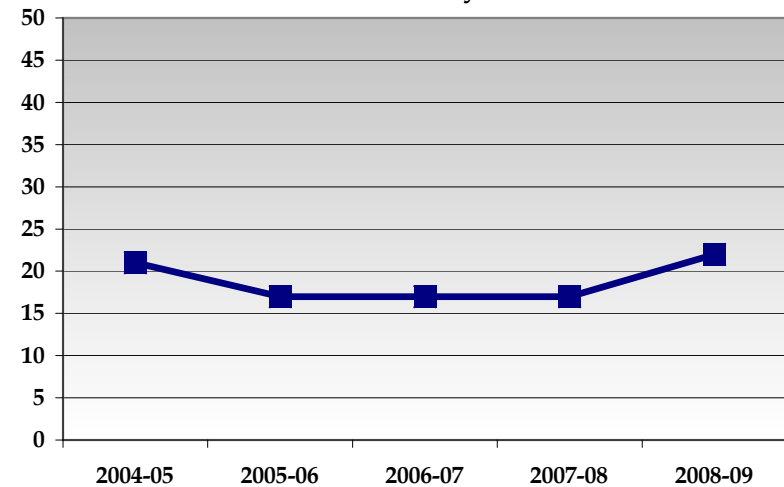
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS (with 2010 University Work Plan "Targets" in Red)

Undergraduate Retention and Graduation Rates

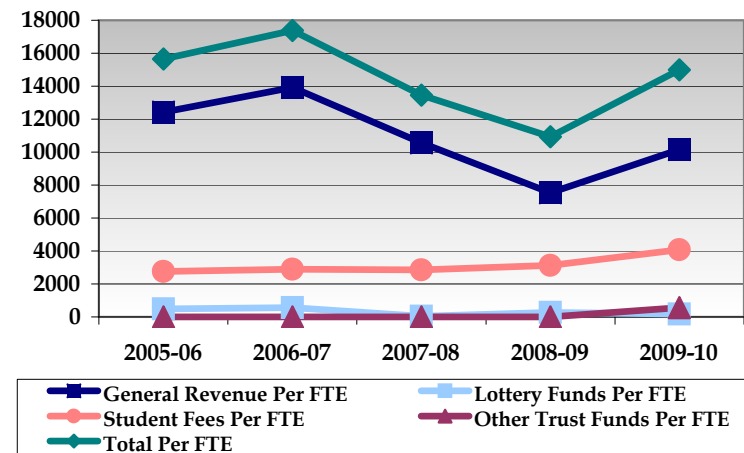


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Funding Per Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

2010 University Work Plan / Proposal**University of South Florida Polytechnic****Strategic Plan**

[Please provide a link to the latest version of the institution's strategic plan. If the latest strategic plan is not current, or the institution is in the process of developing or updating its strategic plan, please indicate at what stage the institution is in that process.]

<http://www.poly.usf.edu/AboutUs/StrategicPlan.html>

On June 25, 2007 the USF Polytechnic Campus Board approved the 2007-2012 Strategic Plan for presentation to the USF Board of Trustees which subsequently approved the plan on September 6, 2007. In October 2009, the USF Board of Trustees reaffirmed the USF Polytechnic 2007-2012 Strategic Plan to be a "premier destination campus for applied learning, research, and innovation technology."

Mission Statement

The University of South Florida Polytechnic is committed to excellence in interdisciplinary and applied learning; to the application of cutting-edge research and technology to real world needs; and to collaborative partnerships that support economic, social, and community development.

Overview of Core Institutional Strengths, Special Assets, and Niche Contributions

To understand the University of South Florida's vision for its youngest campus – the University of South Florida Polytechnic – one must appreciate several parallel dynamics, all of which converge at the heart of Florida's High Tech Corridor, in Lakeland. These dynamics include the maturation of the USF System, the demographic pressures within the state of Florida, and economic development factors impacting central Florida as well as a broader context.

Despite a recent, very slight dip in population, Florida remains one of the states demographers project as a high growth state in the coming decades. This growth is a factor of in-migration from cooler climates to the north as well as immigration from Mexico, Central and South America, and the Caribbean. The resulting growth is already impacting the way the region is perceived: the widely cited economist and futurist, Richard Florida, has identified the Miami-Orlando-Tampa corridor as one of 40 "mega-regions that drive the world economy."

The state's economy has historically been driven by agriculture, tourism and real estate. Under Governor Jeb Bush, however, Florida designated its emerging core, anchored by I-4, as "Florida's High Tech Corridor." The FHTC leverages the resources of Tampa and Orlando, along with university powerhouses in Gainesville, Tampa and Orlando. And, perhaps most important, the FHTC's establishment has helped to focus those inside and outside the state on the tremendous potential of technology-driven economic development within Florida.

As Florida struggles to respond to a global economic crisis that has hit the state particularly hard, key visionaries in leadership roles have begun to articulate a vision for Florida's future. This emerging plan involves elegantly leveraging traditional strengths such as agriculture, transportation and real estate while also investing strategically in those high-wage, knowledge-intensive sectors that have typically lagged behind in Florida.

In 2008, the Central Florida Development Council hired SRI International, an independent research firm, to conduct a detailed analysis of the region's current economic strengths and opportunities. The resulting "cluster analysis" study identified seven industry sectors that were already represented in the regional economy and primed for future growth: research & engineering services; logistics & supply chain management; life science & medical services; education & government; construction & real estate; business & financial services; and agriculture & agritechology.

As the region's public and private sectors mobilize to cultivate and exploit these clusters, USF has nurtured USF Polytechnic as the ideal higher education complement to central Florida's economic development initiatives. This process of aligning the institution's design with its socio-economic context has energized and synchronized USF Polytechnic and its key community stakeholders. It has also provided a distinct focus for the development of academic programs: each of the industry clusters maps directly to specific academic programs available or proposed for future development at USF Polytechnic.

Current Peer Institutions

USF Polytechnic has selected three developmental peers: Arizona State University's Polytechnic Campus in Mesa, AZ; California Polytechnic State University in San Luis Obispo, CA; and the University of Wisconsin Stout Campus in Menomonie, WI.

- Arizona State University's Polytechnic Campus in Mesa, AZ is a public, suburban university established in 1996 as ASU East. In 2005 the campus name and mission were changed to ASU's Polytechnic Campus, serving more than 9,600 students in more than 40 undergraduate and master's degree programs.
- California Polytechnic State University in San Luis Obispo, CA is a public, suburban university established in 1901. It serves approximately 20,000 students offering numerous polytechnic bachelor's, master's and doctoral degrees.
- The University of Wisconsin Stout Campus in Menomonie, WI is a public, rural university established in 1971 as a regional campus in the University of Wisconsin System. In 2007 UW-Stout was designated "Wisconsin's Polytechnic University" by the UW System Board of Regents with a mission as a "comprehensive, career-focused polytechnic where students, faculty and staff use applied learning, scientific theory and research to solve real-world problems, grow the state economy and serve society." UW Stout currently serves 8,800 students offering 50, primarily undergraduate and master, degrees.

Aspirational Peer Institutions (aspire and plan to be comparable to in the next 5 - 10 years)

USF Polytechnic also selected two aspirational peers: Rensselaer Polytechnic Institute and Virginia Polytechnic & State University (Virginia Tech).

- Rensselaer Polytechnic Institute in Troy, NY is a private, urban university established in 1824. It serves approximately 7,300 students offering bachelor's, master's and doctoral degrees in many of the science, technology, engineering, and mathematic areas.
- Virginia Tech in Blacksburg, VA is a public, rural university established in 1872. It serves approximately 30,000 students with a strong emphasis on polytechnic bachelor's, master's and doctoral degrees.

Institutional Vision and Strategic Directions for the Next 5 – 10 Years

As the USF System has evolved, it has dramatically expanded access to Florida residents and highly motivated students from around the world. The diversity of its four campuses will continue to accommodate the development of distinctive models of higher education – what the USF Board of Trustees has described as “mission differentiation” – to serve the current and emerging education, research and economic development needs of the state, nation and world.

Such is the context within which the University of South Florida chose to act, with the creation of USF Polytechnic. Florida has clearly emerged as a diverse, high-growth population center – a micro-economy comparable to significant international counterparts. Central Florida has identified an array of fertile economic clusters, worthy of cultivation. In response to these factors, USF developed what has since been described by Florida Governor Charlie Crist as “Florida’s first and only polytechnic.”

While the polytechnic model itself is not new, it is relatively new to the southeastern United States – and thoroughly novel to Florida’s public higher education system. The word “polytechnic” is derived from a Greek term which translates, literally, as “skilled in many arts.” As implemented by USF Polytechnic, a “polytechnic” education is peculiar in method as well as substance. In other words, polytechnics are distinguished both in *what* they do and *how* they do it. USF Polytechnic will also be distinguished contextually, as it develops an extraordinary campus environment at its new campus site.

Methodologically, polytechnics focus on applied, multi-disciplinary learning and research. Learning environments are created to facilitate hands-on, collaborative problem solving and inquiry. Learning experiences include problem-based applications, field experiences, practica and internships. Rather than basic, theoretical research, polytechnics focus on the practical application of existing knowledge to solve tangible problems and provide tangible social benefits. Rather than reifying the “silo” paradigm so common in American higher education, polytechnics orient scholarship collaboratively in a relentless pursuit of cross-disciplinary synergies and innovation.

Substantively, polytechnics tend to cultivate strengths in the applied scientific and professional fields, such as engineering, sciences, business and education. Traditional “liberal arts” disciplines are not absent from the curriculum but are often delivered within the context of the general education curricula and embedded in the multi-disciplinary, applied discovery characteristic of the polytechnic experience.

Contextually, USF Polytechnic’s I-4 campus is being developed as a unique “bioscape,” designed by world-renowned architect, Dr. Santiago Calatrava. The campus context will emerge as an unprecedented synthesis of architecture, design, engineering, agriculture and sustainability – a living example of the research, academic and social missions of USF Polytechnic.

The vision of a polytechnic model was not conceived overnight, and its full potential will not be realized overnight. As the Campus Master Plan, approved by the USF Board of Trustees on March 7, 2007 and updated, amended and approved by the Board of Trustees on October 27, 2009, indicates, USF Polytechnic will continue growing and developing through 2025.

The very economic pressures that have created an imperative for innovation also intensify the pursuit of the resources necessary to implement the polytechnic model – a model that is admittedly more expensive to implement and operate than traditional higher educational paradigms. This reality, along with the sheer logistical challenges of building an institution from scratch (physically as well as programmatically), have dictated a phased approach for the remaining implementation of the USF Polytechnic 2007-2012 Strategic Plan.

Projected Institutional Contributions to System-Level Goals				
NUMERIC TARGETS				
Dashboard Metric	Date	Actual Value	Date	Projected Value
Baccalaureate Degrees Awarded	2008-09	299	2012-13	363
<u>Notes:</u> 1. The projected value is based on growth trends in the current degree programs. 2. Goal 2 of the USF Polytechnic 2007-2012 Strategic Plan states; “Recruit students locally, nationally, and internationally who are prepared for a polytechnic learning environment, and provide programs and opportunities that enhance student retention and academic, personal, and professional growth.”				
Master’s Degrees Awarded	2008-09	103	2012-13	131
<u>Notes:</u> 1. Again, this projected value is based on growth trends in the current degree programs, plus the additional graduate cohorts recruited as a result of new faculty hires. It is also anticipated that the Master’s in Information Technology will be approved as a Substantive Change through our accreditation agency (Fall 2010). 2. Goal 2 of the USF Polytechnic 2007-2012 Strategic Plan states; “Recruit students locally, nationally, and internationally who are prepared for a polytechnic learning environment, and provide programs and opportunities that enhance student retention and academic, personal, and professional growth.”				
Research and Professional Doctorates Awarded	2008-09	0	2012-13	0
Federal Academic Research and Development Expenditures	2007-08	System-wide Function	2011-12	System-wide Function
Total Academic Research and Development Expenditure	2007-08	System-wide Function	2011-12	System-wide Function
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated N/A	2007-13 FTIC Cohort	Graduated N/A
		Still Enrolled N/A		Still Enrolled N/A
<u>Notes:</u> FTIC students planned for fall 2011 pending SACS substantive change approval. This implementation will not allow enough time for a 6 year retention/grad rate.				
AA Transfer***Four-Year Retention- Graduation Rates from <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 73.6%	2009-13 AAT Cohort	Graduated 76.0%
		Still Enrolled 5.2%		Still Enrolled 6.1%
<u>Notes:</u> Student Affairs has implemented or will be implementing several initiatives to better engage and follow student persistence. The ability of USFP to own and operate our own campus facilities with added services will add to our ability to engage students.				

DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]						
Dashboard Metric	Date	Actual Value		Date	Projected Direction**	
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#	%*
		35	11.7%		I	M
Notes: Goal 2.3 of the USFP 2007-12 Strategic Plan states; “Recruit, retain and graduate higher numbers of underrepresented students in both undergraduate and graduate programs”. While the number will increase, it will be in proportion to the overall increase in degrees awarded.						
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		28	9.3%		I	I
Notes: Goal 2.3 of the USFP 2007-12 Strategic Plan states; “Recruit, retain and graduate higher numbers of underrepresented students in both undergraduate and graduate programs”. Our enrollment of Hispanic students has increased or maintained over the last four years and it is anticipated to increased based on the enrollment pool.						
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		28	9.5%		I	M
Notes: Goal 2.7 of the USFP 2007-12 Strategic Plan states; “Increase scholarships available for students.” The growth is anticipated to stay in proportion to the growth in degrees awarded for this time period.						
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		19	0		I	I
Notes: USF Polytechnic’s entire strategic plan emphasizes graduating students who are suited for STEM fields. Many more of these degrees are under development and will expand during the 2012-13 academic year with SACS accreditation.						
Degrees Awarded Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		7	2		I	M
Notes: The degrees awarded in health professions are limited now, but will grow with SACS accreditation – especially in the Bachelorette degrees. One of the five areas of distinction within the USFP Strategic Plan (goal 3) is; “applied health sciences”.						
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		0	29		I	I
Notes: USF Polytechnic’s educational degrees are expanding in “mathematics and science education” as part of Goal 3 of the USFP Strategic Plan.						
NCLEX Pass Rate First-Time Test Takers Bacc. Nursing Program	2008	N/A		2012	N/A	
Licensing Income	2007-08	N/A		2011-12	N/A	
Licenses and Options Executed	2007-08	N/A		2011-12	N/A	
Other Transfer*** Five-Year Retention and Graduation Rates from the Same IHE	2004-09 Other Cohort	Graduated 58.6%		2008-13 Other Cohort	Graduated I	
		Still Enrolled 5.2%			Still Enrolled M	
Notes: The cohort for “Other Transfers” is small and will grow with lower level classes (fall 2011). As a System, these students will have an easier time transferring to other USF campuses. This, in effect, makes this metric harder to predict.						

“Actual Value” should equal related value in 2009 Annual Report.

* Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.

** Projected Direction = INCREASE, MAINTAIN, or DECREASE.

Additional Primary Institutional Goals/Metrics for the Next One to Three Years

(In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

Separate SACS Accreditation: In June 2010 USF Polytechnic will submit its initial application for accreditation. With acceptance of the application, USFP will work on the SACS Compliance Certification during 2010-2011. In addition, USFP will be preparing for its SACS accreditation peer review and the on-site review planned for March 2011 or September 2011. In 2011-2012 USFP will complete SACS Compliance Certification with the on-site review. Throughout this time, a focus will be on increasing enrollment, completion of the USF System approval process for the new targeted “polytechnic” degrees, completion of a faculty and staff hiring plan to support the approved new degree programs and FTIC enrollment, and continue identification of increased revenue sources. A new strategic planning process will be implemented to develop a 2012-2018 Strategic Plan. The Campus Master Plan will be updated to complement the new strategic plan.

Faculty and Staff Hiring Plans: Critical to successful completion of initial SACS accreditation is the identification and implementation of a faculty and staff hiring plan to build depth in existing faculty, capacity for delivery of existing degree programs, and additional support for student services. As accreditation is achieved, faculty and staff hiring plans will focus on capacity for delivery of the new “polytechnic” degrees and additional capacity for full implementation of general education offerings for Freshman and Sophomore classes.

Emphasis in faculty hiring is the identification of practitioner-scholars with capacity to deliver the polytechnic vision in teaching, research, and community engagement and impact. We will be seeking faculty who have academic degrees from polytechnic or polytechnic-like universities or experience working in polytechnic or polytechnic-like universities.

Master Plan: With the new polytechnic focus and the advent of a signature design for the Phase I facility on the new campus, USF Polytechnic announced that the Architect/Engineer RFP would include the opportunity to update the existing Master Plan which was developed in 2005-06 and approved in 2007. The campus engaged a world-class architect, Dr. Santiago Calatrava, a product of several polytechnic universities in Europe, who brings his personal experiences to the design. The Master Plan update allows for the exposure of the first facilities to the tens of thousands of travelers along Interstate 4 and will align the campus facilities to provide for the synergistic environment conducive to the polytechnic experience for our students. It will also employ measures to ensure a focus on sustainability and the natural environment. In addition, the USFP’s vision as a destination campus, included in the 2007-2012 Strategic Plan, will require a carefully planned and phased in approach to the development of on-campus residence halls and appropriate amenities needed to provide for residential student’s physical, social, intellectual and community engagement opportunities.

Polytechnic Academic Programs: While no new degree programs can be implemented until completion of SACS accreditation, new degree programs can be developed and taken through the USF System program approval process for implementation after SACS accreditation with required notification of substantive change. These new degree programs would be targeted for implementation in fall 2012 with the opening of the new campus site. The initial identification of new degree programs has been carefully aligned with industry sectors identified by SRI International and Enterprise Florida as prime for future cultivation and growth. In addition, all programs will place emphasis on applied learning where students and faculty engage in interactive, problem- and solution-based learning and applications of innovative research and technology. Initial polytechnic program development and submission for approval would be completed during 2010-2012.

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2011	UG	14.1701	Manufacturing Engineering	Degrees will not be offered until completion of SACS accreditation and opening of new I-4 campus site.
2011	UG	15.0603	Manufacturing Engineering Technology	
2012	GR	14.1701	Manufacturing Engineering	
2012	UG	14.0301	Agricultural/Biological Engineering	
2012	UG	50.0706	Digital Arts/Digital Design	
2012	UG	04.0201	Architecture	
2012	UG	New	Communication Sciences and Technologies	
2012	UG & GR	New	Integrated STEM Education	
2012	UG & GR	New	Technology Mediated Learning	
2012	UG	New	Interdisciplinary Engineering	
2012	UG	New	Design	
2012	UG	New	Forensic Science Studies	

Windows of Opportunity/Unique Challenges

(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

- USF Polytechnic's vision as a destination campus, included in the 2007-2012 Strategic Plan, will require a carefully planned and phased in approach to the development of on-campus residence halls and appropriate amenities needed to provide for residential students' physical, social, intellectual and community engagement opportunities.
- As budget becomes available, as facilities are constructed, and following all requirements of SACS accreditation, USF Polytechnic will continue to develop 2012 and beyond a faculty and staff hiring plan to enable delivery of FTIC, new degree programs, research and community engagement initiatives to transition strategically over time to the polytechnic model.
- A strategy for the development of the General Education core is expected to focus on a narrow number of course offerings, aligned with the USF Polytechnic Core Values as identified in the 2007-2012 Strategic Plan. This will enable USFP to deliver general education that meets State requirements, demonstrates measurable performance-based competencies, and includes field-based and internship experiences for all students with fewer course offerings.
- A concurrent strategy for faculty hiring is expected to focus on addition of faculty in English, mathematics and statistics, natural sciences, life sciences, humanities, political science and international affairs. Staff hiring will continue to target support for Student Affairs and academic program support. When USF Polytechnic prepares for the occupancy of the first facility on the new campus site, staff hiring will also target campus operations, maintenance, safety and security.

Tuition Differential Proposal for 2010-2011	
University: University of South Florida Polytechnic	
Effective Date	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To preserve course offerings that would otherwise have been eliminated in response to budget cuts.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Polytechnic
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The tuition differential will apply to all undergraduate courses offered by the USF System
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$200,150
Total differential fee revenue generated in 2010-11 (projected):	\$331,699
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$232,189.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase course offerings. 2. Improve graduation rates through timely information on student progress. 3. Improve advising/counseling to enhance the delivery of undergraduate education. 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$90,154. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$ USF SYSTEM.</p> <p>Managed at the USF System level (see USF System work plan)</p>	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Increase in course offerings. 2. Progress toward degree 3. Advising/counseling enhancements
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. USF Polytechnic's estimated tuition differential revenue for 2009-10 was \$82,537. Initiatives undertaken included increasing course offerings (\$52,537) & increasing the % of students in UG majors who were taught by FT faculty (\$30K). 2010-11 target is \$214, 253 achievable by the end of the academic year through similar initiatives as 2009-10.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase Course offerings	23 course offerings (fall/spring)
Improve graduation rates through timely information on student progress	Additional course offerings improved progress toward degree
Improve advising/counseling to enhance the delivery of undergraduate education	Expect to improve this initiative in 2010-11
Additional Detail, where applicable	
Number of Faculty Hired (funded by tuition differential):	10 PT
Number of Advisors Hired (funded by tuition differential):	0
Number of Course Sections Added (funded by tuition differential):	28
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System level (see USF System work plan)	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System level (see USF System work plan)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances

University: University of South Florida Polytechnic

Fiscal Year 2009-2010 and 2010-11

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*	Estimated
	2009-10	2010-11
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$0	\$5,561
Less: Prior-Year Encumbrances	0	0
Beginning Balance Available:	\$0	\$5,561
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$123,471	\$331,699
Interest Revenue - Current Year	0	0
Interest Revenue - From Carryforward Balance	0	0
Total Receipts / Revenues:	\$123,471	\$331,699
<u>Expenditures</u>		
Salaries & Benefits	\$34,320	\$183,729
Other Personal Services	48,217	48,460
Expenses	0	0
Operating Capital Outlay	0	0
Student Financial Assistance	35,373	99,510
Expended From Carryforward Balance	0	5,561
**Other Category Expenditures	0	0
Total Expenditures:	\$117,910	\$337,260
Ending Balance Available:	\$5,561	\$0

*Since the 2009-10 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

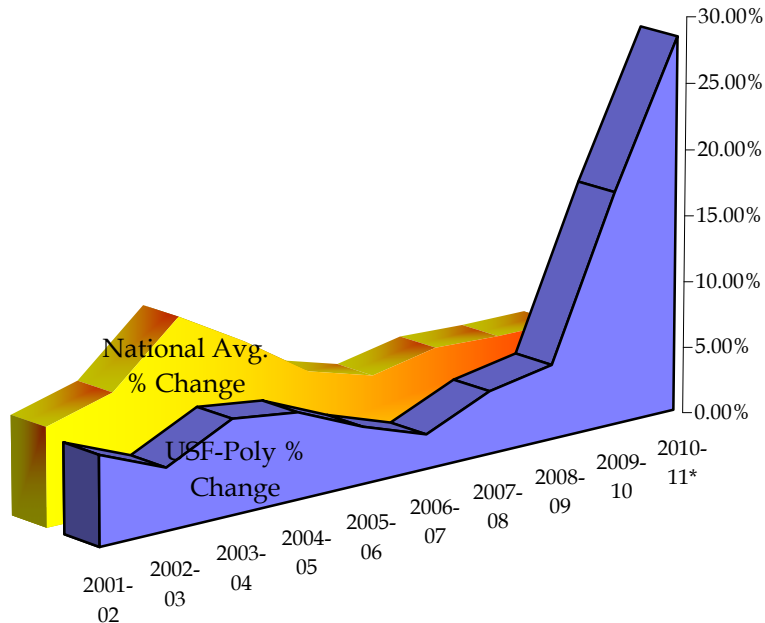
Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)								
USF Polytechnic								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Lower	-	51	-	53	89	307	460	153.6%
FL Resident Upper	494	747	494	814	906	1,188	1,670	21.0%
FL Resident Grad I	103	105	103	125	129	139	152	4.3%
FL Resident Grad II	-	-	-	-	-	-	-	
Total FL Resident	597	904	597	992	1,124	1,634	2,282	26.0%
				-	-	-	-	
Non-res Lower		1		-	3	8	10	
Non-res Upper		7		9	9	12	16	15.6%
Non-res Grad I		-		1	1	2	3	40.0%
Non-res Grad II		-		-	-	-	-	
Total Non-res		8		10	13	22	29	38.0%
Total Lower	-	52	-	53	92	315	470	157.4%
Total Upper	494	754	494	823	915	1,200	1,686	21.0%
Total Grad I	103	105	103	126	130	141	155	4.6%
Total Grad II	-	-	-	-	-	-	-	
Total FTE	597	912	597	1,002	1,137	1,656	2,311	26.1%

<i>For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE</i>								
SITE: Polytechnic								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
Total Lower	-	52	-	53	92	315	470	157.4%
Total Upper	494	754	494	823	915	1,200	1,686	21.0%
Total Grad I	103	105	103	126	130	141	155	4.6%
Total Grad II	-	-	-	-	-	-	-	
Total FTE	597	912	597	1,002	1,137	1,656	2,311	26.1%

University of South Florida - Polytechnic

Year	Activity & Service	Athletic	Tech.	Financial Aid	CITF / Building	Undergrad. Tuition	Tuition Differential	TOTAL (Based on 30 SCH)	\$ Change	% Change	National Avg. % Change ***
2001-02	\$5.00	\$1.66/\$5 flat	-----	\$2.78	\$4.76	\$55.67	-----	\$2,106.10	\$132.40	6.71%	7.40%
2002-03	\$5.00	\$2.00/\$5 flat	-----	\$2.92	\$4.76	\$58.45	-----	\$2,203.90	\$97.80	4.64%	8.80%
2003-04	\$5.00	\$2.00/\$5 flat	-----	\$3.17	\$4.76	\$63.41	-----	\$2,360.20	\$156.30	7.09%	13.30%
2004-05	\$5.00	\$2.10/\$5 flat	-----	\$3.40	\$4.76	\$68.16	-----	\$2,512.60	\$152.40	6.46%	10.40%
2005-06	\$5.00	\$2.10/\$5 flat	-----	\$3.57	\$4.76	\$71.57	-----	\$2,620.00	\$107.40	4.27%	7.10%
2006-07	\$5.00	\$2.10/\$5 flat	-----	\$3.68	\$4.76	\$73.71	-----	\$2,687.50	\$67.50	2.58%	5.70%
2007-08	\$5.37	\$2.10/\$5 flat	-----	\$3.86	\$4.76	\$77.39	-----	\$2,814.40	\$126.90	4.72%	6.70%
2008-09	\$5.76	\$2.10/\$5 flat	-----	\$4.10	\$4.76	\$82.03	-----	\$2,972.50	\$158.10	5.62%	6.50%
2009-10	\$6.17	\$2.10/\$5 flat	\$4.42	\$4.42	\$4.76	\$88.59	\$5.74	\$3,496.00	\$523.50	17.61%	6.50%
2010-11*	\$24.35	\$2.10/\$5 flat	\$4.78	\$4.78	\$4.76	\$95.67	\$12.80	\$4,487.20	\$991.20	28.35%	-----
2009-2010 Est. Fees & Tuition Paid \$203,610 \$82,290 \$145,860 \$145,860 \$157,080 \$2,923,470 \$123,471**											
2009-10 Est. Undergraduate Student Credit Hours:					33,000	All fees are per credit hour, unless otherwise stated					
2009-10 Undergraduate Headcount:					1,299	* Contingent upon UBOT Approval					
										** Based on data from 2010-11 Tuition Differential Proposal	
										*** From the College Board	

Change in Tuition and Fees Y/Y



University Appropriations

