

University of Florida

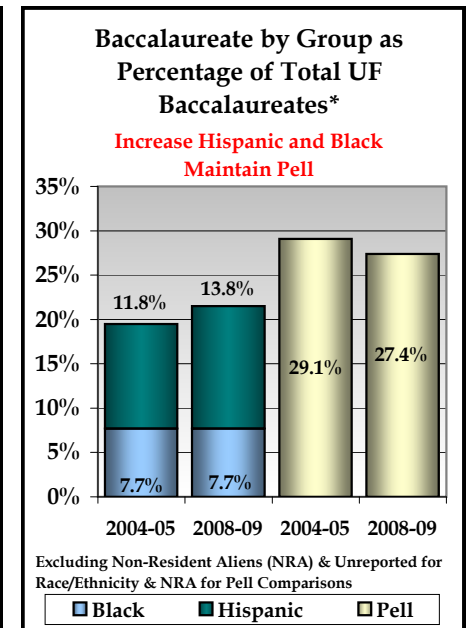
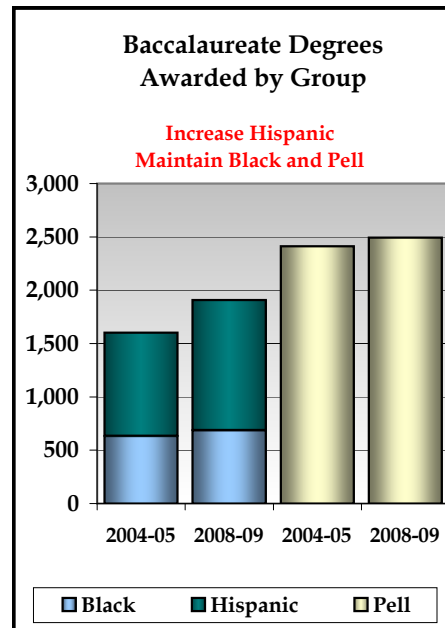
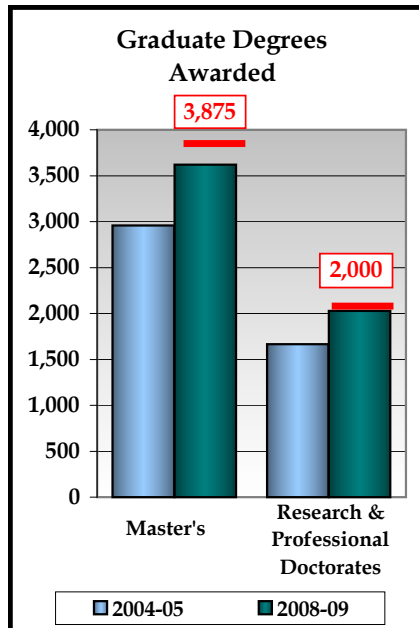
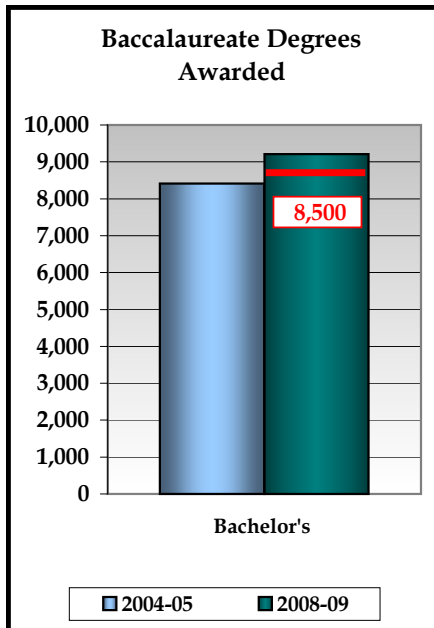
Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered.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

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

Sites and Campuses			Main Campus, Jacksonville Site, St. Petersburg Site, Orlando Site			
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification
TOTAL (Fall 2008)	51,851	100%	TOTAL			Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence
Black	4,309	8%	Baccalaureate	101	Graduate Instructional Program: Comprehensive doctoral with medical/veterinary	
Hispanic	6,273	12%	Master's & Specialist's	143		
White	31,654	61%	Research Doctorates	83	Enrollment Profile: Majority undergraduate	
Other	9,615	19%	Professional Doctorates	10	Undergraduate Profile: Full-time four-year, more selective, higher transfer-in	
Full-Time	44,813	86%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	7,038	14%		TOTAL		4,319
Undergraduate	34,191	66%	Tenure/T. Track	2,658	117	Elective Classification: N/A
Graduate	16,127	31%	Non-Ten. Track	1,661	598	
Unclassified	1,533	3%				

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

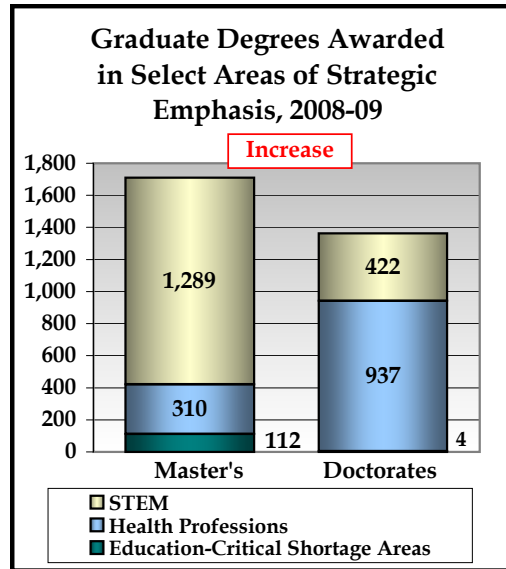
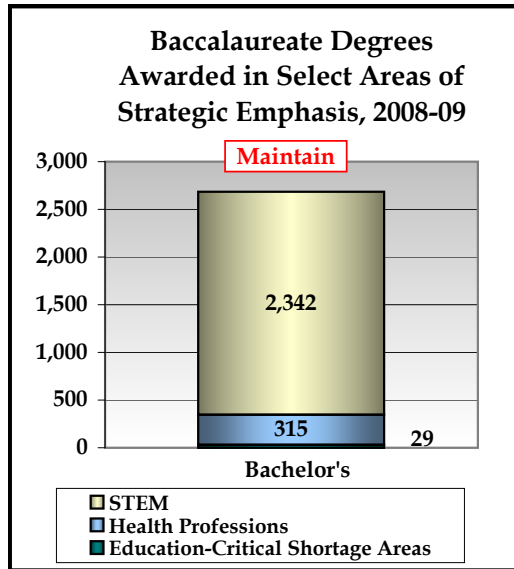
ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



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)



Pass Rates on Licensure Examinations

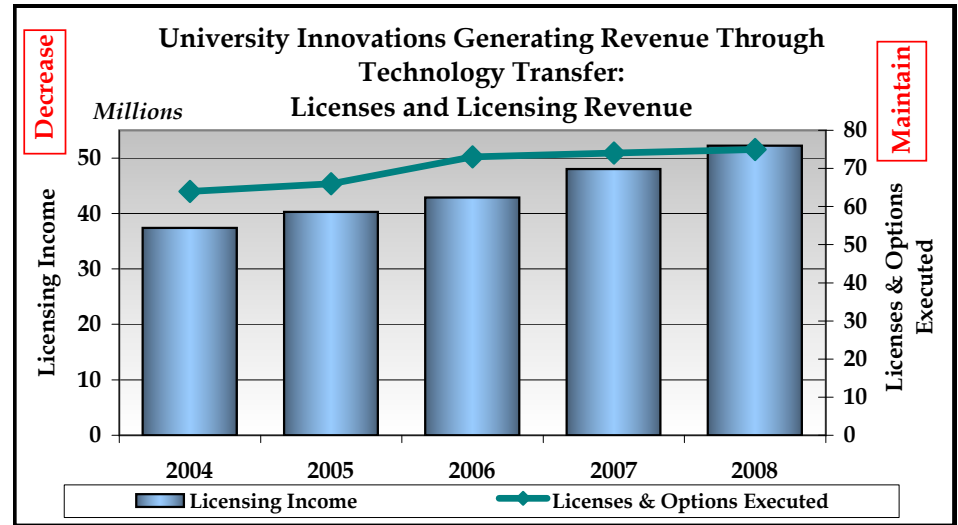
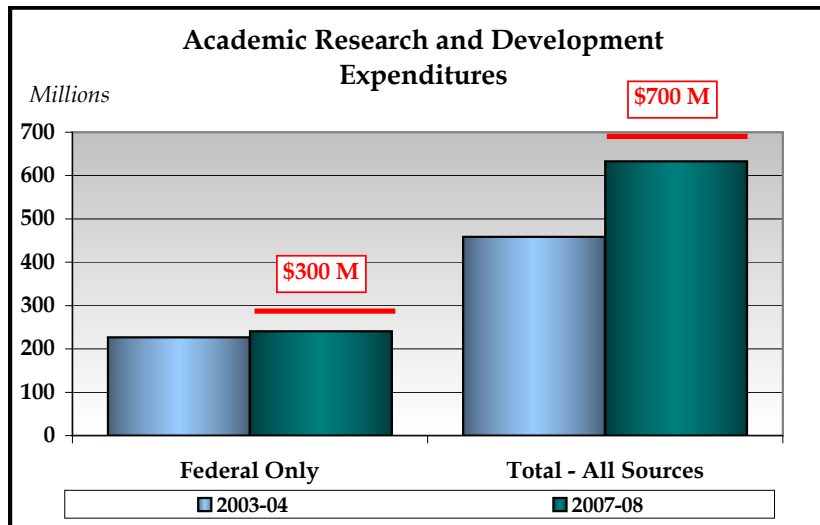
Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. For this year, nursing exam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

In 2008, UF had 168 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 95.2%.

Increase

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY (2010 University Work Plan "Targets" in Red)



Projected Institutional Contributions in RED PRINT

(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 - 2012 for R&D, Licences, and Licensing Revenue).

Key University Achievements

▶ Student awards/achievements

- > 154 National Merit scholars in freshman class.
- > Undergraduate named one of 35 Marshall Scholars for 2010; 3 undergraduates named Goldwater Scholars for 2009-10.
- > UF Air Force ROTC detachment honored for best program out of 144 detachments in the nation.

▶ Faculty awards/achievements

- > Win Phillips honored for lifetime of service in engineering by American Society Mechanical Engineers.
- > Carol Murphy awarded highest French decoration (Chevalier de la Legion d'honneur).
- > Martin Cohn named a Howard Hughes Medical Institute Early Career Scientist (one of only 50 in U.S.).

▶ Program awards/achievements

- > MacArthur Foundation awards \$1 million for new master's program in sustainable development.
- > Student-manned PBS station wins two national Society of Professional Journalists Mark of Excellence awards.
- > Gift of two million butterflies in October.

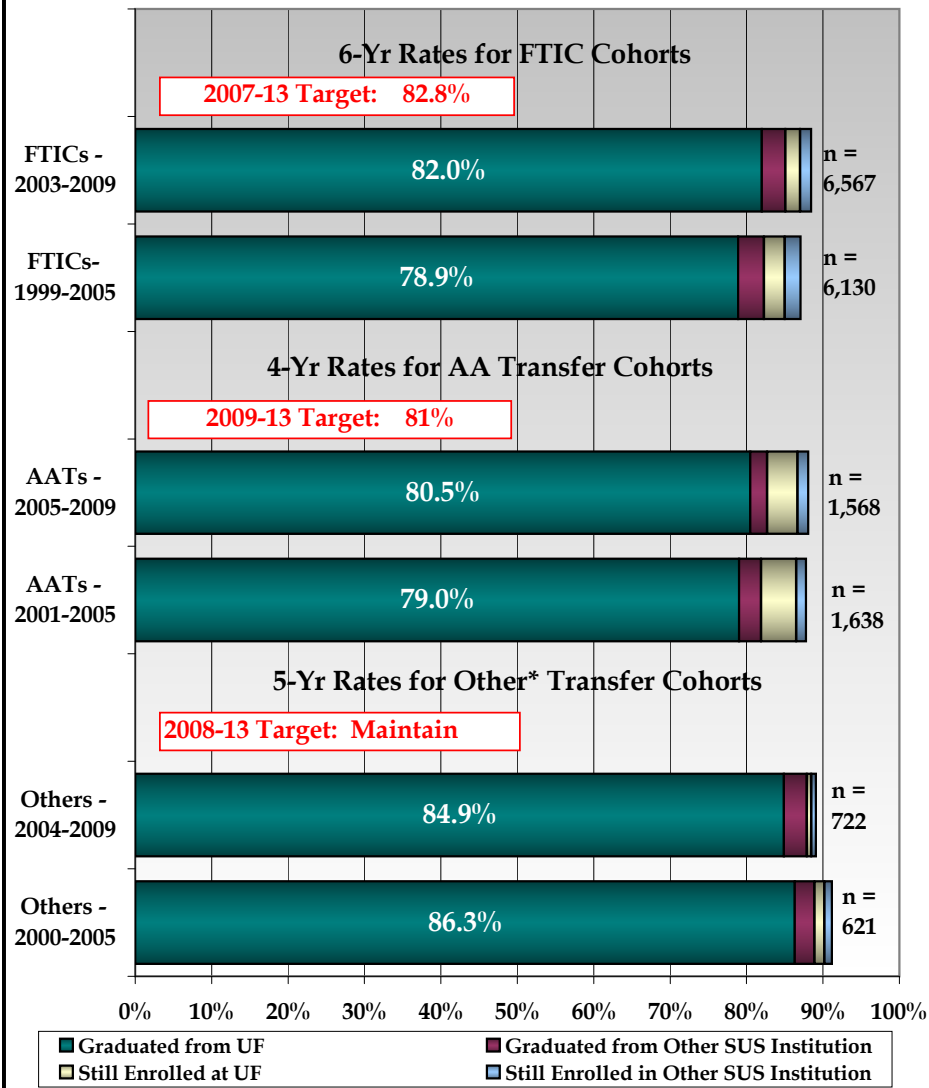
▶ Research awards/achievements

- > UF, Spain, and Mexico inaugurate world's largest optical telescope in Canary Islands.
- > Institute of Aging awarded \$29.5 million grant.
- > UF gene therapy reverses color blindness in animals.

▶ Institutional awards/achievements

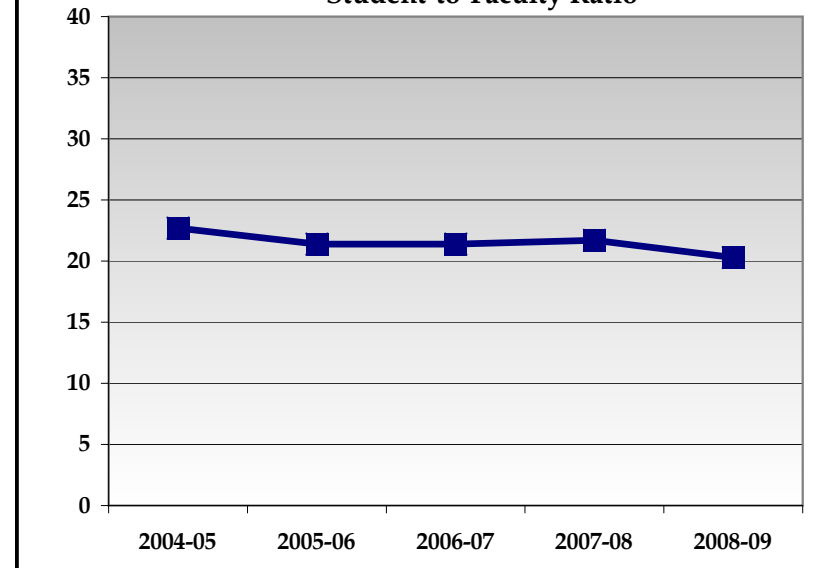
- > \$8.2 million Economic Development Administration grant to create Florida Innovation Hub at UF.
- > \$26 million NIH Clinical and Translational Science award.
- > Public health accreditation of College of Public Health and Health Professions.

Undergraduate Retention and Graduation Rates

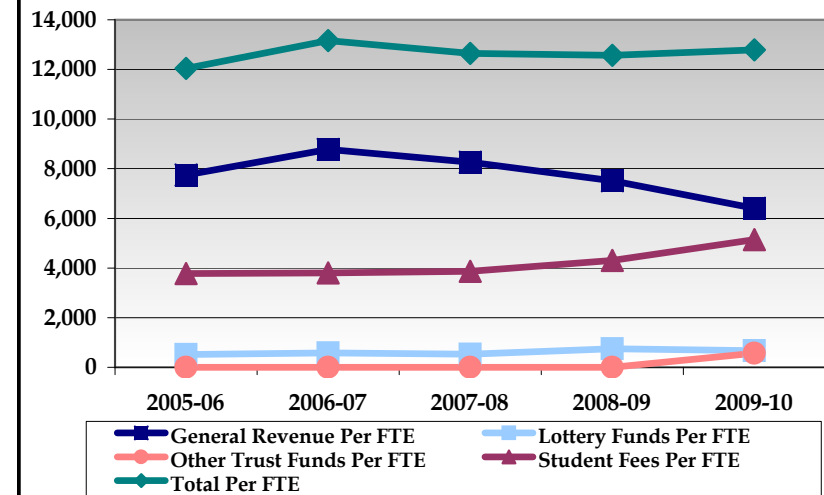


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Appropriated Funding Per Actual 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 Florida

Strategic Plan

The **University of Florida** adopted a **Strategic Workplan** in March 2007. Please see <http://www.president.ufl.edu/workPlan.html> Each year, the President, in consultation with the UFBOT, adopts specific short- and long-range goals based on the workplan. The most recent set of goals was approved by the UFBOT on March 16, 2010 and may be found on pp. 48-49 of <http://www.trustees.ufl.edu/meetings/agendaAndMaterials/20100315.pdf>

UF/IFAS has three documents that indicate its strategic directions. For research, consult the **UF/IFAS Research Roadmap** <http://research.ifas.ufl.edu/files/IFAS%20Research%20Roadmap.pdf> The **Statewide Goals and Focus Areas for 2008-2012 for IFAS Extension** are located at <http://pdec.ifas.ufl.edu/foci/files/StatewideGoals.pdf> The **Strategic Initiatives of the College of Agricultural and Life Sciences** may be found at http://cals.ufl.edu/cals_solutions/StrategicAgenda.shtml

The **Academic Health Sciences Center** has just completed the **UF&Shands Strategic Plan 2010**, which can be found at: <http://forwardtogether.health.ufl.edu/>

Mission Statement

The University of Florida (UF) is a public land-grant, sea-grant, and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities, and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research, and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, University of Florida faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes, and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas. Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect, and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership, and workforce. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. These three interlocking elements span all the university's academic disciplines and represent the university's commitment to lead and serve the State of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University aspires to advance by strengthening the human condition and improving the quality of life. (See: From Achievement to recognition: A Strategic Workplan for the University of Florida March 8, 2007 <http://www.president.ufl.edu/workPlan.html>)

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

UF is ranked nationally and internationally as one of the leading public research universities in the nation and in the world. Because of this and because of its special reputation within the State, it draws a strong and deep pool of incredibly accomplished undergraduate and transfer applicants each year. The university enrolls over 34,000 undergraduate students who represent the next generation of leaders in the State. As evidenced by their satisfaction, their employers' satisfaction, and by their subsequent success in employment, graduate education, and throughout their lives, the university is providing a high quality educational experience to them.

Last year, the UFBOT reaffirmed an important part of UF's mission as a graduate research university. The university enrolls over 16,000 graduate and professional students, many in areas critical to Florida's workforce and emerging high-tech economy. In addition, these students are key participants in the research agenda of the university, serving as research assistants and, in many cases, co-directors of scientific projects and co-inventors with faculty members.

Though often repeated that UF is one of the nation's most comprehensive universities, this advantage cannot be overemphasized. Few U.S. campuses have over one hundred disciplines present on one campus, including an Academic Health Sciences Center consisting of five colleges, an Institute of Food and Agricultural Sciences, and core E&G disciplines such as Liberal Arts and Sciences and Engineering. The breadth of faculty talent present on campus facilitates tackling important interdisciplinary challenges. UF has capitalized on this advantage through the creation of the Emerging Pathogens Institute, the Cancer and Genetics Institute, the Institute on Aging, the McKnight Brain Institute, and the Nanoscience Institute for Medical and Engineering Technology, among others. These centers and institutes are some of the primary drivers of the university's research agenda, which led last year to over \$574 million in external grant and contract awards.

The research enterprise contributes to the Florida economy through the multiplier effect \$574 million has as it enters the economy and through the direct commercialization and licensing of new intellectual property. The Office of Technology and Licensing has helped transfer hundreds of technologies from UF to private industry. Through the \$26 million NIH award to UF's Clinical and Translational Science Institute, UF joined a nationwide consortium of prestigious academic institutions dedicated to enhancing human health by accelerating the translation of basic research into new clinical treatments as quickly as possible.

IFAS is the research and development epicenter for Florida's agricultural and natural resources industries that have a \$94 billion annual impact.

By virtue of over one hundred years of investment in UF, the university has acquired or created many outstanding assets too numerous to mention here. One last example: the Florida Museum of Natural History is one of the finest museums of its type in the U.S. Not only does it serve as a museum for visitors, but it is also an immense driver of scientific research around the country and a unique resource supported by the National Science Foundation.

Current Peer Institutions

Indiana University-Bloomington; University of California, Berkeley; University of Illinois, Urbana-Champaign; Pennsylvania State University-main campus; University of North Carolina, Chapel Hill; Ohio State University-main campus; University of Wisconsin, Madison; University of Michigan, Ann Arbor; University of Texas, Austin; Texas A&M University

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

Vision: UF will strengthen its position as one of the nation's premier public research universities by leveraging its assets and deploying them creatively on the frontiers of society's grand challenges. It will continue to improve the quality of its educational programs at the undergraduate and graduate levels and work to increase access to higher education through distance education technologies. It will expand its contributions to Florida's economic development.

As mentioned previously, one of UF's great strengths is the breadth of academic fields and faculty talent located on one campus. Many of the grand challenges we face as a society require teams of researchers working together. (For example, advancing our understanding of emerging pathogens involves not only faculty in the health and life sciences, but also mathematicians, statisticians, demographers, sociologists, geographers, etc.) While this unique university configuration has begun to be effectively leveraged, much remains to be done. For example, a primary task assigned the Sr. VP for the Health Science Center is to integrate the operations of the College of Medicine and the Shands Health Care System to realize previously untapped synergies. The new Dean of the College of Engineering is developing plans to integrate academic departments into schools to engage faculty from different disciplines in cooperative, cross-cutting, and multidisciplinary projects. She has identified seven strategic research areas for the next decade, including three enabling technologies (nanotechnology, information technology, and computer science and engineering technology) and four applications areas (health care – specifically imaging, bioinformatics, rehabilitation, and regenerative medicine, sustainable infrastructure and the environment, energy, and security). In fact, faculty and administrators around the campus are exploring cooperative projects, instructional syllabi, and new degrees in sustainability, which promises to be a “hot topic” for the future.

Another area slated for campus development is entrepreneurship. While there is a flourishing Center for Entrepreneurship and Innovation in the Warrington College of Business Administration and smaller programs in several other colleges, such as Pharmacy and Engineering, there is an opportunity for a campus-wide program to serve undergraduate and graduate students in a variety of disciplines.

The faculty is the engine that drives the university's success, and UF will continue to invest in excellent teacher-scholars capable of advancing the research agenda and of educating and training the next generation of students. UF took advantage of this year of economic downturn to reinvigorate the faculty ranks by initiating the hire of one hundred new faculty members, most in areas related to critical state needs. While it was (and remains) a difficult year for someone seeking a job, it is a splendid time for a university to recruit outstanding faculty members.

One of the university's challenges in the next decade is to renew the faculty with an eye to emerging areas of importance. UF is continually reexamining its portfolio of fields and specialties to ensure it remains a leader in critical areas. One area currently under study is computational biology, and a faculty workgroup will recommend whether or not to invest in this area. The university is expanding in biomedical engineering, an important area for the Florida economy, the university research portfolio, and a highly desirable major among students.

During the past two years, a university task force reexamined the undergraduate experience. Based on its recommendations, UF will redesign portions of it over the next five years. Examples of innovations include: creation of an Office of Undergraduate Research to promote research experiences for undergraduates; a Humanities course for the incoming class to provide a common freshman experience; an integrated approach to the teaching of undergraduate science and mathematics through the Science for Life project sponsored by the Howard Hughes Medical Institute; the CreativeB program to invigorate educational and cultural aspects of campus life during summer B; and creation of an undergraduate major in biomedical engineering, typically one of the more popular engineering majors around the country.

Institutional Vision and Strategic Directions for the Next 5 - 10 Years [CONTINUED]

We are coupling these efforts with a rededication to the internationalization of the campus. Students must be ready to meet the world outside Florida upon graduation. While there has been some success in encouraging study abroad, much remains to be done. During the next decade, UF will also consider whether or not to engage in international education. While there are a few small outposts abroad, notably in Beijing and Paris to help facilitate research and study abroad, UF has little else of significance, although one possibility in South Korea is currently under study.

Any new outpost would have to be self-funding under a viable business plan. UF understands the State may be challenged to provide new revenue in the next decade. Consequently, UF is devoting considerable effort to developing alternative funding streams to help support and expand the university's mission. One effort under vigorous development is distance education. Not only does this offer the potential for additional funding, it dovetails with the State's interest in additional access to higher education, since UF can serve more students through this medium. UF currently offers 52 degree programs through distance education. Recently, the university entered into agreement with Santa Fe College to offer several of its degree programs on the Santa Fe campus and with Miami-Dade College to offer a degree program on its campus. The College of Veterinary Medicine has begun to double the size of its Doctor of Veterinary Medicine class from the current 88 to approximately 160. The state has not been asked to support this increase.

Although it already has the best graduation rate in the state and one that is highly competitive nationally, UF will seek additional improvement over the next decade. There are many factors affecting it, and UF will experiment with a variety of approaches for incremental improvement.

UF has been a major driver of the Florida economy and will expand its role in the next decade. The university is in the planning stages of a new Innovation Hub to expand the university's Technology and Licensing division. It will be constructed on the grounds of the old Alachua General Hospital.

Because of the critical mass of UF scientists in the medical and life sciences, UF will continue to push the frontiers in that area. A major component of this effort will be UF's developing presence at Lake Nona, which will couple UF's efforts with that of health related research and industry in Orlando.

IFAS remains committed to the Land Grant mission of serving the agricultural and natural resource needs of Florida. Over \$90 million in external funding received during the past year allowed IFAS to focus on basic and applied research priorities in collaboration with other colleges and institutes at UF. Future research and education programs will emphasize sustainability, energy, climate change, water, food systems and food safety, ecosystem health, and resource production.

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

UF already compares itself with the best large public research institutions in the nation. Please see the list under "Current Peer Institutions."

Projected Institutional Contributions to System-Level Goals						
NUMERIC TARGETS						
Dashboard Metric	Date	Actual Value		Date	Projected Value	
Baccalaureate Degrees Awarded	2008-09	9,207		2012-13	8,500	
Master's Degrees Awarded	2008-09	3,620		2012-13	3,875	
Research and Professional Doctorates Awarded	2008-09	2,028		2012-13	2,000	
Federal Academic Research and Development Expenditures	2007-08	\$240,366		2011-12	\$300,000	
Total Academic Research and Development Expenditure	2007-08	\$632,680		2011-12	\$700,000	
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated 82.0%		2007-13 FTIC Cohort	Graduated 82.8%	
		Still Enrolled 1.9%			Still Enrolled 1.9%	
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated 80.5%		2009-13 AAT Cohort	Graduated 81%	
		Still Enrolled 4.0%			Still Enrolled 4.0%	
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	#	%*
		687	7.7%		M	I
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#	%*
		1,221	13.8%		I	I
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#	%*
		2,432	27.5%		M	M
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		2,342	1,711		M	I
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		315	1,247		M	I
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.	Grad.
		29	116		M	M
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	95.2%		2012	I	
Licensing Income	2007-08	\$52,252,469		2011-12	D	
Licenses and Options Executed	2007-08	75		2011-12	M	
Other Transfer*** Five-Year Retention and Graduation Rates from the <u>Same IHE</u>	2004-09 Other Cohort	Graduated 84.9%		2008-13 Other Cohort	Graduated M	
		Still Enrolled 0.6%			Still Enrolled M	

"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.

*** Include full-time and part-time students in the cohorts,

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.)

Graduation Rates. UF will continue to maintain and improve its four-year and six-year graduation rates for FTIC and its four-year rates for upper division transfer students. The most recent rates are: 58%, 82%, and 80.55%, and the latter two are measured nationally. UF made substantial improvements in its graduation rates through the introduction and development of its universal tracking system. Further improvements are likely to be incremental and are affected by many factors, including financial need and available aid, availability of courses, streamlining of majors, numbers of students allowed to remain enrolled past 120 hours, etc. The metrics are the graduation rates themselves. This fiscal year, we will identify pockets of students making insufficient progress and devise a plan for improvement. This depends on continued E&G support from the state, since additional cuts will present difficulty in finding resources to apply to this problem.

Distance Education. UF is moving into the distance education business. There is now an Associate Provost for Distance Education and Information Technology who is reorganizing the Division of Continuing Education to facilitate distance education. There is a standing committee to consider academic proposals and business plans associated with these courses and programs. UF has issued an Invitation to Negotiate to a variety of distance education providers around the country. Based on their responses, UF may decide to engage one or more companies to provide distance education infrastructure and facilitate startup of new degree programs. Through the implementation of a new budgeting system (RCM), there are substantial incentives for colleges to initiate distance offerings. The metrics associated with this project include: measuring the number of courses and programs made available through distance education, the growth in enrollment in them, and associated revenues. This initiative is not heavily reliant on state funding.

Develop and initiate a comprehensive strategic plan promoting international research, teaching, study abroad, and exchange programs. A new Dean of the International Center has been charged with beginning the development of such a strategic plan. He is engaging with campus stakeholders (notably DOE-funded Title VI centers) and has produced a first draft. His work needs to be integrated with the vision of the upper administration and aligned with other university priorities, including fiscal realities. It is also important that it be aligned with the campus SACS accreditation program that calls for internationalizing the campus. Given the current fiscal situation, this plan will need to be largely self-funded. There are a variety of metrics to be applied, including faculty and student engagement abroad, international research collaborations, and numbers of students travelling abroad. The International Center maintains a list of metrics.

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	R	19.0707	Family, Youth & Comm Sciences	Fall 2011
Fall 2010	BR	51.2201	Public Health	Fall 2011
Fall 2010	R	51.2306	Occupational Therapy	Fall 2011
Fall 2010	MR	26.0101	Biology	Fall 2011
Fall 2011	M	51.1509	Genetics Counseling	Fall 2012
Fall 2011	B	05.0201	African American Studies	Fall 2012
Fall 2012	M	51.0000	Digital Health & Wellness	Fall 2013
Fall 2011	B	14.0501	Biomedical Engineering	Fall 2012

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.)

UF has been invited to participate in the creation of a Western-style university in South Korea. This new university will be run by a consortium of U.S. universities, which raises significant academic, management, and fiscal questions. UF will study the proposal in FY 2010-11 and decide whether or not to participate in this initiative.

The fiscal challenges facing the State leave the university in an uncertain position. UF would like to prepare if the State anticipates serious fiscal difficulties in FY 2011-12 and 2012-13. Management of the budget and planning for the future in this climate is problematic.

Tuition Differential Proposal for 2010-2011	
University: University of Florida	
Effective Date	
University Board of Trustees Approval Date:	June 11, 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.	To provide additional revenue in support of undergraduate education.
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.)	Applies to 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:	\$13.74
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):	\$6,165,823
Total differential fee revenue generated in 2010-11 (projected):	\$11,858,310
<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 \$8,300,817.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Fund faculty/instructors to provide instruction and improve student-faculty ratio. 2. Fund advisors to provide student advising. 	
<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 \$3,557,493. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$3,557,493.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Florida Opportunity Scholars fund – provided need-based aid for low income, first generation-in-college students 2. Need-based financial aid for student body based on FAFSA evaluation 	
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. Maintain and improve graduation rates (quantitative measure) 2. Maintain and lower student-faculty ratio (quantitative measure) 3. Meet student demand to provide access to seats in courses (reflected, in part, in 1 and 2)
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. FTIC Six Year Graduation Rate (2003-09 cohort)-Baseline data-Graduated 82.0%; Goal – Graduate (2007-13 cohort) at 82.8% 2. AA Transfer Four-Year Graduation Rates from same IHE (2005-09 cohort) -Baseline data- Graduated 80.5%; Goal – Graduate (2009-13 cohort) at 81% 3. Student-Faculty Ratio 2007 baseline data 21.7:1; Goal 20.2:1

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
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 31 faculty and 84 temporary faculty have been hired. We continue to advertise for additional faculty from commitments made from these funds. There are currently 12 positions being advertised based on funding available through 2009-10.
Fund advisors to provide student advising.	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	115
Number of Advisors Hired or Retained (funded by tuition differential):	3
Number of Course Sections Added or Saved (funded by tuition differential):	596
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Florida Opportunity Scholars fund – provided need-based aid for low income, first generation-in-college students	Florida Opportunity Scholars (FOS) are supported through all four years of attendance. The progress of FOS recipients is monitored and supported. To date, these students have shown strong first year retention rates and are otherwise performing well. The Fall 2006 cohort, for instance, had a 96% retention rate to the second year, while the Fall 2007 and Fall 2008 cohorts averaged 95% retention.
Need-based financial aid for student body based on FAFSA evaluation	UF is committed to finding aid resources for needy students. UF uses information from the FAFSA form to identify students who have financial needs as defined federally. These students are matched with a variety of types of aid to fill the gap between their calculated resources and current aid levels.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,359

\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,358
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$215
\$ Maximum (per undergraduate student receiving an award) of Tuition Differential-Funded Awards:	\$16,920

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

University: University of Florida

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	\$1,880,685	\$2,158,612
Less: Prior-Year Encumbrances		
Beginning Balance Available:	\$1,880,685	\$2,158,612
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$6,224,322	\$11,858,310
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance		
Total Receipts / Revenues:	\$6,224,322	\$11,858,310
<u>Expenditures</u>		
Salaries & Benefits	\$3,013,974	\$9,004,953
Other Personal Services	1,036,036	2,853,357
Expenses	15,700	
Operating Capital Outlay		
Student Financial Assistance		
Expended From Carryforward Balance	1,568,609	1,500,000
**Other Category Expenditures		
Total Expenditures:	\$5,634,319	\$13,858,310
Ending Balance Available:	\$2,158,612	\$658,612

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

**Provide details for "Other Categories" used.

UF Enrollment Plan 2010-11 to 2015-16								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2011-12	2013-14	2015-16	
FL Resident Lower	10,863	10,062	10,182	10,182	10,080	10,040	10,010	0%
FL Resident Upper	12,707	13,551	13,258	13,258	13,125	13,034	13,018	0%
FL Resident Grad I	5,292 (adj 3,693)	3,035	5,443 (adj 3,824)	3,065	3,096	3,158	3,222	1%
FL Resident Grad II	1,403 (adj 3,088)	3,565	1,314 (adj 2,933)	3,601	3,637	3,710	3,784	1%
Total FL Resident	30,265	30,213	30,197	30,106	29,938	29,942	30,034	0%
Non-Res. Lower		308	559	340	325	325	310	0%
Non-Res. Upper		514	742	550	540	525	525	0%
Non-Res. Grad I		1,409	1,401 (adj 1,335)	1,423	1,437	1,466	1,496	1%
Non-Res. Grad II		1,411	1,347 (adj 1,413)	1,425	1,439	1,468	1,498	1%
Total Non-Res.	4,049	3,642	4,049	3,738	3,742	3,785	3,828	1%
Total Lower		10,370		10,522	10,405	10,365	10,320	0%
Total Upper		14,065		13,808	13,665	13,559	13,543	-1%
Total Grad I		4,444		4,488	4,533	4,624	4,717	1%
Total Grad II		4,977		5,026	5,076	5,178	5,282	1%
Total FTE	34,314	33,856	34,246	33,844	33,680	33,726	33,862	0%

Notes:

1. Funded Grad I and Grad II FTE were established before the BOG changed Pharmacy and Law FTE from Grad I to Grad II. Adjustments noted as per Tim Jones, 5/11/2010.
2. Annual growth rate is based on either 2009-10 to 2015-16 period OR last fee swap year where applicable.
3. Percentages use the Spring estimate for 2010. May change if the Spring 2010 final file is substantively different.

Enrollment Plan Proposal

<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 Medical Headcount (Medical, Dentistry, Vet.)	1,162	1,173	1,162	1,183	1,182	1,192	1,193	0%
Non-Res. Medical Headcount (Medical, Dentistry, Vet.)		28		32	31	23	22	-4%
Total Medical Headcount (Medical, Dentistry, Vet.)	1,185	1,201	1,185	1,215	1,213	1,215	1,215	0%

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

SITE: Sunrise, Florida

	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2010-11	2011-12	2013-14	2015-16
Lower	0	0	0	0	0.0%
Upper	110	110	110	110	0.0%
Grad I	46	46	46	46	0.0%
Grad II	13	13	13	13	0.0%
Total	169	169	169	169	0.0%

SITE: Jacksonville, Florida								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		0		0	0	0	0	0.0%
Upper		0		0	0	0	0	0.0%
Grad I		22		22	22	22	22	0.0%
Grad II		246		246	246	246	246	0.0%
Total		268		268	268	268	268	0.0%

SITE: Orlando, Florida								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		0		0	0	0	0	0.0%
Upper		2		0	0	0	0	0.0%
Grad I		2		2	2	2	2	0.0%
Grad II		261		263	263	263	263	0.0%
Total		265		265	265	265	265	0.0%

SITE: St. Petersburg, Florida								
		Estimated		Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2011-12	2013-14	2015-16	
Lower		0		0	0	0	0	0.0%
Upper		0		0	0	0	0	0.0%
Grad I		19		19	19	19	19	0.0%
Grad II		264		264	264	264	264	0.0%
Total		283		283	283	283	283	0.0%

University of Florida Explanation of Over-Enrollment

The University of Florida exceeded Board-funded enrollment targets by 5% in two areas in 2009-10. Please note the enrollments for Spring 2010 are not yet final so the data below are an estimate.

First, the funded level for upper division, 12,707 FTE, was exceeded by 844 FTE or 6.6%. As in the last two years, the excess results from the trend of new FTIC students carrying increasing numbers of AP/IB credits that then qualify them earlier for upper division work. The number of HS/AA students admitted is also increasing. These students are bringing 60 college credits through dual enrollment thus starting their college careers ready for more upper division work. This pattern was the reason for doing a revenue neutral fee shift last year. Effective in 2010-11, the funded levels for lower and upper division were adjusted so that future years will better reflect the trend.

Second, the excess of Grad II FTE was created through the BOG shifting of Grad I credits to Grad II credits for Pharmacy and Law. This results in a greater surplus of Grad II FTE and a concomitant reduction in Grad I FTE. We are working with Tim Jones to identify the best strategy for handling the Grad I to Grad II change.

University of Florida

Year	Activity & Service	Health	Athletic	Local Fee Increase ****	Transp. Access	Technology	Financial Aid	CITF/ Building	Undergrad. Tuition	Tuition Differential	TOTAL (Based on 30 SCH)	\$ Change	% Change	National Avg. % Change ***
2001-02	\$7.58	\$6.79	\$1.90	----	\$2.00	----	\$2.78	\$4.76	\$55.67	----	\$2,444.40	\$188.40	8.35%	7.40%
2002-03	\$7.68	\$7.32	\$1.90	----	\$3.00	----	\$2.92	\$4.76	\$58.45	----	\$2,580.90	\$136.50	5.58%	8.80%
2003-04	\$8.16	\$7.69	\$1.90	----	\$3.59	----	\$3.17	\$4.76	\$63.41	----	\$2,780.40	\$199.50	7.73%	13.30%
2004-05	\$8.26	\$7.92	\$1.90	----	\$4.10	----	\$3.40	\$4.76	\$68.16	----	\$2,955.00	\$174.60	6.28%	10.40%
2005-06	\$8.64	\$8.44	\$1.90	----	\$4.24	----	\$3.57	\$4.76	\$71.57	----	\$3,093.60	\$138.60	4.69%	7.10%
2006-07	\$9.24	\$8.78	\$1.90	----	\$4.81	----	\$3.68	\$4.76	\$73.71	----	\$3,206.40	\$112.80	3.65%	5.70%
2007-08	\$9.74	\$9.27	\$1.90	----	\$5.49	----	\$3.86	\$4.76	\$77.39	----	\$3,372.30	\$165.90	5.17%	6.70%
2008-09	\$10.16	\$9.89	\$1.90	----	\$6.11	----	\$4.10	\$4.76	\$82.03	\$6.96	\$3,777.30	\$405.00	12.01%	6.50%
2009-10	\$10.65	\$10.49	\$1.90	----	\$6.79	\$4.42	\$4.42	\$4.76	\$88.59	\$13.74	\$4,372.80	\$595.50	15.77%	6.50%
2010-11*	\$11.18	\$11.11	\$1.90	\$4.64	\$7.33	\$4.78	\$4.78	\$4.76	\$95.67	\$22.00	\$5,044.50	\$671.70	15.36%	----
2009-10 Est. Fees & Tuition Paid	\$10,036,986	\$9,886,196	\$1,790,636	----	\$6,399,168	\$4,165,585	\$4,165,585	\$4,486,014	\$83,490,760	\$6,224,322**				
2009-10 Est. Undergraduate Student Credit Hours:					942,440		All fees are per credit hour, unless otherwise stated				** Based on data from 2010-11 Tuition Differential Proposal			
2009-10 Undergraduate Headcount:					33,015		* Contingent upon UBOT Approval				*** From the College Board			

**** To be allocated between A&S, Health, and/or Athletic

