



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

# Agenda and Meeting Materials June 18-20, 2013

Ballroom, Marshall Student Center  
4103 USF Cedar Circle  
University of South Florida  
4202 East Fowler Avenue  
Tampa, FL 33620

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STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**ACTIVITIES  
BOARD OF GOVERNORS MEETINGS**

**Ballroom, Marshall Student Center  
University of South Florida  
Tampa, Florida 33620  
June 18-20, 2013**

**By Telephone Conference Call  
Dial-in Number: 888-670-3525; Participant Code: 4122150353#  
All participants using this code will be muted at dial-in.**

**Tuesday, June 18, 2013**

**1:00 - 5:00 p.m.      [Strategic Planning Committee](#).....11**

Chair: Mr. John Rood; Vice-Chair: Ms. Patricia Frost  
Members: Chopra, Colson, Lautenbach, Morton, Webster

**University Work Plan Presentations**

1:00 p.m.      [System Overview](#)

1:15 p.m.      [University of Florida](#)

2:00 p.m.      [University of South Florida](#)

3:00 p.m.      Break

3:15 p.m.      [University of North Florida](#)

4:00 p.m.      [Florida A&M University](#)

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**Wednesday, June 19, 2013**

- 9:00 a.m. - 4:30 p.m.**                      **Strategic Planning Committee** (continued)  
   **University Work Plan Presentations** (continued)
- 9:00 a.m.            [New College of Florida](#)
- 9:45 a.m.            [Florida Polytechnic University](#)
- 10:30 a.m.          Break
- 10:45 a.m.          [Florida State University](#)
- 11:30 a.m.          [University of Central Florida](#)
- 12:15 - 1:15 p.m.**                      **Lunch will be provided**
- University Work Plan Presentations** (continued)
- 1:15 p.m.            [Florida Atlantic University](#)
- 2:00 p.m.            [Florida Gulf Coast University](#)
- 2:45 p.m.            Break
- 3:00 p.m.            [Florida International University](#)
- 3:45 p.m.            [University of West Florida](#)
- 5:00 p.m.**                                **Welcome Reception**

**Thursday, June 20, 2013**

- 7:30 - 8:15 a.m.**                      **Advisory Council of Faculty Senates Breakfast**  
Chair: Dr. Manoj Chopra  
Members: All Members invited
- 8:30 - 9:30 a.m.**                      **[Facilities Committee](#)** .....369  
Chair: Mr. Dick Beard; Vice Chair: Mr. H. Wayne Huizenga, Jr.  
Members: Carter, Chopra, Levin, Link, Morton

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<b>9:30 – 11:00 a.m.</b>	<b>Budget and Finance Committee</b> .....457 Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach Members: Beard, Colson, Huizenga, Levine, Rood, Tripp, Whatley
<b>11:00 – 11:30 a.m.</b>	<b>Trustee Nominating and Development Committee</b> .....561 Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz Members: Colson, Link, Rood, Tripp, Webster
<b>11:30 p.m.</b>	<b>Lunch will be provided</b>
<b>12:00 - 1:00 p.m.</b>	<b>Academic and Student Affairs Committee</b> .....571 Chair: Mr. Norm Tripp; Vice Chair: Ms. Wendy Link Members: Bennett, Carter, Chopra, Frost, Huizenga, Webster, Whatley
<b>1:00 p.m.</b> Or Upon Adjournment of Previous Meetings	<b>Board of Governors – Regular Meeting</b> .....629 Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini All Board members

*Please note that this schedule may change at the Chair's privilege.*

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## CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

### ARTICLE IX

#### EDUCATION

##### SECTION 7. State University System.--

(a) **PURPOSES.** In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

(b) **STATE UNIVERSITY SYSTEM.** There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

(c) **LOCAL BOARDS OF TRUSTEES.** Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

(d) **STATEWIDE BOARD OF GOVERNORS.** The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

**History.**--Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002.

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STATE  
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of FLORIDA  
Board of Governors

## AGENDA

Strategic Planning Committee  
Ballroom, Marshall Student Center  
University of South Florida  
Tampa, Florida  
1:00 p.m. to 4:45 p.m., June 18, 2013  
9:00 a.m. to 4:30 p.m., June 19, 2013

Chair: Mr. John D. Rood; Vice Chair: Ms. Patricia Frost  
Members: Chopra, Colson, Lautenbach, Norton, Webster

- |   |                       |
|---|-----------------------|
| 1. Call to Order and Opening Remarks  | Governor John D. Rood |
| 2. <a href="#">Approval of Committee Meeting Minutes:</a><br>Minutes, February 13, 2013 | Governor Rood         |
| 3. <a href="#">Consideration of 2013-14 University Work Plans</a>                       | Governor Rood         |
| 4. Next Steps and Closing Remarks   | Governor Rood         |

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 18-19, 2013**

**SUBJECT:** Approval of Minutes for Meeting held February 13, 2013

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**PROPOSED COMMITTEE ACTION**

Approval of minutes for meeting held on February 13, 2013, at the University of Florida, Gainesville.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes for the meeting held on February 13, 2013, at the University of Florida, Gainesville.

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**Supporting Documentation Included:** Minutes: February 13, 2013

**Facilitators/Presenters:** Governor Rood

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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
STRATEGIC PLANNING COMMITTEE  
UNIVERSITY OF FLORIDA  
GAINESVILLE, FLORIDA  
FEBRUARY 13, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order

Chair John D. Rood convened the meeting of the Strategic Planning Committee at 9:00 a.m. on February 13, 2013, with the following members present: Dr. Manoj Chopra, Dean Colson, Pat Frost, Elizabeth Webster, Ned Lautenbach (participating by phone) and Ed Morton (participating by phone). A quorum was established.

Chair Rood made opening remarks. He began by reminding the committee that over a year ago Representative Weatherford challenged the Board to embrace technology in a way that moved Florida forward, and that the Legislature provided funding to hire the Parthenon Group to study ways to expand online education. The Parthenon Group recommended four options to extend online education: institution-by-institution, institutional collaboration, designating a lead institution, and establishing a new institution. Chair Rood stated his goal for the committee would be to make recommendations to the full Board and eventually the Legislature on a framework for online education.

2. Approval of Minutes from Committee Meeting January 16, 2012

Vice Chair Frost moved that the Committee approve the minutes of the meeting held on January 16, 2013, as presented. Mr. Colson seconded the motion and the members concurred.

3. Ensuring Quality Online Programs: the University of Florida Approach

Chair Rood asked Dr. Joe Glover, Provost of UF, and Dr. Andy McCollough, Associate Provost for Teaching and Technology at UF, to provide insight into their online education process.

Dr. Glover said they would present information on logistics as well as quality concerns involved in UF's distance learning program, then introduced Dr. McCollough.

Dr. McCollough asked the committee to consider the questions of implementing a process, ensuring quality, maintaining standards, protecting university reputation while engaging in online learning, and implementing student support for online programs. Dr. McCollough's presentation included the following points:

- UF was designated as a land grant university, leaving it with great experience in distance and correspondence education long before the advent of the Internet. At the time of the meeting, UF was administering 80 graduate and undergraduate degree programs, as well as 50 graduate and undergraduate certificate programs, from nearly every college at the university. Around 7,000 were enrolled in these distance learning programs with the growth rate at around 10% annually for the last 5 years. In 2011-2012, UF grossed \$70 million in revenue associated with its distance learning programs.
- Last year 33% of UF students had enrolled in at least one online class and, at any given time, 15% of unduplicated resident students were enrolled in one or more online classes.
- No student enrolled in an online degree program at UF would fail to meet the minimum standard of admission to the university.
- UF's highest enrollments for online programs were in its MS in Business, M.S. in Engineering, M.S. in Pharmaceuticals and Forensics (international), and Doctorate in Pharmacy (national).
- Goal 14 in UF's Strategic Plan provides for the expansion of student access to distance education.

Dr. Glover stated that UF did apply market rate tuition, with the Board's approval, to online programs, which has not prevented student interest or enrollment. In some cases, such as the Doctorate of Audiology, Dr. Glover said UF was able to capture the national market with its online degree program.

Dr. Ken Nanni, Director of Distance Education, introduced himself as a university employee tasked with expanding access and understanding the impact of technology with regard to this mission. His presentation included the following points:

- Program development first begins with course development at the faculty level. Faculty can begin the process at UF's *teach.ufl.edu* website, where resources for developing online programs as well as implementing technology in the classroom are available. Any faculty member can complete a Course Request Form online.
- When analytically targeting programs for online delivery, UF's Director of Distance Education looks for whether the program is an existing degree program, marketplace demand is sufficient, and faculty innovation is considered.
- Online courses meet the same standards as in-person courses at UF.

- A review process was in place to make recommendations to the Provost for a program that considers marketplace demand, student access, and student support prior to approval.
- Dr. Nanni's office works toward increasing the number of fully online courses, providing data on marketplace demand, and coordinating resources.
- With a team of analysts, he prepares an internal proposal and looks not only statewide, but also internationally.

Dr. Glover stated that the Legislature has authorized a distance education fee that can be assessed in addition to in-state tuition costs, depending on the program, and that out-of-state students are paying out-of-state tuition for online degree programs. Dr. McCollough stated that a business plan was part of the proposal to the provost, and that an online program has to make sense in terms of return on investment to be implemented.

Dr. Glover said that it was a large undertaking to offer undergraduate nursing programs online due to concerns about lab time, clinical experience, and so forth. Dr. McCollough said that UF does have an online RN-Ph.D. program.

To discuss the production process, Dr. McCollough introduced Jennifer Smith from UF's Center for Instructional Technology and Training as the manager of Instructional Design Services.

Ms. Smith explained that a faculty member teaching online for the first time must view courses through the Faculty Institute workshop that provides best practices and online pedagogical information that aligns with the UF Standards and Markers of Excellence. Ms. Smith made the following points during her presentation:

- Faculty must determine overall objectives, work with an instructional designer to create the course framework, and review thoroughly the resources they plan to use to instruct distance learning students.
- Off-campus students have access to interlibrary loan resources.
- UF emphasizes student engagement, consistency in course appearance and structure, and accessibility of both the instructor and other students in the course.
- Online courses must include assessment methods, such as exams, modules, and discussion boards.
- Course success is measured through several metrics, including surveys, review of e-mail, and assessment grades in relation to overall objectives.

Ms. Smith provided a presentation on effective online proctoring of high-stakes exams.

Dr. McCollough introduced Dr. Wendell Porter, a professor from the College of Agriculture and Life Sciences at UF who teaches online courses, to answer any questions. He spoke on assessment, objectives, and engagement and their importance to online course design.

Dr. Glover said there were a number of on-site testing facilities around the state available for online course testing, but that he felt many new opportunities for innovative proctoring were on the horizon.

Dr. McCollough shifted the focus of discussion to quality assurance. He said it was the faculty's responsibility to provide quality content, and then introduced the next presenter, Dr. Tawnya Means, to discuss pedagogical quality.

Dr. Means, Director of the Center for Teaching, Learning, and Assessment with UF's College of Business, emphasized the need for quality faculty when teaching online courses. She mentioned their development of different content delivery standards, aligned with the development of the Faculty Institute, and how workshops and modules were available on the *teach.ufl.edu* website. Instructors can earn a certificate in proper online teaching methods through this portal.

Dr. McCollough directed the committee to distributed papers that outlined support services in detail.

Dr. McCollough introduced Daphne Koller, one of the founders of Coursera, an educational technology company specializing in massive open online courses (MOOCs). UF has joined the Coursera consortium, committing to contribute five courses. Human nutrition, UF's MOOC offering during spring semester, had enrollment around 49,000. While it costs around \$40,000 to \$50,000 to offer a course on Coursera, Dr. McCollough asserted that UF received a lot of return by way of knowledge and experience, though Coursera and its consortium were looking to monetize MOOCs moving forward.

Vice Chair Frost asked if it were possible to develop MOOCs into something beyond just course certificates, such as degrees offered. Dr. McCollough thought it was a possibility, but numerous hurdles such as accreditation and assessment were still in the way. Dr. Glover added that the American Council on Education recently recommended five MOOC courses for credit, but that if UF designated a student in a Coursera course as a UF student it would require UF to provide various student services and be liable through the Southern Association of Colleges and Schools accreditation standards.

#### 4. Committee Discussion

Chair Rood said the focus of the discussion would be creating recommendations for the full Board and Legislature in regards to distance learning and online education.

After committee discussion, Mr. Colson urged the System to work on long-term ideas even while taking advantage of immediate opportunities. He suggested the Board go to the Legislature with one preeminent university identified as the head of online education, and that the Chancellor and his office be empowered to handle this as well.

Chair Rood summarized three key ideas from the meeting: 1) asking the Legislature to sponsor one preeminent university to focus on online education, 2) asking the Chancellor to coordinate and improve the existing System as it related to online education and all universities, and 3) establishing a Center for Excellence (or something similar) in online education.

Mr. Colson moved that the full Board use the strategic plan preeminence metrics to designate the university which would create a separate arm to provide online degree programs of the highest quality and that funds be requested of the Legislature to support such an effort. The preeminence metrics would be those passed by the 2012 legislature and approved by the Board for use in the 2012-2013 university work plans. The selected university would create an innovation and research center to 1) ensure the state is a leader in the development of cutting-edge technology and instructional design for the online programs, and 2) conduct research that would help strengthen online degree programs and the success of online students. Vice Chair Frost seconded the motion, which carried unanimously.

Vice Chair Frost moved that the full Board direct the Chancellor to form a system-wide work group that would report back to the Board and continue to work with our colleges and universities and other delivery systems to determine ways in which services in online degree programs, including market-based job analysis, can be better coordinated to ensure the state's and students' needs are being met in a cost-efficient and effective manner. Dr. Chopra seconded the motion, which carried unanimously.

## 5. Closing Remarks and Adjournment

Having no further business, the meeting was adjourned at 12:00 p.m.

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John D. Rood, Chair

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Melissa Giddings, Student Intern

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**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Strategic Planning Committee**  
June 18-19, 2013

**SUBJECT:** 2013-2014 University Work Plans

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**PROPOSED COMMITTEE ACTION**

Consider for approval those portions of University Work Plans associated with the 2013-14 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes;  
Board of Governors Regulation 2.002

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2013-14 as well as in out-years.

Universities will make brief presentations on their Work Plans, after which Committee members will have the opportunity to engage in discussion and questioning. The

Committee will consider for approval those portions of 2013-14 University Work Plans associated with the 2013-14 academic year, and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation.

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<b>Supporting Documentation Included:</b>	Individual 2013-2014 University Work Plans
<b>Facilitators / Presenters:</b>	Chair Rood; University Representatives

2013-14

# SYSTEM SUMMARY

University Annual Work Plans



Released June 2013

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors



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## Introduction

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new **Strategic Plan 2012-2025** is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's **Annual Accountability Report** provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*

More information is available at [www.flbog.edu](http://www.flbog.edu).



## Goals Common to All Universities

### ■ ACADEMIC QUALITY

#### Average SAT Scores *(Math, Verbal and Writing subtests for incoming FTIC students)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
Fall 2011 ACTUAL	1426	1598	1531	1699	--	1839	1946	1836	1914	1776	1777	1602	--	1550
Fall 2013 GOAL	1445	1600	1531	1710	--	1844	1890	1827	1930	1789	1785	1610	1600	1565
Fall 2015 GOAL	1460	1600	1535	1720	1790	1848	1890	1822	1940	1796	1790	1620	1640	1621

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.

#### Average HS GPA for Newly Enrolled FTIC

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
Fall 2011 ACTUAL	3.2	3.4	3.4	3.7	--	3.9	4.0	3.9	4.2	3.8	3.9	3.5	--	3.4
Fall 2013 GOAL	3.2	3.5	3.4	3.8	--	4.0	4.0	3.8	4.2	3.9	3.9	3.6	3.3	3.5
Fall 2015 GOAL	3.3	3.5	3.5	3.8	3.9	4.0	4.0	3.8	4.3	3.9	4.0	3.7	3.5	3.5

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.

#### Professional Licensure/Certification Exams

*Number of Exams Above/Below National and Florida Averages for First-time test-takers*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL														
ABOVE	1	1	2	3	--	4	--	3	11	1	4	--	--	1
BELOW	4	0	1	2	--	1	--	0	0	1	1	--	--	0
2015-16 GOAL														
ABOVE	3	2	3	5	--	5	--	4	11	2	6	--	--	1
BELOW	2	0	0	0	--	0	--	0	0	0	0	--	--	0



## OPERATIONAL EFFICIENCY

### Freshman Retention Rate *(for incoming FTIC students)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	80%	79%	76%	82%	--	91%	83%	88%	96%	83%	87%	72%	--	71%
2013-14 GOAL	81%	81%	78%	82%	--	92%	84%	88%	96%	85%	89%	74%	--	75%
2015-16 GOAL	83%	82%	78%	83%	TBD	93%	85%	89%	97%	86%	90%	79%	82%	75%

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.

### FTIC Graduation Rates *(includes full- and part-time students)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
<b>FOUR-YEAR</b>														
2008-12 ACTUAL	12%	15%	23%	23%	--	61%	57%	40%	67%	25%	35%	27%	--	26%
2010-14 GOAL	14%	18%	24%	24%	--	64%	54%	41%	67%	27%	43%	36%	--	27%
2012-16 GOAL	16%	19%	24%	25%	--	65%	54%	42%	68%	28%	48%	45%	--	27%
<b>SIX-YEAR</b>														
2006-12 ACTUAL	40%	41%	44%	47%	--	75%	69%	65%	85%	47%	52%	30%	--	44%
2008-14 GOAL	42%	42%	45%	49%	--	77%	68%	67%	85%	48%	57%	33%	--	46%
2010-16 GOAL	44%	46%	50%	50%	--	78%	68%	68%	86%	50%	63%	35%	--	48%

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.



## AA Transfer Graduation Rates

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
<b>TWO-YEAR</b>														
2010-12 ACTUAL	17%	22%	26%	22%	--	41%	0%	28%	42%	34%	28%	27%	31%	31%
2012-14 GOAL	19%	25%	31%	23%	--	43%	15%	28%	43%	36%	30%	36%	33%	32%
2014-16 GOAL	21%	27%	33%	24%	36%	45%	19%	28%	44%	38%	33%	44%	37%	32%
<b>FOUR-YEAR</b>														
2008-12 ACTUAL	63%	61%	63%	62%	--	80%	50%	67%	82%	69%	65%	59%	60%	66%
2010-14 GOAL	65%	64%	64%	63%	--	81%	54%	67%	83%	70%	66%	61%	63%	68%
2012-16 GOAL	67%	65%	65%	64%	--	81%	56%	67%	84%	71%	67%	63%	66%	70%

## Percentage of Bachelor's Degrees Without Excess Hours *(for all students)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	27%	59%	70%	56%	--	78%	n/a	65%	72%	62%	52%	55%	60%	70%
2013-14 GOAL	29%	59%	72%	56%	--	80%	36%	66%	72%	64%	56%	60%	62%	71%
2015-16 GOAL	31%	59%	73%	58%	--	80%	50%	67%	73%	65%	61%	63%	63%	72%

## Average Time to Degree for FTIC Students

*(in terms of 12-month years for FTIC students in 120 credit hour programs based on the first date of entry)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	5.6	5.1	4.5	5.5	--	4.3	4.2	4.5	4.1	4.9	5.0	4.4	--	4.7
2013-14 GOAL	5.3	4.9	4.4	5.5	--	4.1	4.2	4.4	4.1	4.7	4.5	4.0	--	4.6
2015-16 GOAL	4.9	4.8	4.2	5.4	--	4.1	4.2	4.3	4.1	4.6	4.0	4.0	--	4.6

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.





## RETURN ON INVESTMENT

### Bachelor's Degrees Awarded

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	1,470	4,892	1,744	7,238	--	7,860	179	11,515	8,601	3,273	7,787	730	521	2,053
2013-14 GOAL	1,447	5,500	1,955	8,019	--	8,300	177	12,500	8,601	3,572	7,880	760	555	2,109
2015-16 GOAL	1,476	5,700	2,150	8,884	TBD	8,400	179	13,000	8,601	3,898	7,980	780	623	2,208

### Percentage of Bachelor's Degrees in S.T.E.M.

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	15%	20%	16%	16%	--	16%	25%	15%	32%	12%	24%	7%	3%	16%
2013-14 GOAL	17%	24%	17%	16%	--	20%	32%	15%	33%	12%	24%	13%	4%	18%
2015-16 GOAL	18%	26%	18%	17%	100%	22%	35%	16%	36%	12%	26%	20%	6%	19%

### Graduate Degrees Awarded

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	607	1,405	397	3,383	--	3,051	--	2,679	5,949	620	2,941	144	72	581
2013-14 GOAL	613	1,760	420	3,987	--	3,120	--	2,650	5,949	625	2,991	148	61	604
2015-16 GOAL	625	2,020	440	4,687	TBD	3,200	--	2,725	5,949	627	3,094	168	66	619

### Percentage of Graduate Degrees in S.T.E.M.

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	12%	18%	4%	15%	--	14%	--	27%	34%	5%	25%	7%	0%	13%
2013-14 GOAL	13%	19%	5%	15%	--	16%	--	27%	37%	9%	26%	10%	0%	16%
2015-16 GOAL	14%	20%	5%	16%	--	17%	--	27%	39%	9%	27%	15%	0%	16%

NOTE: USF Sarasota-Manatee does not have any STEM-related programs.



## Percentage of Baccalaureate Graduates Employed in Florida

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	63%	74%	69%	67%	--	55%	34%	68%	44%	73%	69%	73%	75%	61%
2013-14 GOAL	65%	75%	71%	67%	--	57%	32%	68%	45%	74%	70%	73%	76%	63%
2015-16 GOAL	67%	76%	72%	68%	TBD	60%	35%	69%	46%	75%	70%	73%	77%	64%

## Percentage of Baccalaureate Graduates Continuing their Education in Florida

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2011-12 ACTUAL	22%	17%	20%	21%	--	19%	7%	17%	24%	15%	18%	16%	14%	18%
2013-14 GOAL	23%	18%	22%	21%	--	21%	12%	18%	24%	16%	19%	16%	16%	19%
2015-16 GOAL	25%	19%	23%	22%	TBD	22%	15%	18%	24%	17%	21%	16%	19%	20%

## Annual Gifts Received (\$M)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF - SYSTEM	UWF
2011-12 ACTUAL	3.2	9.4	19.4	15.3	--	54.9	2.1	15.9	173	10.8	43.6	3.0
2013-14 GOAL	5.5	11.4	14.0	43.6	--	65.0	3.0	20.7	215	10.0	47.0	3.8
2015-16 GOAL	5.5	12.5	16.0	66.0	--	75.0	6.5	28.5	225	11.0	51.0	4.2

## Endowment (\$M)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF - SYSTEM	UWF
2011-12 ACTUAL	80	172	56	133	--	498	282	123	1,263	75	334	48
2013-14 GOAL	80	200	65	186	--	585	350	160	1,445	85	390	65
2015-16 GOAL	81	210	71	243	--	665	420	203	1,530	95	450	70



## Goals Specific to Research Universities

### ■ ACADEMIC QUALITY

#### Faculty Awards

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	1	3	5	11	4	18	10
2013-14 GOAL	1	5	7	17	10	19	12
2015-16 GOAL	2	6	9	18	11	20	14

#### National Academy Members

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	0	2	2	7	1	23	3
2013-14 GOAL	0	2	2	7	1	24	4
2015-16 GOAL	0	3	2	8	2	25	5

#### Number of Post-Doctoral Appointees

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2010-11 ACTUAL	21	12	57	217	58	674	300
2013-14 GOAL	23	16	56	220	62	680	310
2015-16 GOAL	23	18	58	228	68	690	320



## Science & Engineering Disciplines Nationally Ranked in Top 100 for 2011-12 Research Expenditures *(Rankings include Private institutions)*

DISCIPLINES	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
COMPUTER SCIENCE	.	.	61	57	.	65	.
ENGINEERING	.	.	.	75	92	25	91
ENVIRONMENTAL SCIENCE	.	.	76	37	70	86	39
LIFE SCIENCE	.	.	.	.	.	20	51
MATHEMATICAL SCIENCES	.	92	.	30	.	58	.
PHYSICAL SCIENCES	.	.	.	14	60	35	.
PSYCHOLOGY	.	87	77	5	.	39	19
SOCIAL SCIENCES	.	.	43	63	89	26	65

### Number of Disciplines Nationally Ranked in Top 100

2011-12 ACTUAL	0	0	4	7	4	8	5
2013-14 GOAL	0	1	4	7	4	8	5
2015-16 GOAL	1	1	4	7	5	8	6

Note: Based on the National Science Foundation's annual survey for R&D expenditures.



## RETURN ON INVESTMENT

### Research Expenditures (\$M)

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
<b>TOTAL</b>							
2011-12 ACTUAL	52	45	118	225	122	740	443
2013-14 GOAL	48	66	126	202	114	662	409
2015-16 GOAL	53	86	139	202	125	681	433
<b>SCIENCE &amp; ENGINEERING</b>							
2011-12 ACTUAL	37	26	84	208	107	686	395
2013-14 GOAL	34	40	89	185	95	617	365
2015-16 GOAL	38	52	99	185	107	636	387
<b>NON-MEDICAL SCIENCE &amp; ENGINEERING</b>							
2011-12 ACTUAL	32	18	77	200	105	507	142
2013-14 GOAL	29	26	82	175	92	456	138
2015-16 GOAL	33	35	91	175	100	469	150



## Percent of Research Expenditures Funded from External Sources

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	88%	87%	71%	69%	81%	49%	68%
2013-14 GOAL	89%	86%	66%	65%	80%	50%	69%
2015-16 GOAL	89%	87%	66%	65%	87%	50%	70%

Note: These data refer to the percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds).

## Number of Patents Issued

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	4	3	1	27	67	60	98
2013-14 GOAL	4	4	3	37	85	123	51
2015-16 GOAL	6	4	8	35	95	142	52

## Number of Licenses/Options Executed

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	0	2	0	13	11	99	52
2013-14 GOAL	3	10	3	12	12	126	54
2015-16 GOAL	4	10	10	13	17	128	55

## Licensing Income Received (\$M)

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
Fall 2011 ACTUAL	0	.01	.06	1.3	1.0	34	1.2
Fall 2013 GOAL	20	0.2	.05	1.3	0.8	27	1.6
Fall 2015 GOAL	30	0.3	.15	1.3	1.0	29	1.8



## Number of Start-up Companies

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	0	2	0	2	5	15	10
2013-14 GOAL	4	3	2	3	4	16	7
2015-16 GOAL	5	4	4	4	5	17	8

## National Rank is Higher than Predicted by Financial Resources Ranking (based on 2013 US News Rankings for National Universities)

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
National Rank	n/a	n/a	n/a	97	174	54	170
Financial Rank	207	234	234	212	263	46	172

## Research Doctoral Degrees Awarded

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	23	108	151	428	229	713	271
2013-14 GOAL	27	120	166	400	251	713	278
2015-16 GOAL	31	140	180	410	257	713	330

## Professional Doctoral Degrees Awarded

	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
2011-12 ACTUAL	308	9	230	422	37	1,241	146
2013-14 GOAL	314	15	290	385	30	1,241	158
2015-16 GOAL	321	82	423	390	35	1,241	175



## Fiscal Information

### EDUCATIONAL AND GENERAL REVENUES

#### Percentage Change in E&G Revenues *(from 2008-09 to 2012-13 estimate)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
State Funds	-32%	-42%	-19%	-32%	--	-42%	-18%	-36%	-37%	-22%	-38%	-39%	-28%	-30%
Tuition	39%	64%	46%	56%	--	48%	40%	67%	44%	61%	53%	98%	85%	66%

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

### TUITION & FEES

#### Incremental Change in Undergraduate Resident Tuition (2012-13 to 2013-14 for 30 credit hours)

**SEE SUPPLEMENTAL MATERIALS FOR UPDATED TUITION INFORMATION**

DOLLAR INCREASE	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
Base Tuition (\$)														
Tuition Differential (\$)														
Required Fees (\$)														
Total (\$)														
PERCENT INCREASE	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
Base Tuition														
Tuition Differential														
Required Fees														
Total														





## Estimated 2012-13 Cost of Attendance for Full-time Resident Undergraduate (\$)

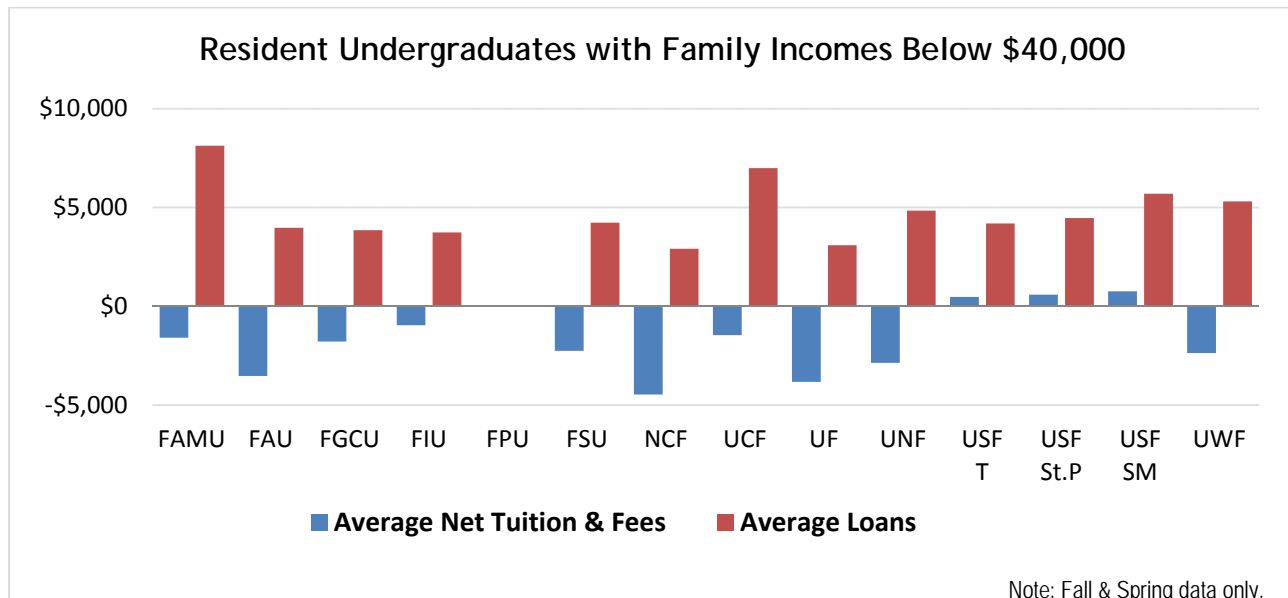
	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
<b>ON-CAMPUS</b>														
TUITION & FEES	4,553	4,761	6,318	6,417	--	6,404	6,783	5,806	6,170	6,429	6,330	5,720	5,520	6,238
BOOKS & SUPPLIES	1,138	1,203	1,200	1,220	--	1,000	800	1,146	1,080	1,200	1,000	1,000	1,000	1,200
ROOM & BOARD	9,150	11,353	9,424	11,330	--	9,626	8,598	9,300	9,370	8,190	8,960	8,960	8,960	8,418
TRANS- PORT	1,192	1,822	1,700	2,000	--	1,210	1,100	1,800	540	1,781	1,600	1,600	1,600	1,100
OTHER	2,133	2,128	1,700	2,380	--	2,774	2,500	2,276	3,420	2,710	2,500	2,500	2,500	2,500
<b>TOTAL</b>	<b>18,166</b>	<b>21,267</b>	<b>20,342</b>	<b>23,347</b>	<b>--</b>	<b>21,014</b>	<b>19,781</b>	<b>20,328</b>	<b>20,580</b>	<b>20,310</b>	<b>20,390</b>	<b>19,780</b>	<b>19,580</b>	<b>19,456</b>
<b>AT HOME</b>														
TUITION & FEES	4,553	4,761	6,318	6,417	--	6,404	6,783	5,806	6,170	6,429	6,330	5,720	5,520	6,238
BOOKS & SUPPLIES	1,138	1,203	1,200	1,220	--	1,000	800	1,146	1,080	1,200	1,000	1,000	1,000	1,200
ROOM & BOARD	2,188	1,354	3,364	3,692	--	4,814	1,800	4,806	1,060	4,315	4,481	4,315	4,480	3,114
TRANS- PORT	1,680	3,207	1,700	2,808	--	1,210	1,100	1,800	540	1,781	1,600	1,600	1,600	1,800
OTHER	2,499	2,128	1,700	2,212	--	2,774	2,500	2,276	3,420	2,710	2,500	2,500	2,500	2,200
<b>TOTAL</b>	<b>12,058</b>	<b>12,653</b>	<b>14,282</b>	<b>16,349</b>	<b>--</b>	<b>16,202</b>	<b>12,983</b>	<b>15,834</b>	<b>12,270</b>	<b>16,435</b>	<b>15,910</b>	<b>15,300</b>	<b>15,100</b>	<b>14,552</b>



## Estimated Net Cost by Family Income (\$)

(for full-time Florida Resident Undergraduates enrolled in Fall and Spring 2012-13)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
<b>ALL FAMILY INCOME GROUPS</b>														
Net Cost Of Attendance	9,313	13,622	11,225	14,129	--	16,512	12,869	15,462	15,939	14,342	13,873	14,226	14,211	12,307
Net Tuition & Fees	-822	-652	1,953	1,247	--	1,334	-736	1,209	1,594	219	2,040	2,170	1,929	107
Average Gift Aid	6,327	4,312	3,530	5,755	--	3,895	6,948	3,954	4,576	5,262	5,587	4,414	4,117	5,437
Average Loan Amount	8,231	3,153	2,781	3,414	--	3,047	2,162	6,902	2,445	3,781	3,612	3,684	4,573	4,099
<b>FAMILY INCOME BELOW \$40,000</b>														
Net Cost Of Attendance	8,292	11,667	11,694	12,992	--	13,129	9,058	12,651	11,657	11,649	11,073	11,450	12,813	10,510
Net Tuition & Fees	-1,584	-3,524	-1,784	-953	--	-2,252	-4,460	-1,459	-3,825	-2,857	479	587	761	-2,369
Average Gift Aid	7,012	7,201	7,216	7,362	--	7,546	10,838	6,986	9,995	8,414	8,629	7,485	5,977	7,834
Average Loan Amount	8,125	3,978	3,856	3,737	--	4,232	2,917	6,993	3,090	4,844	4,197	4,468	5,700	5,309





## STUDENT DEBT SUMMARY

### Percentage of Baccalaureate Graduates With Debt *(for students who started as FTICs)*

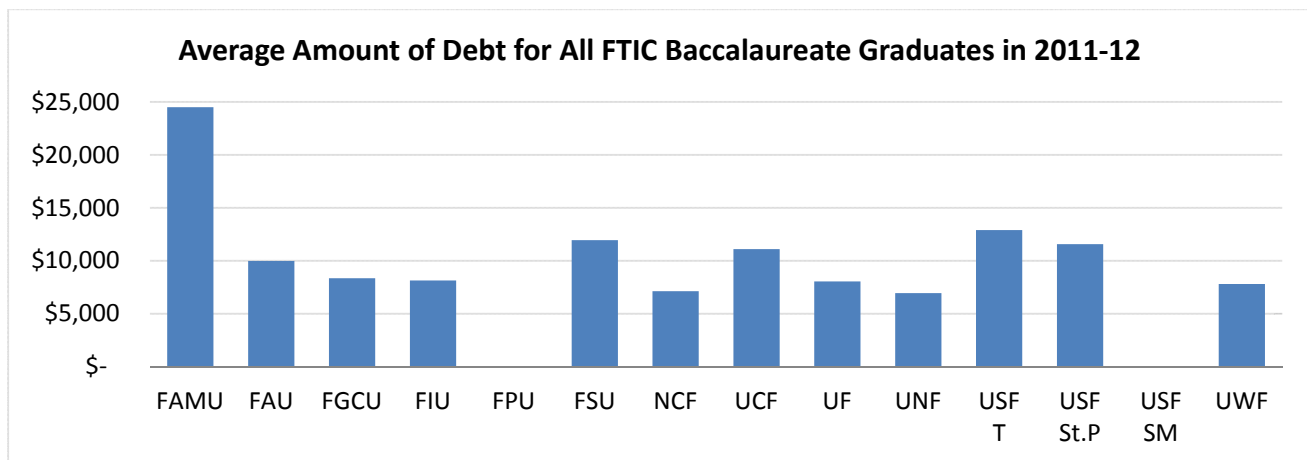
	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
2008-09	81%	47%	43%	39%	--	48%	41%	46%	37%	39%	52%	42%	--	49%
2011-12	84%	51%	47%	46%	--	51%	39%	52%	41%	41%	57%	48%	--	52%

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.

### Average amount of Debt for FTIC Baccalaureate Graduates in 2011-12 *(in Dollars Rounded to Nearest Tens Digit for students who started as FTICs)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
Bachelor's With Debt	29,170	19,580	17,770	17,700	--	23,365	18,280	21,360	19,640	16,930	22,620	24,100	--	15,010
All Bachelor's	24,500	9,990	8,350	8,140	--	11,916	7,130	11,110	8,050	6,940	12,900	11,570	--	7,810

NOTE: USF Sarasota-Manatee will admit its first cohort of FTIC students in Fall 2013.



### Student Loan Cohort Default Rates *(Preliminary)*

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF - SYSTEM	UWF
2010-11 2yr Rate	11%	6%	4%	7%	--	5%	1%	4%	3%	6%	6%	9%
2009-10 3yr Rate	19%	9%	8%	10%	--	7%	7%	7%	4%	9%	10%	11%



## Planned Enrollment Growth by Student Type

(Comparison of Actual Fall 2011 and Estimated Fall 2015 Headcounts)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
<b>TOTAL HEADCOUNT</b>														
Fall 2011	13,207	29,313	12,655	47,966	0	41,557	842	56,698	49,266	5,807	41,515	2,269	1,919	11,990
Fall 2015	12,617	30,926	16,512	51,022	886	41,776	832	61,339	50,665	7,241	40,880	2,616	2,395	14,000
Change	-590	1,613	3,857	3,056	886	219	-10	4,641	1,399	1,434	-635	347	476	2,010

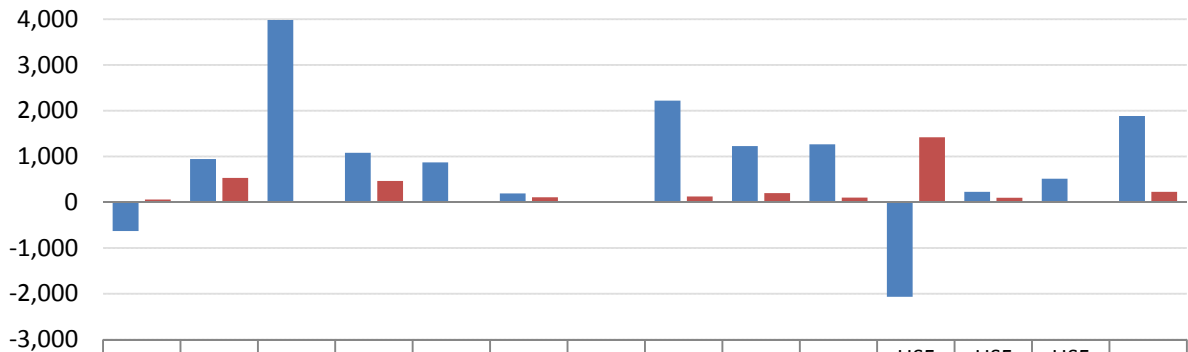
### UNDERGRADUATE CHANGE

FTIC (Regular)	1,059	946	3,270	133	363	505	-10	-81	1,136	136	-835	206	159	1,476
FTIC (Profile)	-1,634	0	-67	3	4	-45	0	-24	0	0	69	7	8	-86
AA Transfers	-31	0	931	744	367	-604	-3	2,434	31	540	-1,684	55	264	271
Other Transfers	-21	0	-150	200	137	336	3	-109	63	592	385	-41	85	227
<b>TOTAL</b>	<b>-627</b>	<b>946</b>	<b>3,985</b>	<b>1,080</b>	<b>871</b>	<b>192</b>	<b>-10</b>	<b>2,220</b>	<b>1,230</b>	<b>1,268</b>	<b>-2,065</b>	<b>227</b>	<b>516</b>	<b>1,887</b>

### GRADUATE CHANGE

Master's	34	435	-24	353	15	57	--	-29	109	94	557	100	1	218
Research Doctoral	-4	93	4	126	--	98	--	84	68	--	388	--	--	11
Professional Doctoral	30	5	24	-14	--	-44	--	72	24	8	474	--	--	--
<b>TOTAL</b>	<b>60</b>	<b>533</b>	<b>4</b>	<b>465</b>	<b>15</b>	<b>111</b>	<b>--</b>	<b>127</b>	<b>201</b>	<b>102</b>	<b>1,419</b>	<b>100</b>	<b>1</b>	<b>229</b>
Medical	--	192	--	313	--	5	--	281	-32	--	0	--	--	--

**Student Growth Projected Between Real Fall 2011 Enrollment and Planned Fall 2015**



■ Undergraduate

■ Graduate



## Distance Learning as a Percentage of Each University's Total Instruction (based on FTE for all E&G students at all campuses)

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF ST. P	USF SAR/MAN	UWF
<b>UNDERGRADUATE</b>														
2011-12 ACTUAL	<1%	7%	15%	20%	.	4%	0%	25%	15%	6%	19%	30%	45%	25%
2013-14 GOAL	1%	7%	15%	19%	.	5%	0%	30%	22%	10%	20%	30%	48%	24%
2015-16 GOAL	1%	9%	15%	23%	.	6%	0%	30%	28%	15%	20%	30%	49%	23%
<b>GRADUATE</b>														
2011-12 ACTUAL	0%	20%	32%	10%	.	6%	0%	29%	7%	9%	19%	33%	18%	51%
2013-14 GOAL	2%	21%	32%	8%	.	6%	0%	29%	19%	15%	21%	26%	18%	58%
2015-16 GOAL	2%	21%	32%	10%	.	6%	0%	31%	22%	23%	22%	26%	19%	61%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).



## New Programs To Be Considered by University in 2013-14

CIP CODE	CIP TITLE	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF St.P	USF S-M	UWF	SAME CIP AT OTHER UNIVERSITIES
<b>BACHELOR'S LEVEL</b>															
03.0103	Environmental Studies	•													2
14.1801	Materials Engineering							•							1
16.0101	Foreign Languages and Literatures, General								•						1
23.1304	Rhetoric and Composition							•							3
26.0101	Biology/Biological Sciences, General										•		•		12
26.0202	Biochemistry			•											1
30.0000	Multi-/Interdisciplinary Studies, General				•										2
30.0101	Biological and Physical Sciences						•								2
30.0103	Environmental Studies						•								0
30.1901	Nutrition Sciences								•						0
30.9999	Multi-/Interdisciplinary Studies, Other	•													2
45.0201	Anthropology				•										10
50.0602	Cinematography and Film/Video Production										•				2
51.0911	Radiography									•					0
51.1005	Clinical Laboratory Science/Medical Tech.									•					4
51.3101	Dietetics/Dietitian								•						3
52.0213	Organizational Leadership and Supervision										•				3
<b>BACHELOR'S TOTAL</b>		<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>--</b>
<b>MASTER'S LEVEL</b>															
04.0401	Environmental Design/Architecture								•						1
11.0401	Information Science/Studies										•				0
11.0701	Computer Science										•				0
13.0301	Curriculum and Instruction	•													8
13.0501	Educational/Instructional Technology			•											3
15.1601	Nanoscience Technology (PSM)							•							0
22.0101	Law					•									0
26.9999	Biological and Biomedical Sciences, Other										•				2
30.1401	Museology/Museum Studies										•				1
43.0303	Cyber Security										•				0
44.0000	Child and Adolescent Behavioral Health										•				0
45.0602	Applied Economics					•									0
50.0903	Music Performance, General									•					2
51.0706	Health Information/Medical Records Admin.	•													1
51.0913	Athletic Training/Trainer										•				1
52.0301	Accounting											•			9
<b>MASTER'S TOTAL</b>		<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>--</b>
<b>DOCTORAL LEVEL</b>															
51.2314	Rehabilitation Science										•				1
51.3102	Clinical Nutrition/Nutritionist									•					0
51.3818	Nursing Practice			•											7
<b>DOCTORAL TOTAL</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>--</b>

# UF

## 2013-14 Work Plan



**University of Florida**

*Work Plan Presentation for 2013-14 Board of Governors Review*

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



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*





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## MISSION STATEMENT (What is your purpose?)

UF is a public land-grant, sea-grant and space-grant research university and encompasses virtually all academic and professional disciplines. It is a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: **teaching** at the undergraduate and graduate levels; **research and scholarship** integral to the educational process and the expansion of our understanding of the natural world; and **service** that 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.

## VISION STATEMENT (What do you aspire to?)

UF aspires to become a top-ten public research university by: enhancing the quality of undergraduate education; meeting the state's workforce needs through advanced professional degrees; attracting the finest student minds in the world for doctoral research and training; attracting and retaining a world-class faculty to engage students and to pursue vigorous externally funded research programs leading to new discoveries and inventions; building on UF's excellent national ranking in technology transfer and licensing to spur new businesses and state economic development; providing service and outreach to the citizens of Florida. UF seeks to leverage its resources effectively in a transparent and accountable manner to provide the maximum return on investment to the state.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

UF competes with the top twenty public universities in the nation for student and faculty talent. To rise into the top ten, UF will assume a leadership position in a strategically selected subset of disciplines and endeavors through investment of recently appropriated state resources into new faculty. UF will also strengthen undergraduate and graduate student recruitment, doctoral education, and research programs. UF will increase access to high quality online education for undergraduates. These thrusts will be supported by vigorous outreach and public relations efforts, technology transfer and licensing programs, and economic development initiatives.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

UF is positioned to tackle large multidisciplinary projects such as Aging, Emerging Pathogens, Climate Change, and Nanotechnology. UF must invest with an eye to leveraging the campus disciplinary expertise for these goals. UF needs to capitalize on its rapidly growing distance education enterprise to increase the university's visibility, to provide increased access to high quality undergraduate education and to grow an alternate revenue stream. If UF can advance the state of personalized and adaptive learning in the next decade, it will bring tremendous recognition. UF can further leverage its research and technology transfer enterprise to create and foster new businesses and to attract new industry into the state.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1 Top 10. With the approval of UF's "top 10" initiative, we will focus on actions needed to advance UF as one of the nation's top public research universities. As mentioned, two key aspects involve wise investment into faculty and doctoral education and the selection of important multidisciplinary focus areas. UF will address other areas that need improvement to achieve top status, including graduation rates, federal grants and contracts, faculty awards and recognition, etc. UF will employ Academic Analytics software to measure faculty and unit research productivity and to help guide new faculty investment decisions.

2 UF will plan and implement an Online Institute. Its mission is to bring access to high quality online undergraduate degrees to Floridians and nonresidents. Residents will enjoy a substantial discount from tuition and fees charged for residential programs. UF will build on its already substantial record in distance education programs to accomplish this. However, there are substantial challenges to accomplishing this mission, including marketing, advertising, recruiting, provision of student services, etc. UF will prepare a detailed business plan for Sept. 1. UF will ensure that the Online Institute contributes to meeting the state's workforce needs in STEM and other critical areas.

3 Innovation Square and Economic Development. UF will continue to develop its Innovation Square and Economic Development project. Recent successes include the attraction to the area of three companies (Mindtree, Sears Holding, and Mobiquity). The project includes:

- (1) The Innovation Square properties – a 40 acre urban master plan for a research & innovation community that contains UF's Innovation Hub, a catalyst for startup companies;
- (2) The Innovation Academy – an eventual cohort of 2,000 students attending in spring and summer terms in an environment emphasizing entrepreneurship, innovation, and creativity. We have just admitted the second class of freshmen.
- (3) The Innovation Dormitory – a planned public-private partnership to create a living-learning environment for student entrepreneurs to develop and run new business ventures.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
Consistent with UF's goal to become a "top 10 public," UF will invest appropriated funds to hire new faculty in key areas and to improve the impact of its doctoral and professional education programs. Other areas that will receive attention: improved performance in winning federal grants; 6-year graduation rate; faculty awards and recognition; licensing and technology transfer success linked to economic development. UF will increasingly direct its attention to multidisciplinary problems and projects with high national and international impact.					
<b>Avg. SAT Score</b> (for 3 subtests)	0.58% <sup>4</sup>	1914	1920	1930	1940
<b>Avg. High School GPA</b>	4.2%	4.2	4.2	4.2	4.3
<b>Professional/Licensure Exam First-time Pass Rates<sup>2</sup></b>					
Exams Above National/State Benchmark	n/a	11	11	11	11
Exams Below National/State Benchmark	n/a	0	0	0	0
<b>Percent of Undergraduate Seniors Participating in a Research Course</b>	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Operational Efficiency</b>					
<b>Freshman Retention Rate</b>	1%	96%	96%	96%	97%
<b>FTIC Graduation Rates</b>					
In 4 years (or less)	9%	67%	67%	67%	68%
In 6 years (or less)	4%	85%	85%	85%	86%
<b>AA Transfer Graduation Rates</b>					
In 2 years (or less)	1%	42%	43%	43%	44%
In 4 years (or less)	2%	82%	83%	83%	84%
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	-1%	72%	72%	72%	73%
<b>Average Time to Degree (for FTIC)</b>	-0.1 yrs	4.1 yrs	4.1 yrs	4.1 yrs	4.1 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Return on Investment</b>					
<b>Bachelor's Degrees Awarded</b>	0.4%	8,601	8,601	8,601	8,601
<b>Percent of Bachelor's Degrees in STEM</b>	7.4%	31.5%	31.9%	33.3%	36.2%
<b>Graduate Degrees Awarded</b>	16.9%	5,949	5,949	5,949	5,949
<b>Percent of Graduate Degrees in STEM</b>	6.0%	34.3%	35.3%	36.5%	39.0%
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	-4% <sup>3</sup>	44% <sup>3</sup>	44%	45%	46%
<b>Percent of Baccalaureate Graduates Continuing their Education in Florida</b>	-2% <sup>3</sup>	24% <sup>3</sup>	24%	24%	24%
<b>Annual Gifts Received (\$M)</b>	-5%	\$ 173 M	\$ 210 M	\$ 215 M	\$ 225 M
<b>Endowment (\$M)</b>	4%	\$ 1,263 M	\$ 1,363 M	\$ 1,445 M	\$ 1,530 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>13</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>13</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP. (4) Based on trend starting in 2009-10.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	-25%	18	19	19	20
National Academy Members	9.5%	23	24	24	25
Number of Post-Doctoral Appointees	10.1%	674	675	680	690
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	8	8	8	8
SUBTOTAL OF IMPROVING METRICS	2		3	1	3
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) <i>(includes non-Science &amp; Engineering disciplines)</i>	16%	\$ 740 M	\$ 697 M	\$ 662 M	\$ 681 M
Science & Engineering Research Expenditures (\$M)	16%	\$686 M	\$ 650 M	\$ 617 M	\$ 635 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	13%	\$507 M	\$ 480 M	\$ 456 M	\$ 469 M
Percent of Research Expenditures funded from External Sources	53%	49%	53%	50%	50%
Patents Issued	-22%	60	113	123	142
Licenses/Options Executed	34%	99	125	126	128
Licensing Income Received (\$M)	-30%	\$34 M	\$26 M	\$27M	\$29M
Number of Start-up Companies	66%	15	15	16	17
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News &amp; World Report)</i>	n/a	NR-FR 54-46	n/a	n/a	n/a
Research Doctoral Degrees Awarded	10.0%	713	713	713	713
Professional Doctoral Degrees Awarded	-5.2%	1,241	1,241	1,241	1,241
SUBTOTAL OF IMPROVING METRICS	7		3	4	7
TOTAL OF IMPROVING METRICS	9		6	5	10

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelor's Degrees in Areas of Strategic Emphasis	21.3%	4,065	4,225	4,364	4,642
Graduate Degrees in Areas of Strategic Emphasis	21.4%	3,425	3,459	3,494	3,564
Percentage of Eligible Programs with Specialized Accreditation	N/A	99%	99%	99%	99%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

#### Goal 1. N/A

Metric	%Δ	x	x	x	x
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#### Goal 2. N/A

Metric	%Δ	x	x	x	x
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\*Trend from 2008 to 2012



## OPERATIONS





## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$384.9	\$351.1	\$359.9	\$285.8	\$241.3	\$333.4
Tuition	\$196.5	\$214.2	\$243.4	\$261.3	\$282.7	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$581.4</b>	<b>\$565.3</b>	<b>\$603.3</b>	<b>\$547.1</b>	<b>\$524.0</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 97.3	\$104.0	\$110.8	\$101.6	\$ 94.3	\$107.8
Tuition	\$ 27.1	\$ 29.5	\$ 31.8	\$ 35.4	\$ 37.4	n/a
<b>TOTAL HSC</b>	<b>\$124.4</b>	<b>\$133.5</b>	<b>\$142.6</b>	<b>\$137.1</b>	<b>\$131.7</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$130.6	\$131.8	\$132.5	\$132.9	\$137.7	\$142.6
Tuition	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0	n/a
<b>TOTAL IFAS</b>	<b>\$130.6</b>	<b>\$131.8</b>	<b>\$132.5</b>	<b>\$132.9</b>	<b>\$137.7</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$836.4</b>	<b>\$830.6</b>	<b>\$878.4</b>	<b>\$817.1</b>	<b>\$793.4</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$332.0	\$319.3	\$319.3	\$318.2	\$323.3	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$1,116.3	\$982.1	\$1,045.4	\$1,111.6	\$1,139.4	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$505.5	\$523.1	\$559.7	\$566.5	\$539.2	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$537.4	\$573.5	\$609.9	\$631.1	\$669.0	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$2,491.2</b>	<b>\$2,398.0</b>	<b>\$2,534.3</b>	<b>\$2,627.4</b>	<b>\$2,670.9</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$3,327.6</b>	<b>\$3,228.6</b>	<b>\$3,412.7</b>	<b>\$3,444.5</b>	<b>\$3,464.3</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,100	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$960	\$1,325	\$1,325	\$	\$
<b>Percent Increase</b>	15%	9%	1.7%		
<b>Required Fees<sup>1</sup></b>	\$1,597	\$1,718	\$1,786	\$1,909	\$2,035
<b>TOTAL TUITION AND FEES</b>	<b>\$5,657</b>	<b>\$6,143</b>	<b>\$6,263</b>	<b>\$</b>	<b>\$</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
<b>Percent of Bachelor's Recipients with Debt</b>	37%	37%	38%	41%	41%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$16,114	\$16,600	\$17,504	\$19,636	\$20,988
<b>Student Loan Cohort Default Rate</b> (2nd Year)	1.5%	1.9%	2.6%	3.4%	n/a
<b>Student Loan Cohort Default Rate</b> (3rd Year)	2.4%	3.5%	3.8%	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,170	\$1,080	\$9,370	\$540	\$3,420	<b>\$20,580</b>
<b>AT HOME</b>	\$6,170	\$1,080	\$1,060	\$540	\$3,420	<b>\$12,270</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	8,195	29.36%	\$11,657	(\$3,825)	\$9,995	\$3,090
\$40,000-\$59,999	2,903	10.40%	\$15,211	\$103	\$6,067	\$3,332
\$60,000-\$79,999	2,499	8.95%	\$17,084	\$2,440	\$3,730	\$3,220
\$80,000-\$99,999	2,384	8.54%	\$17,703	\$3,018	\$3,152	\$3,171
\$100,000 Above	11,027	39.50%	\$18,041	\$3,234	\$2,936	\$1,659
Missing	908	3.25%	N/A	\$4,595	\$1,575	\$199
<b>TOTAL</b>	<b>27,916</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$15,939</b>	<b>\$1,594</b>	<b>\$4,576</b>
					<b>\$4,576</b>	<b>\$2,445</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS



loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents. (note\*: the total Net Cost of Attendance does not include students with missing family income data).

## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses	
(pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 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 121 Faculty have been hired or retained. We continue to advertise for additional faculty from commitments made from these funds. There are currently eight positions being advertised.
Fund advisors to provide student advising	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
These funds will also be used to fund specific undergraduate programs	Departments have been provided funds to support various undergraduate programs.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	121
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	559
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Need-based grants for undergraduate students with financial need	Funds were awarded as need-based grants in the Florida Opportunity Scholars Program to Florida resident, first-generation-in-college, undergraduate students, with total family income generally less than \$40,000 per year.
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,314
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,301
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$113
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$13,994



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

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

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	121.00	121.00
Advisors	3.00	3.00
Staff		
Total FTE Positions:	124.00	124.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 4,903,101	\$ 2,219,332
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 4,903,101	\$ 2,219,332
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 26,184,106	\$ 27,062,061
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 26,184,106	\$ 27,062,061
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 17,527,241	\$ 19,584,106
Other Personal Services	14,169	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	6,600,000	6,600,000
Expended From Carryforward Balance	4,726,465	2,219,332
**Other Category Expenditures	-	-
Total Expenditures:	\$ 28,867,875	\$ 28,403,438
<b>Ending Balance Available:</b>	<b>\$ 2,219,332</b>	<b>\$ 877,955</b>

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Florida							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14 <sup>5</sup>	2014-15 <sup>6</sup>	2015-16 <sup>6</sup>	2016-17 <sup>6</sup>
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$22.00	\$32.00	\$44.17	\$44.17			
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$117.67</b>	<b>\$135.32</b>	<b>\$147.49</b>	<b>\$149.24</b>	<b>\$105.07</b>	<b>\$105.07</b>	<b>\$105.07</b>
% Change		15.0%	9.0%	1.2%			
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$6.76	\$8.76	\$10.76	\$10.76
Activity & Service	\$13.94	\$14.55	\$16.06	\$17.35	\$18.21	\$19.12	\$20.07
Health	\$12.99	\$13.82	\$13.82	\$14.11	\$14.81	\$15.55	\$16.32
Athletic	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90
Transportation Access	\$7.33	\$7.88	\$8.41	\$8.91	\$9.44	\$10.00	\$10.60
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$50.48</b>	<b>\$53.23</b>	<b>\$57.27</b>	<b>\$59.53</b>	<b>\$63.62</b>	<b>\$67.83</b>	<b>\$70.15</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$168.15</b>	<b>\$188.55</b>	<b>\$204.76</b>	<b>\$208.77</b>			
% Change		12.1%	8.6%	2.0%	-100.0%		
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,530.10</b>	<b>\$4,059.60</b>	<b>\$4,424.70</b>	<b>\$4,477.20</b>			
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,514.40</b>	<b>\$1,596.90</b>	<b>\$1,718.10</b>	<b>\$1,785.90</b>	<b>\$1,908.60</b>	<b>\$2,034.90</b>	<b>\$2,104.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,044.50</b>	<b>\$5,656.50</b>	<b>\$6,142.80</b>	<b>\$6,263.10</b>			
\$ Change		\$612.00	\$486.30	\$120.30			
% Change		12.1%	8.6%	2.0%	-100.0%		
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36
Total per credit hour	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$24,746.40</b>	<b>\$25,275.90</b>	<b>\$25,641.00</b>	<b>\$25,693.50</b>			
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,575.20</b>	<b>\$2,657.70</b>	<b>\$2,778.90</b>	<b>\$2,846.70</b>	<b>\$2,969.40</b>	<b>\$3,095.70</b>	<b>\$3,165.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$27,321.60</b>	<b>\$27,933.60</b>	<b>\$28,419.90</b>	<b>\$28,540.20</b>			
\$ Change		\$612.00	\$486.30	\$120.30	\$0.00	\$0.00	\$0.00
% Change		2.2%	1.7%	0.4%	-100.0%		
<b>Housing/Dining<sup>4</sup></b>	<b>\$8,640.00</b>	<b>\$8,800.00</b>	<b>\$9,370.00</b>	<b>\$9,520.00</b>	<b>\$10,091.00</b>	<b>\$10,545.00</b>	<b>\$11,020.00</b>
\$ Change		\$160.00	\$570.00	\$150.00	\$571.00	\$454.00	\$475.00
% Change		1.9%	6.5%	1.6%	6.0%	4.5%	4.5%

<sup>1</sup> can be no more than 5% of tuition.<sup>4</sup> combine the most popular housing and dining plans provided to students<sup>2</sup> limited in statute.<sup>5</sup> will request a 3% increase in DT if the Governor vetoes base tuition increase<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>6</sup> request for DT increases will change depending on Legislative increases in base tuition





## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-5.1%	25,940	52.7%	26,276	52.8%	26,676	53.1%	27,076	53.4%
FTIC (Profile Admit)									
AA Transfers*	-10.9%	5,333	10.8%	5,364	10.8%	5,364	10.7%	5,364	10.6%
Other Transfers	-46.9%	735	1.5%	798	1.6%	798	1.6%	798	1.6%
Subtotal	-7.8%	32,008	65.0%	32,438	65.2%	32,838	65.4%	33,238	65.6%
GRADUATE STUDENTS									
Master's	21.3%	7,228	14.7%	7,264	14.6%	7,300	14.5%	7,337	14.5%
Research Doctoral	-3.9%	4,512	9.2%	4,535	9.1%	4,557	9.1%	4,580	9.0%
Professional Doctoral	-2.5%	1,613	3.3%	1,621	3.3%	1,629	3.2%	1,637	3.2%
Subtotal	8.5%	13,353	27.1%	13,420	27.0%	13,487	26.9%	13,554	26.8%
NOT-DEGREE SEEKING	2.8%	1,505		1,505		1,505		1,505	
MEDICAL	0.6%	2,400		2,368		2,368		2,368	
TOTAL	-3.1%	49,266		49,731		50,198		50,665	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)*	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	102.8%	3,501	14.8%	5,398	22.0%	6,200	25.0%	7,100	28.0%
HYBRID (50%-79%)	7.1%	473	2.0%	491	2.0%	497	2.0%	507	2.0%
TRADITIONAL (<50%)	-10.1%	19,722	83.2%	18,649	76.0%	18,140	73.0%	17,724	70.0%
<b>TOTAL</b>	<b>6.9%</b>	<b>23,696</b>	<b>100.0%</b>	<b>24,538</b>	<b>100.0%</b>	<b>24,837</b>	<b>100.0%</b>	<b>25,331</b>	<b>100.0%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	221.9%	646	7.0%	1,792	19.0%	1,985	21.0%	2,080	22.0%
HYBRID (50%-79%)	-41.4%	323	3.5%	189	2.0%	189	2.0%	189	2.0%
TRADITIONAL (<50%)	-12.7%	8,230	89.5%	7,450	79.0%	7,277	77.0%	7,187	76.0%
<b>TOTAL</b>	<b>2.8%</b>	<b>9,200</b>	<b>100.0%</b>	<b>9,431</b>	<b>100.0%</b>	<b>9,450</b>	<b>100.0%</b>	<b>9,456</b>	<b>100.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052). \*Changes were initiated in the last two years in the coding for technology delivery in UF administrative systems. These changes are still being implemented so trend data cannot be reliably calculated. Instead, UF has provided the expected ongoing growth rate for the 2011-12 period forward in this column.



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	10,182	9,705	10,182	10,182	10,412	10,642	10,872	11,102	2.7%
UPPER	13,431	13,060	13,431	13,431	13,431	13,661	13,891	14,121	1.6%
GRAD I	2,423	2,132	2,423	2,423	2,423	2,423	2,423	2,423	2.6%
GRAD II	3,686	3,700	3,686	3,686	3,686	3,686	3,686	3,686	-0.1%
<b>TOTAL</b>	<b>29,722</b>	<b>28,597</b>	<b>29,722</b>	<b>29,722</b>	<b>29,952</b>	<b>30,412</b>	<b>30,872</b>	<b>31,332</b>	<b>1.8%</b>
<b>Non- Resident</b>									
LOWER		382		422	436	441	441	443	3.0%
UPPER		423		503	558	587	587	600	7.2%
GRAD I		1,414		1,470	1,488	1,495	1,495	1,499	1.2%
GRAD II		1,834		1,852	1,853	1,852	1,852	1,849	0.2%
<b>TOTAL</b>	<b>4,049</b>	<b>4,053</b>	<b>4,049</b>	<b>4,247</b>	<b>4,335</b>	<b>4,375</b>	<b>4,375</b>	<b>4,391</b>	<b>1.6%</b>
<b>TOTAL</b>									
LOWER	10,182	10,087	10,182	10,604	10,848	11,083	11,313	11,545	2.7%
UPPER	13,431	13,483	13,431	13,934	13,989	14,248	14,478	14,721	1.8%
GRAD I	2,423	3,546	2,423	3,893	3,911	3,918	3,918	3,922	2.0%
GRAD II	3,686	5,534	3,686	5,538	5,539	5,538	5,538	5,535	0.0%
<b>TOTAL</b>	<b>33,771</b>	<b>32,650</b>	<b>33,771</b>	<b>33,969</b>	<b>34,287</b>	<b>34,787</b>	<b>35,247</b>	<b>35,723</b>	<b>1.8%</b>
<b>TOTAL (US FTE)</b>									

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	513	527	513	513	513	513	513	513	-0.5%
NON-RESIDENT		2		27	27	27	27	27	68.3%
<b>TOTAL</b>	<b>513</b>	<b>529</b>	<b>513</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>0.4%</b>
<b>Dentistry</b>									
FLORIDA RESIDENT	321	318	321	321	321	321	321	321	0.2%
NON-RESIDENT		9		10	10	10	10	10	2.1%
<b>TOTAL</b>	<b>321</b>	<b>327</b>	<b>321</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>0.2%</b>
<b>Veterinary</b>									
FLORIDA RESIDENT	332	355	332	344	344	344	344	344	-0.6%
NON-RESIDENT		0		0	0	0	0	0	0.0%
<b>TOTAL</b>	<b>332</b>	<b>355</b>	<b>332</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>-0.6%</b>
<b>Pharmacy (not headcount funded, fundable FTE included above)</b>									
FLORIDA RESIDENT	1,140	1,152	1,140	1,140	1,140	1,140	1,140	1,140	-0.2%
NON-RESIDENT		11		13	13	13	13	13	3.4%
<b>TOTAL</b>	<b>1,140</b>	<b>1,163</b>	<b>1,140</b>	<b>1,153</b>	<b>1,153</b>	<b>1,153</b>	<b>1,153</b>	<b>1,153</b>	<b>-0.2%</b>





## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Foreign Lang & Lit	16.0101		UCF	No	250	Fall 2013
Nutritional Sciences	30.1901		FSU	No	450	Fall 2013
Dietetics	51.3101		UNF,FSU,FIU	No	90	Fall 2013

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Environmental Analysis/Design	04.0401		None	No	20	Spring 2014
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### DOCTORAL PROGRAMS

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM*	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Marine Sciences	26.1302		FIU, UWF	10%	175	Fall 2014
Mass Comm	09.0102		FGCU, FIU, USFT, USFSP, UWF	100%	550	Fall 2015
Civil Eng Technology	15.0201		None	100%	300	Fall 2014
Environ Eng Technology	15.0507		None	100%	300	Fall 2015
Mech Eng Technology	15.0805		None	100%	300	Fall 2015
Indus Eng Technology	15.0612		None	100%	300	Fall 2015
Biomedical Eng Tech	15.0401		None	100%	300	Fall 2014
Computer Eng Tech	15.1201		None	100%	300	Fall 2016
Mfg Eng Tech	15.0613		None	100%	300	Fall 2016
Communication Studies	09.0100		FAU,FIU, UCF	100%		Fall 2016

**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

Arts in Medicine	30.0000	UCF, UNF**	Yes	30	Fall 2014
Dance	50.0301	FSU	No	25	Fall 2016
Case Management	51.0001	None	Yes	Unk	Fall 2016
Entrepreneurship	52.0701	USF	TBD	40	Fall 2014
Info Sys & Oper Mgmt	52.1201	FAU, FGCU, FIU, FSU	TBD	250	Fall 2014
International Bus	52.1101	FAU, FIU	TBD	150	Fall 2014

**DOCTORAL PROGRAMS**

Family, Youth & Comm Sciences	19.0707	UCF, USF, FSU	No	24	Fall 2014
Computer Science	11.0101	FAU, FIU, FSU, UCF	No	120	Fall 2014

\*We interpret this to be asking whether or not the institution plans to offer the degree online, rather than whether or not the degree is offered elsewhere in the SUS, and have responded accordingly. Percentage online indicated where known.

\*\*CIP is generic; no similar program in SUS.



## KEY PERFORMANCE INDICATOR DEFINITIONS

<b>Goals Common to All Universities</b>	
<b>Academic Quality</b>	
<b>National Ranking for University and Program(s)</b>	Describe plans for increasing national preeminence of University and select programs.
<b>Avg. SAT Score</b> (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b> Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
<b>Percent of Undergraduate Seniors Participating in a Research Course</b>	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
<b>Operational Efficiency</b>	
<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

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# USF

## Tampa 2013-14 Work Plan



**University of South Florida**

*Work Plan Presentation for 2013-14 Board of Governors Review*

**PENDING APPROVAL BY THE USF SYSTEM BOT ON JUNE 17, 2013**





## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*





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## MISSION STATEMENT (What is your purpose?)

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

## VISION STATEMENT (What do you aspire to?)

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

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

- Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

USF is a RU/VH institution attracting students and faculty of the highest caliber. In moving forward towards AAU eligibility, USF measures its progress by setting clear annual targets for a series of metrics and compares itself to peer and aspirational peer institutions. USF uses national benchmarks to monitor: Broad measures of academic institutions through the Integrated Postsecondary Education Data System (IPEDS); Its position in the top tier of American research universities through the Carnegie Foundation for the Advancement of Teaching, along with its designation as a Community Engaged University; Performance indices through the Association of American Universities' (AAU); Ranking of research universities through the National Science Foundation (NSF); Ranking of the scope and quality of graduate programs through the National Research Council (NRC); Ranking by the annual report of the Top American Research Universities (TARU); Annual ranking of National Universities US News and World Report's (USNWR); Technology transfers, start-ups and patents through the Association of University Technology Managers (AUTM); Endowment standings through the National Association of Colleges and University Business Officers (NACUBO); Statistics on international education and study abroad through the Institute of International Education/Open Doors (IIE); Moody's credit rating; and Annual giving through Voluntary Support of Education (CAE/VSE).

These data are available in several web sites which show trends and comparisons for many metrics over the last ten years.

<http://www.ods.usf.edu/Plans/Strategic/docs/USF-Planning-Metrics-Matrix-2013.pdf>

<http://www.ods.usf.edu/Plans/PPA/dashboard.htm>

<http://www.ods.usf.edu/Plans/Strategic/docs/USF-Strategic-Plan-2013-2018.pdf>



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

USF core capabilities include: High impact scholarship, research and creative activities; Excellence in teaching and learning; Success and achievement of its students, faculty, staff and alumni; Diversity; Shared governance; Collegiality, academic freedom, and professional responsibility; Entrepreneurial spirit, partnerships and innovation; Transparent accountability; Global research, community engagement and public service. The challenge will be to maintain institutional quality, increase educational and research productivity, and enhance revenue under reduced state resources.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1 Well-educated global citizens through continuing commitment to student success:** (a) Provide highest quality, comprehensive educational programs and student research opportunities to foster critical thinking and intellectual inquiry; (b) Develop diverse, dynamic global citizens and leaders to strengthen communities, and improve quality of life; (c) Enhance student opportunities through transformational learning that is intellectually, scientifically and technologically sound, produces relevant, applied skills and engaged outcomes including a renewed commitment to STEM and health fields; (d) Educate competitive, highly-skilled students for the global workforce who make meaningful contributions to society; and (e) Deliver a globalized curriculum utilizing emerging technologies to increase accessibility and cultural understanding. To reach this goal, USF will: recruit high quality students; promote diversity; infuse global content into curricula; increase study abroad and funding/scholarships; attract global students; partner with international organizations; increase student research awards; add graduate programs especially STEM and health-related disciplines; and grow experiential learning.

**2 High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change:** (a) Engage in high-impact research, scholarship, and creative activities that generate new knowledge; (b) Increase global research opportunities and partnerships within the university; (c) Develop strategic interdisciplinary research initiatives that solve critical problems; and (d) Promote community-engaged scholarship and creative activities to benefit society. To reach this goal, USF will: Recruit and retain high quality faculty; build a sustainable research infrastructure; enhance research and grant opportunities; provide training programs to increase external funding; employ emerging technologies to promote research and engagement; increase corporate partnerships; stimulate health and technology innovation; strengthen collaborative partnerships with health, educational, allied science, and engineering entities.

**3 A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy:** (a) Pursue entrepreneurial endeavors that augment revenue and maximize institutional effectiveness; (b) Establish mutually beneficial partnerships that enhance student access to academic programs, research, and employment opportunities; (c) Provide university stewardship that represents the cornerstone of economic and cultural significance for Florida, the nation, and beyond; (d) Promote a stimulating campus life through diverse academic, economic, cultural, and athletic opportunities; and (e) Align budget and fiscal resources with academic priorities. To reach this goal, USF will: Generate new efficient and effective budget practices; increase understanding and transparency of fiscal affairs; enhance institutional infrastructure by securing mutually beneficial partnerships; market the USF brand via strategic dissemination of information; increase revenue generating patents; establish USF as a community fostering partnerships, employment, K-12 schools, residential opportunities and alumni engagement.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
USF will (a) Educate competitive, highly-skilled students ready to enter the workforce (including investment in STEM and ranked programs); (b) Engage in high impact research and innovation to improve health and foster positive societal change; and (c) Establish partnerships to enhance student access to academic programs and research to build a strong, sustainable future for Florida in a global economy.					
Avg. SAT Score (for 3 subtests)	4%Δ <sup>1</sup>	1,777	1,785	1,786	1,790
Avg. High School GPA	9%Δ	3.91	3.93	3.94	3.95
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	4	5	5	6
Exams Below National/State Benchmark	n/a	1	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2/2</b>		<b>3/3</b>	<b>2/3</b>	<b>3/3</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	6%Δ	87%	88%	89%	90%
FTIC Graduation Rates					
In 4 years (or less)	15%Δ	35%	38%	43%	48%
In 6 years (or less)	8%Δ	52%	56%	57%	63%
AA Transfer Graduation Rates					
In 2 years (or less)	3%Δ	28%	29%	30%	33%
In 4 years (or less)	5%Δ	65%	65.5%	66%	67%
Percent of Bachelor's Degrees Without Excess Hours	n/a	52%	54%	56%	61%
Average Time to Degree (for FTIC)	2%Δ	5.0 yrs	4.5 yrs	4.5 yrs	4.0 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>6/6</b>		<b>7/7</b>	<b>6/7</b>	<b>7/7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	37%Δ	7,787	7,830	7,880	7,980
Percent of Bachelor's Degrees in STEM	-14%Δ	24%	24%	24%	26%
Graduate Degrees Awarded	37%Δ	2,941	2,966	2,991	3,094
Percent of Graduate Degrees in STEM	2%Δ	25%	25%	26%	27%
Percent of Baccalaureate Graduates Employed in Florida	n/a	69% <sup>3</sup>	69.3%	69.6%	70%
Percent of Baccalaureate Graduates Continuing their Education in Florida	n/a	18% <sup>3</sup>	18.5%	19%	21%
Annual Gifts Received (\$M) *	-23%Δ	\$43.6 M	\$ 45.0 M	\$ 47.0 M	\$ 51.0 M
Endowment (\$M) *	-14%Δ	\$334.1 M	\$ 360.0 M	\$ 390.0 M	\$ 450.0 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3/6</b>		<b>6/8</b>	<b>7/8</b>	<b>8/8</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>11/14</b>		<b>16/18</b>	<b>15/18</b>	<b>18/18</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.

\*USF System level metric reported only



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	-200%Δ	8	10	12	14
National Academy Members	50%Δ	3	3	4	5
Number of Post-Doctoral Appointees	64%Δ	300	305	310	320
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	5 of 8	5 of 8	5 of 8	6 of 8
SUBTOTAL OF IMPROVING METRICS	2/3		2/4	3/4	4/4
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	n/a	\$ 443.2 M	\$ 445 M	\$ 409 M**	\$ 433 M
Science & Engineering Research Expenditures (\$M)	n/a	\$ 394.6 M	\$ 396 M	\$ 365 M**	\$ 387 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	n/a	\$ 141.8 M	\$ 145 M	\$ 138 M**	\$ 150 M
Percent of Research Expenditures funded from External Sources	n/a	68.0%	68.5%	69.0%	69.5%
Patents Issued	277%Δ	98	50	51	52
Licenses/Options Executed	126%Δ	52	53	54	55
Licensing Income Received (\$M)	-41%Δ	\$1.2 M	\$1.3 M	\$1.6 M	\$1.8 M
Number of Start-up Companies	150%Δ	10	6***	7***	8***
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	170 - 172	n/a	n/a	n/a
Research Doctoral Degrees Awarded	22%Δ	271	272	278	330
Professional Doctoral Degrees Awarded	20%Δ	146	147	158	175
SUBTOTAL OF IMPROVING METRICS	5/6		8/10	7/10	10/10
TOTAL OF IMPROVING METRICS	7/9		10/14	10/14	14/14

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.

\*\*Potential effects of sequestration.

\*\*\*Reduction in new start-ups based on faculty career expectations; however, projections remain in line with AAU metrics.





## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Graduate Degrees in Areas of Strategic Emphasis	53%Δ	1,616	1,637	1,657	1,757
Freshman in Top 10% of Graduating High School Class	7%Δ	32%	32%	34%	40%
Percent of Course Sections Offered via Distance and Blended Learning	1%Δ	9.4%	10.3%	11%	12%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** *As an RU/VH institution, with a strategic goal of engaging in high impact research, USF will continue to build a sustainable research infrastructure, including total research expenditures as defined by the National Science Foundation.*

Total Research Expenditures	n/a	\$ 443.2 M	\$ 445 M	\$ 409 M**	\$ 433 M
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**Goal 2.** *As an RU/VH institution, with a strategic goal of engaging in high impact research, USF will continue to build a sustainable research infrastructure, including federal research expenditures as defined by the National Science Foundation.*

Federal Research Expenditures	n/a	\$236.0 M	\$237 M	\$218 M**	\$231 M
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\*\*Potential effects of sequestration.



## OPERATIONS





## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimated*	2013-14 Appropriations
<b>Education &amp; General – Main Operations**</b>						
State Funds	\$248.51	\$231.80	\$254.56	\$217.17	\$155.20	n/a
Tuition	\$99.53	\$108.00	\$122.72	\$137.20	\$152.00	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$348.04</b>	<b>\$339.79</b>	<b>\$377.28</b>	<b>\$354.37</b>	<b>\$307.20</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$62.7	\$66.1	\$67.3	\$63.4	\$66.2	n/a
Tuition	\$26.4	\$30.5	\$33.9	\$42.8	\$52.7	n/a
<b>TOTAL HSC</b>	<b>\$89.1</b>	<b>\$96.6</b>	<b>\$101.20</b>	<b>\$106.20</b>	<b>\$118.30</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds						
Tuition				N/A		
<b>TOTAL IFAS</b>						
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$437.14</b>	<b>\$436.39</b>	<b>\$478.48</b>	<b>\$460.57</b>	<b>\$425.50</b>	<b>n/a</b>

\*2012-13 estimated data is the 2012-13 operating budget

\*\*Educational & General – Main Operations for USF Tampa includes the \$10 M allocated for the Lakeland Teach-Out

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES –

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	Previously reported only at the USF System Level	\$156.1	\$158.4	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	Previously reported only at the USF System Level	\$249.7	\$373.7	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	Previously reported only at the USF System Level	\$440.2	\$437.8	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues		\$150.20	\$174.70	\$183.60	\$195.00	\$194.60	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	Previously reported only at the USF System Level				\$1,041.0	\$ 1,164.5	n/a
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	Previously reported only at the USF System Level				\$ 1,501.6	\$ 1,590.0	n/a
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$960	\$1,406	\$1,406	\$1,406	\$1,406
Percent Increase	15%	11%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,746	\$1,828	\$1,888	\$1,888	\$1,888
<b>TOTAL TUITION AND FEES</b>	<b>\$5,806</b>	<b>\$6,334</b>	<b>\$6,446</b>	<b>\$6,446</b>	<b>\$6,446</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Note: Per the BOG, if the Governor approves the 3% increase to base tuition, these data will be modified to reflect the increase.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	52%	52%	53%	57%	57%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,963	\$21,811	\$21,784	\$22,623	\$22,600
Student Loan Cohort Default Rate (2nd Year)*	7.0%	6.8%	5.5% <i>draft</i>	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)*	9.8%	n/a	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

\*USF System data

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,334	\$1,000	\$8,960	\$1,600	\$2,500	\$20,394
AT HOME	\$6,334	\$1,000	\$4,480	\$1,600	\$2,500	\$15,914

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	6,758	38%	\$11,073	\$479	\$8,629	\$4,197
\$40,000-\$59,999	2,242	12%	\$13,150	\$1,412	\$6,322	\$3,968
\$60,000-\$79,999	1,813	10%	\$15,192	\$2,609	\$4,212	\$4,275
\$80,000-\$99,999	1,467	8%	\$16,062	\$3,154	\$3,309	\$4,279
\$100,000 Above	4,407	25%	\$16,273	\$3,250	\$3,121	\$2,947
Missing	1,200	7%	\$17,515	\$5,340	\$996	\$273
<b>TOTAL</b>	<b>17,887</b>	<b>100%</b>	<b>AVERAGE</b> \$13,873	\$2,040	\$5,587	\$3,612

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$46.88
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	-
Total differential fee revenue generated in 2013-14 (projected):	\$36,970,132
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 60% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Expanding the high-skilled workforce and assuring job placement, especially in STEM	Expanded professional support for job placement through USF's Career Center/Job Hub; initiated Task Force to promote student internships.
Academic advising and veteran's support	Enhanced academic advising through the development of an academic tracking system that will be launched in 2013; created a new position in Undergraduate Studies to provide greater direction to Academic Advising and Tracking; more intense focus on accelerating time-to-degree through development of 4-year plans. Course redesigns, class scheduling; expanded USF's Veterans' Success program. Improved tracking of students and graduates.
Financial counseling and debt reduction	Launched Bull2Bull financial education program, using peer educators to promote financial literacy and provide students with personal financial management skills through group and one-on-one financial education sessions.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	24
Total Number of Advisors Hired or Retained (funded by tuition differential):	16
Total Number of Course Sections Added or Saved (funded by tuition differential):	128 courses
2012-2013 - 40% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Expand access for students and accelerated path to graduation	113 senior students were incentivized to graduate in four years with a \$2,500 grant which will repay \$2,500 in student loans if the student graduated in spring 2013. Seventy-five students indicated interest and awards will be made once degree verification can be confirmed.
Provide financial support for talented students with limited income	Larger USF need based grant awards were made to students based on their academic potential and USF academic record.
More students supported with financial aid scholarships and reduced loan indebtedness	The number of students receiving a need based grant increased from 6,246 to 7,033, or by 13%.
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	7,033
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,468
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$121
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2012-13	2013-14
	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	150	150
Advisors	68	68
Staff	16	16
Total FTE Positions:	234	234
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 27,136,181	\$ 27,136,181
Interest Revenue - Current Year	47,650	47,650
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 27,183,831	\$ 27,183,831
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 18,117,054	\$ 18,117,054
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	9,066,777	9,066,777
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 27,183,831	\$ 27,183,831
Ending Balance Available:	\$ -	\$ -
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		

Note: Data are current as of March 31, 2013



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

#### University of South Florida - Main Campus

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b><u>Tuition:</u></b>								
Base Tuition - (projected legislative increase)	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$22.00	\$32.00	\$46.88	\$46.88	\$46.88	\$46.88	\$46.88	\$46.88
Total Base Tuition and Differential	\$117.67	\$135.32	\$150.20	\$151.95	\$151.95	\$151.95	\$151.95	\$151.95
% Change	15.0%	15.0%	11.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (per credit hour):</u></b>								
Student Financial Aid	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement	\$4.76	\$4.76	\$6.76	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Activity & Service	\$11.28	\$11.28	\$11.71	\$12.08	\$12.08	\$12.08	\$12.08	\$12.08
Health	\$9.30	\$9.73	\$9.73	\$9.94	\$9.94	\$9.94	\$9.94	\$9.94
Athletic	\$13.73	\$14.15	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46
Transportation Access	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Other (list): Marshall Center	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50
Student Green Energy		\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Sub total (credit hour fees)	\$53.13	\$55.74	\$58.48	\$60.48	\$60.48	\$60.48	\$60.48	\$60.48
<b>Total Tuition and Fees per credit hour</b>	<b>\$170.80</b>	<b>\$191.06</b>	<b>\$208.68</b>	<b>\$212.43</b>	<b>\$212.43</b>	<b>\$212.43</b>	<b>\$212.43</b>	<b>\$212.43</b>
% Change	13.8%	11.9%	9.2%	1.8%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (block per term):</u></b>								
Activity & Service	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00
Health								
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access								
Other (list): Marshall Center	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
<b>Total Block Fees per term</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>	<b>\$37.00</b>
% Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,530.10</b>	<b>\$4,059.60</b>	<b>\$4,506.00</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,667.90</b>	<b>\$1,746.20</b>	<b>\$1,828.40</b>	<b>\$1,888.40</b>	<b>\$1,888.40</b>	<b>\$1,888.40</b>	<b>\$1,888.40</b>	<b>\$1,888.40</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,198.00</b>	<b>\$5,805.80</b>	<b>\$6,334.40</b>	<b>\$6,446.90</b>	<b>\$6,446.90</b>	<b>\$6,446.90</b>	<b>\$6,446.90</b>	<b>\$6,446.90</b>
\$ Change	\$621.00	\$607.80	\$528.60	\$112.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change	13.6%	11.7%	9.1%	1.8%	0.0%	0.0%	0.0%	0.0%
<b><u>Out-of-State Fees</u></b>								
Out-of-State Undergraduate Fee	\$343.16	\$291.68	\$315.00	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50
Percentage change		-15.0%	8%	10%	0%	0%	0%	0%
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$17.15	\$14.58	\$15.75	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32
Total per credit hour	\$360.31	\$306.26	\$330.75	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82
% Change	#REF!	0%	8%	10%	0%	0%	0%	0%
<b>Total Tuition for 24 Credit Hours</b>	<b>\$3,530.10</b>	<b>\$4,059.60</b>	<b>\$4,506.00</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>	<b>\$4,558.50</b>
<b>Total Fees for 24 Credit Hours</b>	<b>\$12,477.20</b>	<b>\$10,934.00</b>	<b>\$11,750.90</b>	<b>\$12,803.00</b>	<b>\$12,803.00</b>	<b>\$12,803.00</b>	<b>\$12,803.00</b>	<b>\$12,803.00</b>
<b>Total Tuition and Fees for 24 Credit Hours</b>	<b>\$16,007.30</b>	<b>\$14,993.60</b>	<b>\$16,256.90</b>	<b>\$17,361.50</b>	<b>\$17,361.50</b>	<b>\$17,361.50</b>	<b>\$17,361.50</b>	<b>\$17,361.50</b>
\$ Change		-\$1,013.70	\$1,263.30	\$1,104.60	\$0.00	\$0.00	\$0.00	\$0.00
% Change		-6.3%	8.4%	6.8%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining</b>	<b>\$9,000.00</b>	<b>\$9,360.00</b>	<b>\$8,960.00</b>	<b>\$9,350.00</b>				
% Change	2.9%	4.0%	-4.3%	4.4%	-100.0%	#DIV/0!	#DIV/0!	





## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-3%Δ	15,535	51%	15,600	52%	15,100	51%	14,700	52%
FTIC (Profile Admit)	-64%Δ	181	1%	200	1%	200	1%	250	1%
AA Transfers*	29%Δ	9,634	32%	8,725	29%	8,550	29%	7,950	28%
Other Transfers	-12%	5,015	17%	5,375	18%	5,500	19%	5,400	19%
Subtotal	2%Δ	30,365	100%	29,900	100%	29,350	100%	28,300	100%
GRADUATE STUDENTS									
Master's	15%Δ	5,843	66%	6,200	65%	6,350	65%	6,400	62%
Research Doctoral	20%Δ	2,362	27%	2,335	25%	2,358	24%	2,750	27%
Professional Doctoral	28%Δ	676	8%	972	10%	1,080	11%	1,180	11%
Subtotal	17%Δ	8,881	100%	9,507	100%	9,788	100%	10,330	100%
NOT-DEGREE SEEKING	2%Δ	1,789		1,650		1,800		1,800	
MEDICAL	%Δ	480		480		480		480	
TOTAL	%Δ	41,515		41,537		41,418		40,910	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	19%Δ	4,080	19%	4,090	20%	4,100	20%	4,111	20%
HYBRID (50%-79%)	0%Δ*	344	2%	346	2%	347	2%	349	2%
TRADITIONAL (<50%)	-1%Δ	16,582	79%	16,340	79%	16,398	79%	16,373	79%
TOTAL	4%Δ	21,007	100%	20,776	100%	20,846	100%	20,833	100%
<b>GRADUATE</b>									
DISTANCE (80%)	37%Δ	989	19%	1,088	21%	1,197	21%	1,316	22%
HYBRID (50%-79%)	0%Δ*	145	3%	146	3%	161	3%	180	3%
TRADITIONAL (<50%)	7%Δ	4,090	78%	4,003	76%	4,214	76%	4,505	75%
TOTAL	15%Δ	5,224	100%	5,237	100%	5,572	100%	6,001	100%

\*Hybrid indicator only used from 2010-11 and on

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)\**

*\*Reflects Tampa + HSC + Lakeland*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	8720	8031	8720	7658	7757	7760	7893	8023	5%
UPPER	11077	11829	11077	11514	11191	10885	10555	10304	-11%
GRAD I	3270	3076	3270	2914	2914	2979	3096	3166	9%
GRAD II	855	969	855	918	998	1067	1166	1254	37%
TOTAL	23,922	23,905	23,922	23,004	22,860	22,691	22,710	22,747	-1%
<b>Non- Resident</b>									
LOWER	n/a	537	n/a	771	981	1192	1212	1232	60%
UPPER	n/a	488	n/a	627	710	789	765	747	19%
GRAD I	n/a	543	n/a	740	880	1055	1097	1122	52%
GRAD II	n/a	600	n/a	664	780	900	984	1058	59%
TOTAL	1,302	2,168	1,302	2,802	3,351	3,936	4,058	4,159	48%
<b>TOTAL</b>									
LOWER	8,720	8,568	8,720	8,429	8,738	8,952	9105	9255	10%
UPPER	11,077	12,317	11,077	12,141	11,901	11,674	11320	11051	-9%
GRAD I	3,270	3,619	3,270	3,654	3,794	4,034	4193	4288	17%
GRAD II	855	1,569	855	1,582	1,778	1,967	2,150	2,312	46%
TOTAL	25,224	26,073	25,224	25,806	26,211	26,627	26,768	26,906	4%
TOTAL (US FTE)	33,632	34,764	33,632	34,408	34,948	35,503	35,691	35,875	4%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	480	448	480	448	448	448	448	448	0%
NON-RESIDENT	0	32	0	32	32	32	32	32	0%
TOTAL	480	480	480	480	480	480	480	480	0%
<b>Dentistry</b>									
FLORIDA RESIDENT	0	0	0	0	0	0	0	0	%
NON-RESIDENT	0	0	0	0	0	0	0	0	%
TOTAL	0	0	0	0	0	0	0	0	%
<b>Veterinary</b>									
FLORIDA RESIDENT	0	0	0	0	0	0	0	0	%
NON-RESIDENT	0	0	0	0	0	0	0	0	%
TOTAL	0	0	0	0	0	0	0	0	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	125	111	125	202	292	337	360	360	26.5%
NON-RESIDENT	0	8	0	23	33	38	40	40	38.0%
TOTAL	125	119	125	225	325	375	400	400	27.4%





## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BA Film and New Media Studies	50.0602		FSU, UF, UNF, UWF, UCF, FIU, FAU		117	August 2013
BA in Biology	26.0101	STEM	FAU/FSU	N	50	May 2014
BA in Org Leadership & Super.	52.0213		None	N	485	May 2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MS in Metabolic & Nutritional Medicine	26.9999	STEM	None	N/Y	37.5	August 2013
MS in Cyber Security	43.0303	STEM	None	Partial	100	October 2013
MS in Computer Science	11.0701	STEM	None	N	35	May 2014
MS in Strategy and Information Analysis	11.0401	STEM	None	N	50	May 2014
MS in Athletic Training	51.0913		FIU	N	30	May 2014
MS in Child & Adol Beh Health	44.0000		None	N	30	May 2014
MA in Museum Studies	30.1401		UF	N	35	May 2014
<b>DOCTORAL PROGRAMS</b>						
PhD Rehabilitation Sciences	51.2314	STEM	UF	Partial	20	August 2013

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
MA Diplomacy and Strategic Studies	30.2011		FIU	Partial	35	August 2015
<b>DOCTORAL PROGRAMS</b>						
Translational Neurosciences	26.0608	STEM	None	Partial	20	August 2015



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using the student's entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. The student type is based on student type at time of entry.



### Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

### Goals Specific to Research Universities

#### Academic Quality

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

# USF

## St. Petersburg

### 2013-14

# Work Plan



**University of South Florida St. Petersburg**  
*Work Plan Presentation for 2013-14 Board of Governors Review*

**PENDING APPROVAL BY THE USF SYSTEM BOT ON JUNE 17, 2013**





## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

The University of South Florida 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.

## VISION STATEMENT (What do you aspire to?)

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

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

USFSP's market is driven by its goal to be the masters comprehensive university of choice in the Tampa Bay region and beyond. Recognized by the Carnegie Foundation for the Advancement of Teaching as a community-engaged university, USFSP will continue its strategies of developing and delivering distinctive academic programs for both undergraduate and graduate students that reflect community and regional needs, of nurturing vibrant student-faculty interaction, and of providing student-centered support for curricular and co-curricular activities. It will pursue these strategies through careful financial and environmental stewardship and will utilize appropriate pedagogies, including traditional, mixed delivery and online. It will measure its success through a combination of internal and external measures, including student measures of academic performance, increased student degree completion, and measures of civic engagement.





## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

USFSP's core capabilities include excellence in teaching using all forms of delivery, high levels of faculty-student interaction in research, student success, faculty achievement, entrepreneurial spirit, strong and collaborative community engagement, key partnerships, and high accountability for results. USFSP provides students with an intimate intellectual environment to facilitate their growth as active learners and instill life-long habits of the mind. USFSP has high potential for growth in enrollment, even as it retains its institutional character of close faculty-student interactions in the classroom, laboratory, and studio. Careful financial stewardship in a challenging fiscal environment has enabled strategic investments targeted at student success. Academic facilities are a key unmet need as well as financial aid for a student population that is increasingly needy.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. Increase the percentage of residential students as a percent of the total student body.
  - Currently USFSP houses about 13% of its undergraduate student body in university housing.
  - National research shows that increased residential living promotes higher retention, greater student participation in co-curricular activities; and higher graduation rates

To reach this goal, USFSP opened 200 additional residential spaces in 2012 increasing the overall residential student numbers by 57%. In 2013-14 USFSP will increase its focus on the residential experience as a co-curricular activity and will continue to assess potential for increased residential living.

2. Enhance the number and quality of the faculty ranks at USFSP. In order to set the stage for a long future of high quality academic programs, particularly at the graduate level, as well as scholarly productivity and national recognition, USFSP will recruit additional full-time faculty in key disciplines. This will facilitate the continued enhancement of the student experience through increased opportunities for faculty mentorship of student research, including graduate theses; increased engagement of faculty with the community; and increased student retention and degree completion.

3. Refine the strategic enrollment plan developed in 2012-13 and develop and implement a focused initiative for greater student retention and graduation. This will be a coordinated effort involving numerous constituencies and organizational units, including academic advising, tutoring services, wellness and counseling, admissions, residential life and education, student life and engagement, institutional effectiveness, and all academic units.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
USFSP continues to be ranked highly among regional public universities in the south by US News and World Reports. COB's new global business professor is ranked 10 <sup>th</sup> most prolific scholar; and USFSP continues to seek membership in national honor societies and both the disciplinary and institutional levels.					
Avg. SAT Score (for 3 subtests)	.4%Δ <sup>1</sup>	1602	1605	1610	1620
Avg. High School GPA	0%Δ	3.5	3.5	3.58	3.65
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	n/a	n/a	n/a	n/a
Exams Below National/State Benchmark	n/a	n/a	n/a	n/a	n/a
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>1/2</b>	<b>1/2</b>	<b>2/2</b>	<b>2/2</b>	<b>2/2</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	5%Δ	72%	73%	74%	79%
FTIC Graduation Rates					
In 4 years (or less)	6%Δ	27%	32%	36%	45%
In 6 years (or less)	-.03%Δ	30%	32%	33%	35%
AA Transfer Graduation Rates					
In 2 years (or less)	-4%Δ	27%	32%	36%	44%
In 4 years (or less)	7%Δ	59%	60%	61%	63%
Percent of Bachelor's Degrees Without Excess Hours	N/A	55%	57%	60%	63%
Average Time to Degree (for FTIC)	-1%Δ	4.4 yrs	4.0 yrs	4.0 yrs	4.0 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3/6</b>	<b>7/7</b>	<b>6/7</b>	<b>6/7</b>	<b>6/7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	.12%Δ	730	750	760	780
Percent of Bachelor's Degrees in STEM	0%Δ	7%	10%	12.5%	20%
Graduate Degrees Awarded	0%Δ	144	144	148	168
Percent of Graduate Degrees in STEM	100%Δ	7%	9%	10%	15%
Percent of Baccalaureate Graduates Employed in Florida	-3%Δ <sup>3</sup>	73% <sup>3</sup>	73%	73%	73%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	-2%Δ <sup>3</sup>	16% <sup>3</sup>	16%	16%	16%
Annual Gifts Received (\$M)*	n/a	Data reported in the USF Work Plan			
Endowment (\$M)*	n/a	Data reported in the USF Work Plan			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2/6</b>	<b>3/6</b>	<b>4/6</b>	<b>4/6</b>	<b>4/6</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>6/14</b>	<b>11/15</b>	<b>12/15</b>	<b>12/15</b>	<b>12/15</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL <sup>1</sup>	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	%Δ	x	x	X	x
National Academy Members	%Δ	x	x	X	x
Number of Post-Doctoral Appointees	%Δ	xx <sup>2</sup>	xx	Xx	xx
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures (based on 8 broad discipline areas, and includes private universities)	n/a	x of 8	x of 8	x of 8	x of 8
SUBTOTAL OF IMPROVING METRICS	x		x	X	x
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering Research Expenditures (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Percent of Research Expenditures funded from External Sources	%Δ	xx%	xx%	xx%	xx%
Patents Issued	%Δ	x	x	X	x
Licenses/Options Executed	%Δ	x	x	X	x
Licensing Income Received (\$M)	%Δ	\$ x.x M	\$ x.x M	\$ x.x M	\$ x.x M
Number of Start-up Companies	%Δ	x	x	X	x
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	NR-FR <sup>3</sup>	n/a	n/a	n/a
Research Doctoral Degrees Awarded	%Δ	xx <sup>3</sup>	xx	Xx	xx
Professional Doctoral Degrees Awarded	%Δ	xx <sup>3</sup>	xx	Xx	xx
SUBTOTAL OF IMPROVING METRICS	x		x	X	x
TOTAL OF IMPROVING METRICS	x		x	X	x

Notes: (1) 2011-12 data is not yet available for most of these metrics, so data is based on the 2010-11 year unless indicated otherwise; (2) the most recent Post-Doctoral Appointee data is Fall 2009; (3) indicates 2011-12 data.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelor's Degrees in Areas of Strategic Emphasis	65%Δ	178	200	200	225
Percent of Course Sections Offered via Distance and Blended Learning	Not avail.	16%	19%	22%	25%
Maintain Carnegie Community Engagement Classification	100%*				

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** *Improve baccalaureate retention and graduation (USF System Goal 1); USFSP will focus on improving student outcomes in key mathematics courses through continued implementation of its Quality Enhancement Plan; focus on improving access to academic support (i.e., tutoring); continued emphasis on strengthening academic advising.*

Metric: Increase 6-year FTIC baccalaureate graduation rate	0%Δ	30%	32%	33%	35%
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\*USFSP earned this designation in 2011-12 and will retain this designation through 2015, the next application cycle.



## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 26.1	\$ 24.6	\$ 24.4	\$ 21.0	\$ 15.9	n/a
Tuition	\$ 10.7	\$ 12.9	\$ 14.7	\$ 17.8	\$ 21.2	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 36.7</b>	<b>\$ 37.5</b>	<b>\$ 39.1</b>	<b>\$ 38.8</b>	<b>\$ 37.1</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL HSC</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 36.7</b>	<b>\$ 37.5</b>	<b>\$ 39.1</b>	<b>\$ 38.8</b>	<b>\$ 37.1</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	USF System Level	\$8,207,956	\$13,154,977	n/a
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### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	USF System Level	\$3,228,779	\$3,750,000	n/a
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### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	USF System Level	\$3,875,688	\$4,472,932	n/a
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### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	n/a	n/a	n/a	n/a	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	USF System Level					
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 54.1</b>	<b>\$ 58.5</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$643	\$1,054	\$1,054	\$1,054	\$1,054
Percent Increase	15%	11%	0%	0%	0%
Required Fees <sup>1</sup>	\$,1457	\$1,562	\$1,675	\$1,675	\$1,675
<b>TOTAL TUITION AND FEES</b>	<b>\$5,199</b>	<b>\$5,716</b>	<b>\$5,881</b>	<b>\$5,881</b>	<b>\$5,881</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	42%	40%	48%	48%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$20,181	\$20,827	\$22,836	\$24,096	\$24,000
Student Loan Cohort Default Rate (2nd Year)*	7.0%	6.8%	5.5% <i>draft</i>	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)*	9.8%	n/a	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

\*USF System data

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,716	\$1,000	\$8,960	\$1,600	\$2,500	\$19,776
AT HOME	\$5,716	\$1,000	\$4,480	\$1,600	\$2,500	\$15,296

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	757	37%	\$11,450	\$587	\$7,485	\$4,468	
\$40,000-\$59,999	262	13%	\$13,576	\$1,482	\$4,970	\$3,777	
\$60,000-\$79,999	208	10%	\$15,010	\$2,648	\$3,141	\$4,155	
\$80,000-\$99,999	190	9%	\$15,452	\$3,021	\$2,612	\$4,477	
\$100,000 Above	457	23%	\$16,463	\$3,530	\$1,860	\$3,057	
Missing	163	8%	\$19,464	\$5,208	\$139	\$129	
TOTAL	2037	100%	AVERAGE	\$14,226	\$2,170	\$4,414	\$3,684

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents.





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$35.14
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$0
Total differential fee revenue generated in 2013-14 (projected):	\$3,599,109
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> <li>•Need-Based Financial Aid (at 40%): Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income.</li> <li>•Expanding the High Skilled Workforce and Supporting Job Placement: Expanded degree production in Areas of Strategic Emphasis; Strengthened relationships with business and industry; Increased number of internships; Expanded professional support for job placement through USFSP's Career Center.</li> <li>•Academic Advising: Enhanced academic advising through technology and additional professional staff; focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours. Improved tracking of students and graduates.</li> </ul>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses	
<p>(pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)</p>	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 60% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Improve graduation rates through QEP implementation	Two new faculty hired to support QEP; revised implementation plan to enhance student success; enhanced tutoring; increase in FTIC graduation rate
Increase faculty/student research and creative activity	Research funding at all-time high. Increased student presentations, research posters and papers and student research awards. First national student research award.
Enhanced undergraduate programs	New degree in Biology launched, new faculty in Education, senior faculty in Business
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	26
Total Number of Advisors Hired or Retained (funded by tuition differential):	2
Total Number of Course Sections Added or Saved (funded by tuition differential):	110
2012-2013 - 40% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Expand access for students and accelerated path to graduation	Two senior students were incentivized to graduate in four years with a \$2,500 grant which will repay \$2,500 in student loans if the student graduated in spring 2013. Awards will be made once degree verification can be confirmed.
Provide financial support for students with limited income	Larger USF need based grant awards were made to students based on their academic potential and USF academic record.
More students supported with financial aid scholarships and reduced loan indebtedness	The number of students receiving a need based grant increased from 509 to 809, or by 59%.
<b>Additional Information (estimates as of April 30, 2013):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	809
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,308
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	250
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2,500



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2012-13		2013-14
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	25.06		32.0.
Advisors	2.00		4.0.
Staff	8.08		8.0.
Total FTE Positions:	35.06		44.0
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ 475,306		\$ 513,586
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ 475,306		\$ 513,586
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 3,472,400		3,599,109
Interest Revenue - Current Year	2,000		2,070
Interest Revenue - From Carryforward Balance	1,000		1,035
Total Receipts / Revenues:	\$ 3,480,400		\$ 3,602,214
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 1,775,264		\$ 2,379,514
Other Personal Services	-		-
Expenses	12,000		12,000
Operating Capital Outlay	-		-
Student Financial Assistance	1,179,856		1,221,150
Expended From Carryforward Balance	475,000		500,000
**Other Category Expenditures	-		-
Total Expenditures:	\$ 3,442,120		\$ 4,112,664
Ending Balance Available:	\$ 513,586		\$ 3,136
*Since the 2012-13 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

#### University of South Florida - St. Petersburg

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b><u>Tuition:</u></b>								
Base Tuition -	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$12.80	\$21.42	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14
Total Base Tuition and Differential	\$108.47	\$124.74	\$138.46	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21
% Change	15.0%	15.0%	11.0%	1.3%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (per credit hour):</u></b>								
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Building/Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service	\$24.80	\$24.80	\$25.05	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63
Health	\$1.20	\$2.64	\$3.90	\$4.90	\$4.90	\$4.90	\$4.90	\$4.90
Athletic	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45
Transportation Access	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Student Green Energy		\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Sub total (credit hour fees)	\$45.02	\$48.22	\$51.73	\$55.49	\$55.49	\$55.49	\$55.49	\$55.49
<b>Total Tuition and Fees per credit hour</b>	\$153.49	\$172.96	\$190.19	\$195.70	\$195.70	\$195.70	\$195.70	\$195.70
% Change	24.4%	12.7%	10.0%	2.9%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (block per term):</u></b>								
Activity & Service								
Health								
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Transportation Access								
<b>Total Block Fees per term</b>	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
% Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	\$3,254.10	\$3,742.20	\$4,153.80	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30
<b>Total Fees for 30 Credit Hours</b>	\$1,360.60	\$1,456.60	\$1,561.90	\$1,674.70	\$1,674.70	\$1,674.70	\$1,674.70	\$1,674.70
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$4,614.70	\$5,198.80	\$5,715.70	\$5,881.00	\$5,881.00	\$5,881.00	\$5,881.00	\$5,881.00
\$ Change	\$901.80	\$584.10	\$516.90	\$165.30	\$0.00	\$0.00	\$0.00	\$0.00
% Change	24.3%	12.7%	9.9%	2.9%	0.0%	0.0%	0.0%	0.0%
<b><u>Out-of-State Fees</u></b>								
Out-of-State Undergraduate Fee	\$343.16	\$291.68	\$315.00	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$17.15	\$14.58	\$15.75	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32
Total per credit hour	\$360.31	\$306.26	\$330.75	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82
% Change	0%	-15%	8%	10%	0%	0%	0%	0%
<b>Total Tuition for 30 Credit Hours</b>	\$3,254.10	\$3,742.20	\$4,153.80	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30
<b>Total Fees for 30 Credit Hours</b>	\$12,169.90	\$10,644.40	\$11,484.40	\$12,589.30	\$12,589.30	\$12,589.30	\$12,589.30	\$12,589.30
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$15,424.00	\$14,386.60	\$15,638.20	\$16,795.60	\$16,795.60	\$16,795.60	\$16,795.60	\$16,795.60
\$ Change	\$901.80	-\$1,037.40	\$1,251.60	\$1,157.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change	6.2%	-6.7%	8.7%	7.4%	0.0%	0.0%	0.0%	0.0%
<b><u>Housing/Dining</u></b>								
% Change		#DIV/0!	#REF!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	69%Δ	606	33%	758	39%	785	39%	812	39%
FTIC (Profile Admit)	88%Δ	9	1%	15	1%	16	1%	16	1%
AA Transfers*	12%Δ	723	39%	727	38%	752	38%	778	38%
Other Transfers	15%Δ	497	22%	426	22%	441	22%	456	22%
Subtotal	30%Δ	1835	100%	1927	100%	1994	100%	2062	100%
GRADUATE STUDENTS									
Master's	16%Δ	214	100%	293	100%	303	100%	314	100%
Research Doctoral	0%Δ	n/a	xx%	n/a	xx%	n/a	xx%	n/a	xx%
Professional Doctoral	0%Δ	n/a	xx%	n/a	xx%	n/a	xx%	n/a	xx%
Subtotal	16%Δ	214	100%	293	100%	303	100%	314	100%
NOT-DEGREE SEEKING	-13%Δ	220		229		232		240	
MEDICAL	0%Δ	n/a		n/a		n/a		n/a	
TOTAL	29%Δ	2269		2449		2529		2616	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL FTE		2013-14 PLANNED FTE		2014-15 PLANNED FTE		2015-16 PLANNED FTE	
		% of TOTAL		% of TOTAL		% of TOTAL		% of TOTAL	
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	320%Δ	858	30%	875	30%	920	30%	952	30%
HYBRID (50%-79%)	0%Δ	23	1%	234	8%	337	11%	444	14%
TRADITIONAL (<50%)	5%Δ	1941	69%	1809	62%	1808	59%	1776	56%
<b>TOTAL</b>	<b>38%Δ</b>	<b>2821</b>	<b>100%</b>	<b>2961</b>	<b>100%</b>	<b>3065</b>	<b>100%</b>	<b>3172</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	320%Δ	87	33%	72	26%	75	26%	78	26%
HYBRID (50%-79%)	0%Δ	2	1%	14	5%	23	8%	33	11%
TRADITIONAL (<50%)	-14%Δ	177	66%	191	69%	192	66%	189	63%
<b>TOTAL</b>	<b>18%Δ</b>	<b>267</b>	<b>100%</b>	<b>280</b>	<b>100%</b>	<b>290</b>	<b>100%</b>	<b>300</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	657	1071	657	1108	1147	1187	1230	1274	3.5%
UPPER	1486	1717	1486	1777	1839	1904	1970	2039	3.5%
GRAD I	227	264	227	273	283	293	302	312	3.5%
GRAD II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	2370	3052	2370	3159	3269	3384	3502	3625	3.5%
<b>Non- Resident</b>									
LOWER	0	33	0	34	41	44	45	46	3.5%
UPPER	0	40	0	41	38	40	41	42	3.5%
GRAD I	0	7	0	7	7	8	9	10	3.5%
GRAD II	0	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	0	80	0	83	86	92	95	98	3.5%
<b>TOTAL</b>									
LOWER	657	1104	657	1143	1188	1232	1275	1320	3.5%
UPPER	1486	1757	1486	1818	1877	1943	2011	2081	3.5%
GRAD I	227	271	227	228	290	301	311	322	3.5%
GRAD II	0	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	2370	3132	2370	3242	3355	3476	3598	3724	3.5%
TOTAL (US FTE)	3160	4175	3160	4321	4472	4629	4791	4959	3.5%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Dentistry</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Veterinary</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Master of Accountancy	52.0301	No	UF, FSU, FAU, FIU, UCF, UNF	No	60	December 2013
<b>DOCTORAL PROGRAMS</b>						

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
B.S. Marine Science	40.0607 or 26.1302	STEM	FIU, UWF	No	50	March 2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Non-Profit Leadership and Management	52.0206	No	FAU, UCF, UWF	Partial	30	March 2015
Education Specialist (Special Ed/ESOL)	13.1001	Education	FSU, UF	Partial	30	March 2016
<b>DOCTORAL PROGRAMS</b>						





## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i> ) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using the student's entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. The student type is based on student type at time of entry.





Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

# USF

## Sarasota-Manatee 2013-14 Work Plan



**University of South Florida Sarasota-Manatee**

*Work Plan Presentation for 2013-14 Board of Governors Review*

**PENDING APPROVAL BY THE USF SYSTEM BOT ON JUNE 17, 2013**

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



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

The University of South Florida Sarasota-Manatee provides access to professional higher education programs and scholarly research in a personalized living and learning community that graduates successful leaders who empower Florida's Suncoast to thrive locally, nationally, and globally.

## VISION STATEMENT (What do you aspire to?)

The University of South Florida Sarasota-Manatee strives to be a hometown comprehensive university with ever-increasing national and global impact.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The University of South Florida Sarasota-Manatee (USF Sarasota-Manatee) mission is to ensure access to professional higher education, especially to those living in the local Sarasota-Manatee region. The University is pursuing this endeavor through three avenues: 1) partnerships with the State College System; 2) expanding lower-level coursework and admitting an inaugural class of 100 freshmen in Fall Semester 2013; and 3) growing its undergraduate and graduate programs to fill local and statewide needs.

The USF Sarasota-Manatee target markets include Florida College System transfers, returning adult students, and now, with expansion of lower-level courses, local area high school graduates who wish to stay within their community while pursuing a Florida public university education.





## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

USF Sarasota-Manatee is privileged to provide education that permits students to “learn where they earn,” to participate in regional economic development, to link continuing professional training to maintain workforce competence, and to respond to the higher education needs of a growing population. As a member of the USF System, USF Sarasota-Manatee benefits from the efficiency of shared resources, the opportunity for collaboration with other member institutions, and a unified brand that yields identity and impact. Currently, the University’s steepest challenge is continuing to provide high quality university education amidst declining state support.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. **Develop freshman and sophomore classes** – The loss of high school graduates from Sarasota, Manatee, and DeSoto counties to pursue higher education in other Florida counties and other states causes a significant brain drain to the local region. Other than the small number attending New College, the rest must leave our community to receive a four-year university education. Lower-level programs at the USF Sarasota-Manatee will enlarge the size of a university-educated work force and improve quality of life in our Suncoast region. USF Sarasota-Manatee has already begun offering a select few lower-level courses. These lower-level classes have consistently filled, and the number of credits hours generated has increased more than 700% over the past three years.
2. **Develop programs based on their positive potential impact on the local community while also serving state and national educational needs** - Looking to expand offerings in STEM-related fields, USF Sarasota-Manatee has submitted a proposal to offer a bachelor’s of science degree in biology. Course work for this degree program will be partially offered on the campus of Mote Marine Laboratory and will involve instruction and research mentorship by Mote scientists with doctoral degrees.
3. **Continue to improve baccalaureate retention and graduation rates** – In addition to meeting the USF Sarasota-Manatee strategic goal of access, as documented in initiatives 1 and 2 above, the University will also strive to improve the success of students. Several initiatives have already been implemented including the use of an early alert system to identify students at risk who are matched with services to assist and support their achievement. USF Sarasota-Manatee leverages technology to improve student-learning outcomes and uses tuition differential funds to open additional undergraduate course sections, which can improve rates of graduation. When the freshmen arrive in the fall, they will attend two days of orientation as well as enroll in an undergraduate student success course as part of their general education.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
National Ranking for University and Programs					
Describe plans for increasing national preeminence of University and select programs.					
Avg. SAT Score (for 3 subtests)	n/a	n/a	n/a	1,600	1,640
Avg. High School GPA	n/a	n/a	n/a	3.3	3.5
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	n/a	n/a	n/a	n/a
Exams Below National/State Benchmark	n/a	n/a	n/a	n/a	n/a
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>	<b>2/2</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	n/a	n/a	n/a	n/a	82%
FTIC Graduation Rates					
In 4 years (or less)	n/a	n/a	n/a	n/a	n/a
In 6 years (or less)	n/a	n/a	n/a	n/a	n/a
AA Transfer Graduation Rates					
In 2 years (or less)	1%Δ	31%	32%	33%	37%
In 4 years (or less)	-9%Δ	60%	62%	63%	66%
Percent of Bachelor's Degrees Without Excess Hours		60%	61%	62%	63%
Average Time to Degree (for FTIC)	n/a	n/a	n/a	n/a	n/a
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>1/2</b>		<b>3/3</b>	<b>3/3</b>	<b>4/4</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	34%Δ	521	524	555	623
Percent of Bachelor's Degrees in STEM	2%Δ	3%	4%	4%	6%
Graduate Degrees Awarded	-16%Δ	72	58	61	66
Percent of Graduate Degrees in STEM	n/a	n/a	n/a	n/a	n/a
Percent of Baccalaureate Graduates Employed in Florida	n/a	75% <sup>3</sup>	75%	76%	77%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	n/a	14% <sup>3</sup>	15%	16%	19%
Annual Gifts Received (\$M) <sup>4</sup>	n/a	Data reported in the USF Work Plan			
Endowment (\$M) <sup>4</sup>	n/a	Data reported in the USF Work Plan			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2/3</b>		<b>3/5</b>	<b>4/5</b>	<b>5/5</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>3/5</b>		<b>6/8</b>	<b>7/8</b>	<b>11/11</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2005-06 to 2010-11)	2011-12 ACTUAL <sup>1</sup>	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards*	0%Δ	0	0	1	2
National Academy Members	n/a	n/a	n/a	n/a	n/a
Number of Post-Doctoral Appointees	n/a	n/a	n/a	n/a	n/a
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures (based on 8 broad discipline areas, and includes private universities)	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	1/1	1/1
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	n/a	n/a	n/a	n/a	n/a
Science & Engineering Research Expenditures (\$M)	n/a	n/a	n/a	n/a	n/a
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	n/a	n/a	n/a	n/a	n/a
Percent of Research Expenditures funded from External Sources	n/a	n/a	n/a	n/a	n/a
Patents Issued	n/a	n/a	n/a	n/a	n/a
Licenses/Options Executed	n/a	n/a	n/a	n/a	n/a
Licensing Income Received (\$M)	n/a	n/a	n/a	n/a	n/a
Number of Start-up Companies	n/a	n/a	n/a	n/a	n/a
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	n/a	n/a	n/a	n/a
Research Doctoral Degrees Awarded	n/a	n/a	n/a	n/a	n/a
Professional Doctoral Degrees Awarded	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
TOTAL OF IMPROVING METRICS	n/a		n/a	1/1	1/1

\*USF Sarasota-Manatee is not a research university. However, we wanted to report our Fulbright Scholar.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Number of Adult (age 25+) Undergraduates Enrolled	27%Δ	954	1035	1081	1181
Metric #2 Percent of Course Sections Offered via Distance and Blended Learning	31%Δ	38%	45%	45%	47%
Metric #3 Seek and/or Maintain Carnegie's Community Engagement classification	USF Sarasota-Manatee will register to receive the Elective Community Engagement Classification in May 2013, the next open registration period. According to the Carnegie Foundation timeline, this would allow for designation in January 2015.				

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1. Student Access:** *Expand access to University education that benefits students and the local, national, and global community.*

Metric: Students Served	-0.2%Δ	4,510	4,496	4,699	5,130
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**Goal 2. Student Success:** *Enhance success of student outcomes, faculty productivity, and community impact.*

Metric: 4y AA Success Rate* (retained or graduated)	-16%Δ	62%	62%	65%	75%
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\*In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in a degree program 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 the mandate, USF Sarasota-Manatee graduation and retention rates were negatively affected.



## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 14.1	\$ 13.1	\$ 12.9	\$ 11.2	\$ 10.1	n/a
Tuition	\$ 4.8	\$ 5.4	\$ 6.3	\$ 6.9	\$ 8.9	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 18.9</b>	<b>\$ 18.5</b>	<b>\$ 19.2</b>	<b>\$ 18.1</b>	<b>\$ 19.0</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 18.9</b>	<b>\$ 18.5</b>	<b>\$ 19.2</b>	<b>\$ 18.3</b>	<b>\$ 19.0</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	Previously reported only at the USF System Level	\$ 1.8	\$ 1.8	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	Previously reported only at the USF System Level	\$ .2	\$ .3	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	Previously reported only at the USF System Level	\$1.1	\$ 1.2	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	Reported at USF System Level			n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>		<b>\$ 3.2</b>	<b>\$ 3.4</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>		<b>\$21.5</b>	<b>\$ 22.4</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$643	\$1,054	\$1,054	\$1,054	\$1,054
Percent Increase	15%	11%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,316	\$1,376	\$1,381	\$1,381	\$1,381
<b>TOTAL TUITION AND FEES</b>	<b>\$5,059</b>	<b>\$5,530</b>	<b>\$5,587</b>	<b>\$5,587</b>	<b>\$5,587</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	n/a	n/a	n/a	n/a	n/a
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	n/a	n/a	n/a	n/a	n/a
Student Loan Cohort Default Rate (2nd Year)*	7.0%	6.8%	5.5% <i>draft</i>	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)*	9.8%	n/a	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

\*USF System data

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS				N/A		
AT HOME	\$5,530	\$1,000	\$4,480	\$1,600	\$2,500	\$15,110

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	246	54%	\$12,813	\$761	\$5,977	\$5,700	
\$40,000-\$59,999	46	10%	\$13,908	\$1,612	\$4,113	\$4,108	
\$60,000-\$79,999	39	9%	\$15,423	\$3,086	\$2,089	\$5,083	
\$80,000-\$99,999	31	7%	\$15,090	\$3,451	\$1,566	\$4,236	
\$100,000 Above	49	10%	\$15,250	\$3,607	\$1,673	\$3,288	
Missing	46	10%	\$19,259	\$4,694	\$218	\$174	
TOTAL	457	100%	AVERAGE	\$14,211	\$1929	\$4117	\$4573

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$35.14
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	0
\$ Increase in tuition differential for 30 credit hours:	0
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected)	0
Total differential fee revenue generated in 2013-14 (projected):	\$1,769,088
Intended Uses	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 -60% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Enhance timely college completion rates.	281 course sections were funded. 2-year graduation rates of AA transfers increased 1% over last year. 4-year graduation rates of AA transfers increased 2% over last year.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	99
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	281
2012-2013 - 40% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Expand access for students and accelerated path to graduation	This initiative was for students entering USF as freshmen, so Sarasota-Manatee students were not considered.
Provide financial support for talented students with limited income	Larger USF need based grant awards were made to students based on their academic potential and USF academic record.
More students supported with financial aid scholarships and reduced loan indebtedness	The number of students receiving a need based grant increased to 298 from 265, or by 12%.
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	298
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,007
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	250
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2,000





**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	59.83	68.00
Advisors	.	
Staff	.	.
Total FTE Positions:	59.83	68.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 64,385	\$ 6,617
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 1,545,567	1,769,088
Interest Revenue - Current Year	1,332	1,521
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 1,546,899	\$ 1,770,609
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 272,896	\$ 1,172,658
Other Personal Services	744,985	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	522,402	597,951
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 1,540,283	\$ 1,770,609
Ending Balance Available:	\$ 6,617	\$ -
<b><u>Balance Forward from Prior Periods</u></b>		
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## University of South Florida - Sarasota-Manatee

**Undergraduate Students**

	-----Actual-----			-----Projected-----				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b><u>Tuition:</u></b>								
Base Tuition - (0% projected legislative increase)	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$12.80	\$21.42	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14
Total Base Tuition and Differential	\$108.47	\$124.74	\$138.46	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21
% Change	15.0%	15.0%	11.0%	1.3%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (per credit hour):</u></b>								
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Building/Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$20.19	\$20.19	\$20.19	\$20.19	\$20.19	\$20.19	\$20.19	\$20.19
Health	\$4.03	\$4.03	\$4.03	\$4.03	\$4.03	\$4.03	\$4.03	\$4.03
Athletic	\$4.23	\$4.23	\$4.23	\$4.23	\$4.23	\$4.23	\$4.23	\$4.23
Transportation Access								
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Sub total (credit hour fees)	\$42.77	\$43.53	\$45.53	\$45.71	\$45.71	\$45.71	\$45.71	\$45.71
Total Tuition and Fees per credit hour	\$151.24	\$168.27	\$183.99	\$185.92	\$185.92	\$185.92	\$185.92	\$185.92
% Change	24.1%	11.3%	9.3%	1.0%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (block per term):</u></b>								
Activity & Service								
Health								
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Transportation Access								
Total Block Fees per term	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
% Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,254.10	\$3,742.20	\$4,153.80	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30
Total Fees for 30 Credit Hours	\$1,293.10	\$1,315.90	\$1,375.90	\$1,381.30	\$1,381.30	\$1,381.30	\$1,381.30	\$1,381.30
Total Tuition and Fees for 30 Credit Hours	\$4,547.20	\$5,058.10	\$5,529.70	\$5,587.60	\$5,587.60	\$5,587.60	\$5,587.60	\$5,587.60
\$ Change	\$881.70	\$510.90	\$471.60	\$57.90	\$0.00	\$0.00	\$0.00	\$0.00
% Change	24.1%	11.2%	9.3%	1.0%	0.0%	0.0%	0.0%	0.0%
<b><u>Out-of-State Fees</u></b>								
Out-of-State Undergraduate Fee	\$343.16	\$291.68	\$315.00	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$17.15	\$14.58	\$15.75	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32
Total per credit hour	\$360.31	\$306.26	\$330.75	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82
% Change	0%	-15%	8%	10.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,254.10	\$3,742.20	\$4,153.80	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30
Total Fees for 30 Credit Hours	\$12,102.40	\$10,503.70	\$11,298.40	\$12,295.90	\$12,295.90	\$12,295.90	\$12,295.90	\$12,295.90
Total Tuition and Fees for 30 Credit Hours	\$15,356.50	\$14,245.90	\$15,452.20	\$16,502.20	\$16,502.20	\$16,502.20	\$16,502.20	\$16,502.20
\$ Change	\$881.70	-\$1,110.60	\$1,206.30	\$1,050.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change	6.1%	-7.2%	8.5%	6.8%	0.0%	0.0%	0.0%	0.0%



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	n/a	0	0%	95	5%	152	7%	159	7%
FTIC (Profile Admit)	n/a	0	0%	5	0%	8	0%	8	0%
AA Transfers*	35%Δ	1,182	74%	1,324	70%	1,384	68%	1,446	68%
Other Transfers	5%Δ	423	26%	465	25%	486	24%	508	24%
Subtotal	26%Δ	1,605	100%	1,889	100%	2,030	100%	2,121	100%
GRADUATE STUDENTS									
Master's	-46%Δ	159	100%	146	100%	153	100%	160	100%
Research Doctoral	n/a	0	0%	0	xx%	0	0%	0	0%
Professional Doctoral	n/a	0	0%	0	xx%	0	0%	0	0%
Subtotal	n/a	159	100%	0	100%	153	100%	160	100%
NOT-DEGREE SEEKING	-46%Δ	155		104		110		114	
MEDICAL	n/a	0		0		0		0	
TOTAL	11%Δ	1,919		2,139		2,292		2,395	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	230%Δ	491	45%	565	48%	609	49%	632	49%
HYBRID (50%-79%)	%Δ	33	3%	47	4%	62	5%	77	6%
TRADITIONAL (<50%)	-5%Δ	566	52%	565	48%	571	46%	580	45%
<b>TOTAL</b>	<b>47%Δ</b>	<b>1090</b>	<b>100%</b>	<b>1177</b>	<b>100%</b>	<b>1242</b>	<b>100%</b>	<b>1289</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	246%Δ	20	18%	18	18%	19	18%	21	19%
HYBRID (50%-79%)	%Δ	4	4%	4	4%	5	5%	7	6%
TRADITIONAL (<50%)	-46%Δ	87	78%	80	78%	82	77%	84	75%
<b>TOTAL</b>	<b>-34%Δ</b>	<b>111</b>	<b>100%</b>	<b>102</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>112</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	0	133	0	172	191	200	204	214	12.2%
UPPER	798	931	798	977	1021	1067	1115	1165	5.0%
GRAD I	182	92	182	97	102	106	110	115	4.9%
GRAD II	0	0	0	0	0	0	0	0	0.0%
TOTAL	980	1156	980	1246	1314	1373	1429	1494	5.9%
<b>Non- Resident</b>									
LOWER	0	9	0	8	9	9	14	14	10.4%
UPPER	0	19	0	20	21	22	23	24	5.0%
GRAD I	0	6	0	5	5	6	7	7	4.4%
GRAD II	0	0	0	0	0	0	0	0	0.0%
TOTAL	0	34	0	33	35	37	44	45	6.3%
<b>TOTAL</b>									
LOWER	0	142	0	180	200	209	218	228	12.1%
UPPER	798	950	798	997	1042	1089	1138	1189	5.0%
GRAD I	182	98	182	102	107	112	117	122	4.9%
GRAD II	0	0	0	0	0	0	0	0	0.0%
TOTAL	980	1190	980	1279	1349	1410	1473	1539	5.9%
TOTAL (US FTE)	1306	1541	1306	1661	1752	1831	1906	1992	5.9%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Dentistry</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Veterinary</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
B.S. Biology	26.0101	STEM	FAMU, FAU, FGCU, FIU, UCF, UF, USFT, USFSP, UWF	NO	192	June-2013

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

### DOCTORAL PROGRAMS

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Operations Research & Management	52.0205	N/A	None	No	50	Mar-2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Communication Sciences and Disorders	51.0201	N/A	None	Yes	50	Mar-2015
Social Science Education	13.1317	N/A	FSU, USFT, UWF	No	40	Mar-2015
<b>DOCTORAL PROGRAMS</b>						



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i> ) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using the student's entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. The student type is based on student type at time of entry.





### Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

### Goals Specific to Research Universities

#### Academic Quality

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .



# University of North Florida 2013-14 Work Plan



## University of North Florida

*Work Plan Presentation for 2013-14 Board of Governors Review*

TO BE PRESENTED AT THE JUNE 11<sup>TH</sup> UNF BOT MEETING

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

## VISION STATEMENT (What do you aspire to?)

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

UNF is a regional university dedicated to providing intellectual, cultural, and civic capital for the betterment of Northeast Florida and indeed the entire State. UNF's market is determined by the size of its service region, the socioeconomic and geographic characteristics of the region, the extensive range of public and private collaborations that exist throughout the region, and the composition of the region's higher educational resources. Specifically, the following features characterize UNF's market:

- A diverse metropolitan population in excess of 1 million residents with a projection of steady growth into the future.
- A large population of freshmen and AA transfer students along with a graduate population of approximately 13%.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A unique physical environment (the region is coastal, estuarine, and bisected by a major river).
- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."



- A complementary relationship with the local state college that allows UNF to focus on high profile undergraduates and masters and doctoral degree programs appropriate to the needs of the region.

**UNF has developed a number of strategies for addressing the needs of its market now and in the future, including expansion, enhancement, and collaboration.**

- **EXPANSION**

UNF's master plan calls for growth up to and perhaps exceeding 25,000 students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement.

- **ENHANCEMENT**

Beginning fall 2012, UNF required on-campus housing for freshmen. Efforts are focused on enhancing a robust First Year Experience program and on further enriching the undergraduate learning experience toward the goal of improving retention and graduation rates.

Having developed foci of strength in areas linked to major regional economic drivers including health care, transportation, and financial services, UNF will continue to enhance each of these areas through strategic allocations of new resources and deliberate reallocations of existing resources, multidisciplinary collaboration, and the pursuit of external support in the form of contracts and grants and endowments.

Supported by strong STEM programs in chemistry, physics, and mathematics, and capitalizing on its location UNF is developing distinctive programs in coastal science and engineering. The university has targeted these areas for further enhancement through the allocation of new and existing resources and through increasingly successful pursuit of research and funding opportunities in these areas.

- **COLLABORATION**

UNF contributes to and benefits from extensive partnerships across the region. Prominent examples of these links include the partnerships with the Duval County Public School system focused on urban education; the partnerships between the Brooks College of Health and every major regional health care provider, focused on clinical training and health care administration; the deep ties between the Coggin College of Business and regional for-profit businesses and industries, especially those related to transportation and logistics; and the growing relationships between the College of Computing, Engineering, and Construction with public and private enterprises requiring expertise in applied research and information technology. The depth and strength of UNF's ties to the community are confirmed by the success of two \$100 million dollar plus capital campaigns conducted within the past fifteen years.

UNF partnered with the other educational institutions in the city to develop the Jacksonville Commitment Program that provides guaranteed financial support for eligible high school students. UNF has maintained a cooperative relationship with FSCJ to avoid program duplication and to provide educational opportunities to the full range of students from the North Florida region. As FSCJ provides access at the freshman level and to an increasing number of baccalaureate programs, UNF has been increasingly able to focus on meeting the needs of highly qualified undergraduates and career-oriented graduate students.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

### *What are your core capabilities, opportunities and challenges for improvement?*

The University of North Florida considers emphasis on undergraduate education and graduate programs that respond to local needs to be two of its strengths. UNF strives to be a preeminent comprehensive university with targeted graduate programs, often in applied fields.

In emphasizing undergraduate programs, the university works to keep class sizes at a level where faculty and students have an opportunity for personal interaction. UNF encourages each undergraduate student to engage in research with a faculty mentor or to take advantage of one of its many transformational learning experiences, including those in international settings as well as in the local community. This requires hiring faculty who are committed to teaching balanced with an active scholarly agenda.

Part of UNF's emphasis on undergraduate education has also led the university to increase its admissions standards for first time in college students. Each year entering freshmen come with higher standardized test scores and high school grade point averages. Accomplishing this means retaining an increasing number of the brightest high school graduates from northeast Florida and recruiting students from other parts of the state. These students are attracted by the quality of the education offered and the size of the institution.

To increase graduation rates and decrease time to degree, the university has been working to improve campus life and student support services. This past year, UNF began requiring on-campus freshman housing as one of many strategies to achieve these goals. The university will be using data analytics to continue its efforts toward both of these goals.

At the same time that the university is strengthening its undergraduate experience, UNF has also paid close attention to the quality and depth of its curriculum. As a model comprehensive university, UNF offers a wide range of majors at the undergraduate level. As a regional university, UNF also ensures that these undergraduate and graduate programs respond to local needs. Our success in achieving this goal is demonstrated by the fact that over 64% of our 70,000 alumni live and work in Northeast Florida and over 81% live and work in Florida. This means that the institution is responsible for more college graduates in our region than the University of Florida and Florida State combined.

UNF already offers constellations of programs in niche-specific areas that coincide with areas of regional economic prominence, specifically health care and biomedical science; and commerce. The university aspires to strengthen these areas through increasing both the depth and breadth of existing and emergent academic programs.

Another such area is coastal science which is driven as much by the region's geography as by economic opportunity. UNF has a noteworthy program in Coastal Biology and newly developed prowess in the area of Coastal Engineering supported by the Taylor Engineering Research Institute. As resources permit it will add cognate programs in coastal geology and port engineering.

The focus on constellations of excellence and relevance directly addresses economic needs in the region and UNF's existing strength in logistics and transportation. The Florida Seaports Council reports that cargo-related activity at Florida seaports currently generates more than 550,000 direct and indirect jobs and contributes \$66 billion in economic value to the state. Cargo activities account for approximately 9% of Florida's gross domestic product while contributing \$1.7 billion in state and local taxes. Cruise industry activities impact virtually every industry in the country and the state, generating another 126,000 jobs and





\$5.2 billion in wages for Florida workers.

Through improving the quality of the students it attracts, strengthening the undergraduate experience and making sure that the curriculum meets regional needs and, at times, provides national leadership, UNF is responding to its students, its community and the state economy.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1. Enriched undergraduate learning.** A high-quality undergraduate educational experience, grounded in a liberal arts core, remains the central institutional priority at UNF. To that end, the university continues to implement high-impact experiences for students targeting liberal learning, retention, and overall student success. Perhaps the most notable of these, and one that has become a hallmark of the UNF experience, is the Transformational Learning Opportunity (TLO) scholarship program. TLOs provide a broad range of opportunities, all of which are rooted in experiential education. Over the past few years, the TLO program has been extended under the aegis of the university's commitment to community engagement to form the basis of UNF's SACS Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning. UNF also continues to implement other high-impact practices relating to the undergraduate experience, including innovations in teaching and course delivery (as promoted by the National Center for Academic Transformation); efforts to embed writing across the curriculum; refinement of general education learning outcomes; and initiatives to improve student performance in key gateway courses, particularly in the STEM disciplines. The university also enters into its second year of requiring campus residency for its freshmen students and the continued development of a Freshman Year Experience program designed to facilitate the transition to university life and study. Beginning in summer 2013, the university will incorporate a robust data analytics program, designed by the Educational Advisory Board, for academic advisors to identify at-risk students and facilitate more effective interventions.



**2. Constellations of excellence and relevance.** Based on existing program strengths, UNF identified three focus areas of strength that correspond to regional economic activity and/or environmental distinction: health and biomedical science; commerce; and coastal science and engineering. Enrollments in Health and Biomedical Science remain strong and have increased with additional resource allocations. The Brooks College of Health and the College of Arts and Sciences are exploring a new interdisciplinary major that will connect students to their area of professional interest and provide appropriate preparation for those who may choose to specialize in one of UNF's existing health- and science-based majors or remain in the more broadly focused major. This addresses concerns about retention and attrition of students not selected for limited-access or selective admission majors, and provides an alternative for those who choose not to remain within one of them. In support of the Commerce Constellation, the Coggin College of Business will continue to strengthen flagship programs in International Business and Transportation & Logistics and build on existing strengths in economics, accounting, investments, financial services, marketing, operations, organizational behavior and corporate strategy. Globalization and sustainability issues will be emphasized. The Center for Sustainable Business Practices will foster community engagement and the college will provide transformational learning opportunities for students through study abroad, internships and student research. To enhance program quality, additional faculty lines will be requested: The proposed major expansion of the port facilities in the Jacksonville area makes Coastal Science And Engineering particularly significant to northeast Florida. Reallocations of university resources were made and will continue to enhance UNF's ability to respond to its unique geographic and environmental setting and to provide opportunities for UNF's students. Additional lines in coastal geology and coastal botany will be added as resources become available.

This initiative will contribute to Academic Quality through enhancement of the breadth and depth of academic programs, and to Return on Investment, since these constellations are all in areas that directly impact the regional economy and quality of life.

**3. Distance Learning.** In response to student demand and faculty interest, UNF continues to embrace opportunities made available through new technologies to complement its traditional course offerings. Since implementing a DL fee in fall, 2011, there is now a predictable revenue stream that is enabling UNF to develop the infrastructure necessary to support an expansion of distance learning courses and programs. Such expansion are critical to meeting demand for distance and hybrid learning opportunities, and to expanding access to current and future UNF students both locally and further afield. During the 2012-2013 academic year, UNF developed a strategic plan specific to distance learning which will guide the work in this area. This initiative contributes to Academic Quality (by virtue of its impact on student learning); Return on Investment (by virtue of its contribution to student retention and progress toward degree completion); and Operational Efficiency (by maximizing classroom utilization and technological resources).





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
National Ranking for University and Programs					
Describe plans for increasing national preeminence of University and select programs.					
Avg. SAT Score (for 3 subtests)	2.4%	1,776	1,784	1,789	1,796
Avg. High School GPA	7.3%	3.84	3.89	3.91	3.93
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>	0.0				
Exams Above National/State Benchmark	n/a	1	2	2	2
Exams Below National/State Benchmark		1	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	3.3%	83%	84%	85%	86%
FTIC Graduation Rates					
In 4 years (or less)	2.9%	25%	26%	27%	28%
In 6 years (or less)	1.7%	47%	47%	48%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	3.7%	34%	35%	36%	38%
In 4 years (or less)	2.7%	69%	69%	70%	71%
Percent of Bachelor's Degrees Without Excess Hours	6.0%	62%	63%	64%	65%
Average Time to Degree (for FTIC)	2.1%	4.9 yrs	4.8 yrs	4.7 yrs	4.6 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	24%	3,273	3,454	3,572	3,898
Percent of Bachelor's Degrees in STEM	0%	12%	12%	12%	12%
Graduate Degrees Awarded	1%	620	623	625	627
Percent of Graduate Degrees in STEM	1%	5%	9%	9%	9%
Percent of Baccalaureate Graduates Employed in Florida	-3% <sup>3</sup>	73% <sup>3</sup>	73%	74%	75%
Percent of Baccalaureate Graduates Continuing their Education in Florida	2% <sup>3</sup>	15% <sup>3</sup>	15%	16%	17%
Annual Gifts Received (\$M)	-18%	10.8	9.2	10	11
Endowment (\$M)	-16%	74,888	80,000	85,000	95,000
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>15</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	%Δ	x	x	x	x
National Academy Members	%Δ	x	x	x	x
Number of Post-Doctoral Appointees*	%Δ	xx	xx	xx	xx
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	x of 8	x of 8	x of 8	x of 8
SUBTOTAL OF IMPROVING METRICS	x		x	x	x
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering Research Expenditures (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Percent of Research Expenditures funded from External Sources	%Δ	xx%	xx%	xx%	xx%
Patents Issued	%Δ	x	x	x	x
Licenses/Options Executed	%Δ	x	x	x	x
Licensing Income Received (\$M)	%Δ	\$ x.x M	\$ x.x M	\$ x.x M	\$ x.x M
Number of Start-up Companies	%Δ	x	x	x	x
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx
Professional Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx
SUBTOTAL OF IMPROVING METRICS	x		x	x	x
TOTAL OF IMPROVING METRICS	x		x	x	x

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Freshman in Top 10% of Graduating High School Class	7.00%	27%	27%	28%	29%
Percent of Course Sections Offered via Distance and Blended Learning	4.79%	6.6%	9.6%	9.7%	10.1%
Bachelor's Degrees in Areas of Strategic Emphasis	0.26%	32.39%	32.63%	32.65%	32.68%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** Continued growth in graduate enrollments as a result of support and promotion of "constellation" programs in the areas health and biomedical science; commerce; and coastal science and engineering.

Graduate Degrees in Areas of Strategic Emphasis	8.60%	27.58%	33.76%	34.34%	35.52%
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**Goal 2.** Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

Percentage of students engaged in experiential learning activities that traditionally enhance post-graduate employment and/or graduate study opportunities (e.g.: Coops, internships, research, community, national, and international service)	3.23%	21.77%	29.9%	30.55%	31.84%
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## OPERATIONS FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Appropriation s
<b>Education &amp; General – Main Operations</b>						
State Funds	84,481,861	80,442,810	82,538,733	\$71,210,384	\$ 65,967,227	\$ 76,500,081
Tuition	40,334,440	47,960,416	53,042,980	\$58,853,157	\$ 65,125,469	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>124,816,301</b>	<b>128,403,226</b>	<b>135,581,713</b>	<b>\$130,063,541</b>	<b>\$131,092,696</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
<b>TOTAL HSC</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
<b>TOTAL IFAS</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	34,235,652	37,107,640	38,494,664	\$40,973,234	\$ 38,146,886	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	10,814,036	12,336,927	13,719,173	\$13,496,662	\$ 11,998,607	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	43,565,910	52,304,814	59,934,814	\$61,767,655	\$ 63,916,943	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>88,615,598</b>	<b>101,749,381</b>	<b>112,148,651</b>	<b>\$116,237,551</b>	<b>\$114,062,436</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>213,431,899</b>	<b>230,152,607</b>	<b>247,730,364</b>	<b>\$246,301,092</b>	<b>\$ 245,155,132</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)



### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14* REQUEST	FY 2014-15* PLANNED	FY 2015-16* PLANNED
Base Tuition	\$3,099.60	\$3,099.60	\$3,152.40	\$3,152.40	\$3,152.40
Tuition Differential Fee	\$642.60	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90
Percent Increase	15%	13%	1.2%	0%	0%
Required Fees <sup>1</sup>	\$1,884.60	\$2,006.40	\$2,131.84	\$2,184.06	\$2,184.06
<b>TOTAL TUITION AND FEES</b>	<b>\$5,626.80</b>	<b>\$6,234.90</b>	<b>\$6,413.04</b>	<b>\$6,465.36</b>	<b>\$6,465.36</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 21.

*NOTE: While additional revenues will be needed, at this time the university is unable to determine the source (legislative allocation, tuition differential, or tuition increase)*

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	39%	38%	43%	41%	46%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$13,936	\$15,259	\$16,485	\$16,929	\$15,686
Student Loan Cohort Default Rate (2nd Year)	3.6%	5.6%	6.1%	5.7%	n/a
Student Loan Cohort Default Rate (3rd Year)	6.8%	8.5%	8.9%	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,429	\$1,200	\$8,190	\$1,781	\$2,710	\$20,310
AT HOME	\$6,429	\$1,200	\$4,315	\$1,781	\$2,710	\$16,435

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2,134	33%	\$11,649	\$(2,857)	\$8,414	\$4,844
\$40,000-\$59,999	785	12%	\$13,501	\$(746)	\$6,306	\$3,920
\$60,000-\$79,999	647	10%	\$15,907	\$1,802	\$3,716	\$3,887
\$80,000-\$99,999	620	10%	\$16,638	\$2,421	\$3,051	\$3,960
\$100,000 Above	2,026	33%	\$17,028	\$2,585	\$2,776	\$2,651
Missing	82	1%	\$14,403	\$1,887	\$3,567	\$500
<b>TOTAL</b>	<b>6,294</b>	<b>100%</b>	<b>AVERAGE</b> \$14,342	\$219	\$5,262	\$3,781

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 21 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	None being submitted.
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$37.63
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$10,989,722
Intended Uses	
Describe how the revenue will be used. N/A	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
No waiver requested	





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Maintain lines funded through prior years tuition differential dollars	63
Support additional faculty using new 2011-12 funding	27
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	90
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	540
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Help fund Jacksonville Commitment Students	181 students were funded at \$607,498
General university-funded need-based aid	715 students were funded at \$2,219,813
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	896
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,155
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$500
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$7,500

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide	





rationale for the differentiation among courses):	
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
<b>Projected Differential Revenue Generated</b>	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$
<b>Intended Uses</b>	
Describe how the revenue will be used.	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
<b>Request to Modify or Waive Tuition Differential Uses</b> (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2012-13		2013-14
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	90 .		105 .
Advisors	.		.
Staff	.		.
Total FTE Positions:	0		0
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ 827,053	\$ 743,831	
Less: Prior-Year Encumbrances	-	-	
Beginning Balance Available:	\$ 827,053	\$ 743,799	
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 10,070,085	10,989,722	-
Interest Revenue - Current Year	-	-	
Interest Revenue - From Carryforward	-	-	
Balance	-	-	
Total Receipts / Revenues:	\$ 10,070,085	\$ 10,989,722	-
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 6,597,060	\$ 7,692,805	
Other Personal Services	-	-	
Expenses	-	-	
Operating Capital Outlay	-	-	
Student Financial Assistance	2,827,311	3,296,917	
Expended From Carry forward Balance	728,936	550,000	
**Other Category Expenditures	-	-	
Total Expenditures:	\$ 10,153,307	\$ 11,539,722	
Ending Balance Available:	\$ 743,831	\$ 193,831	
*Since the 2012-13 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: North Florida (with 1.7% increase in 2013-14)							
<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>					<i>see note below</i>		
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$105.08	\$105.08	\$105.08	\$105.08
Tuition Differential (no more than 15%)	\$12.80	\$21.42	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$108.47</b>	<b>\$124.74</b>	<b>\$140.95</b>	<b>\$142.71</b>	<b>\$142.71</b>	<b>\$142.71</b>	<b>\$142.71</b>
% Change		15.0%	13.0%	1.2%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$10.50	\$10.50	\$10.50
Activity & Service	\$13.34	\$14.24	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$9.51	\$9.51	\$9.76	\$10.16	\$10.16	\$10.16	\$10.16
Athletic	\$14.23	\$14.98	\$16.33	\$17.83	\$17.83	\$17.83	\$17.83
Transportation Access	\$3.85	\$3.85	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)		\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$55.25</b>	<b>\$62.82</b>	<b>\$66.88</b>	<b>\$71.06</b>	<b>\$72.80</b>	<b>\$72.80</b>	<b>\$72.80</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$163.72</b>	<b>\$187.56</b>	<b>\$207.83</b>	<b>\$213.77</b>	<b>\$215.51</b>	<b>\$215.51</b>	<b>\$215.51</b>
% Change		14.6%	10.8%	2.9%	0.8%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,228.50</b>	<b>\$4,281.19</b>	<b>\$4,281.30</b>	<b>\$4,281.30</b>	<b>\$4,281.30</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,657.50</b>	<b>\$1,884.60</b>	<b>\$2,006.40</b>	<b>\$2,131.84</b>	<b>\$2,184.06</b>	<b>\$2,184.06</b>	<b>\$2,184.06</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,911.60</b>	<b>\$5,626.80</b>	<b>\$6,234.90</b>	<b>\$6,413.04</b>	<b>\$6,465.36</b>	<b>\$6,465.36</b>	<b>\$6,465.36</b>
\$ Change		\$715.20	\$608.10	\$178.14	\$52.32	\$0.00	\$0.00
% Change		14.6%	10.8%	2.9%	0.8%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$425.02	\$425.02	\$459.02	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$26.03	\$26.42	\$28.12	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	\$451.05	\$451.44	\$487.14	\$485.38	\$485.38	\$485.38	\$485.38
% Change		0.1%	7.9%	-0.4%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$16,004.70</b>	<b>\$16,492.80</b>	<b>\$17,999.10</b>	<b>\$17,999.29</b>	<b>\$17,999.40</b>	<b>\$17,999.40</b>	<b>\$17,999.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,438.54</b>	<b>\$2,677.11</b>	<b>\$2,849.91</b>	<b>\$2,975.14</b>	<b>\$3,027.36</b>	<b>\$3,027.36</b>	<b>\$3,027.36</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,443.24</b>	<b>\$19,169.91</b>	<b>\$20,849.01</b>	<b>\$20,974.44</b>	<b>\$21,026.76</b>	<b>\$21,026.76</b>	<b>\$21,026.76</b>
\$ Change		\$726.67	\$1,679.10	\$125.43	\$52.32	\$0.00	\$0.00
% Change		3.9%	8.8%	0.6%	0.2%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>	<b>\$8,283.00</b>	<b>\$8,732.53</b>	<b>\$8,994.51</b>	<b>\$9,264.34</b>	<b>\$9,542.27</b>	<b>\$9,828.54</b>	<b>\$10,123.40</b>
\$ Change		\$449.53	\$261.98	\$269.83	\$277.93	\$286.27	\$294.86
% Change		5.4%	3.0%	3.0%	3.0%	3.0%	3.0%

**NOTE:** While additional revenues will be needed to meet goals established for future years, at this time the university is unable to determine the source of these revenues (legislative allocation, tuition differential or tuition increase).



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-29%	1888	38%	1835	33%	1927	33%	2024	33%
FTIC (Profile Admit)	na	na	na	na	na	na	na	na	na
AA Transfers*	13%	1644	33%	1981	35%	2080	35%	2184	35%
Other Transfers	14%	1414	29%	1820	32%	1911	32%	2006	32%
Subtotal	-7%	4946	100%	5636	100%	5918	100%	6214	100%
GRADUATE STUDENTS									
Master's	-9%	646	94%	711	94%	725	94%	740	94%
Research Doctoral	na	na	na	na	na	na	na	na	na
Professional Doctoral	200%	39	6%	44	6%	46	6%	47	6%
Subtotal	-5%	685	100%	755	100%	771	100%	787	100%
NOT-DEGREE SEEKING	5%	176		220		230		240	
MEDICAL	na	na	na	na	na	na	na	na	
TOTAL	-7%	5807		6611		6919		7241	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL FTE		2013-14 PLANNED FTE		2014-15 PLANNED FTE		2015-16 PLANNED FTE	
		% of TOTAL		% of TOTAL		% of TOTAL		% of TOTAL	
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	130%	557	6%	953	10%	1160	13%	1413	15%
HYBRID (50%-79%)	852%	96	1%	173	2%	231	2%	308	3%
TRADITIONAL (<50%)	-3%	8793	93%	8218	88%	8046	85%	7811	82%
TOTAL	2%	9446	100%	9344	100%	9437	100%	9532	100%
<b>GRADUATE</b>									
DISTANCE (80%)	255%	91	9%	146	15%	181	19%	220	23%
HYBRID (50%-79%)	538%	62	7%	79	8%	98	10%	120	12%
TRADITIONAL (<50%)	-4%	829	84%	730	77%	688	71%	633	65%
TOTAL	3%	982	100%	955	100%	967	100%	973	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 <sup>st</sup> Year Estimate d 2013-14	2 <sup>nd</sup> Year Planned 2014-15	3 <sup>rd</sup> Year Planned 2015-16	4 <sup>th</sup> Year Planned 2016-17	5 <sup>th</sup> Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	3530	3485	3530	3426	3460	3495	3530	3565	0.5%
UPPER	5365	5693	5365	5720	5777	5835	5893	5952	0.9%
GRAD I	776	735	776	753	761	769	777	785	1.3%
GRAD II	125	128	125	134	135	136	137	138	1.5%
TOTAL	9796	10041	9796	10033	10133	10235	10337	10440	0.8%
<b>Non- Resident</b>									
LOWER	90	88	90	87	88	89	90	91	0.7%
UPPER	104	110	104	111	112	113	114	115	0.9%
GRAD I	51	61	51	63	64	65	66	67	1.9%
GRAD II	5	6	5	6	6	6	6	6	0.0%
TOTAL	250	265	250	267	270	273	276	279	1.0%
<b>TOTAL</b>									
LOWER	3620	3573	3620	3513	3548	3584	3620	3656	0.5%
UPPER	5469	5803	5469	5831	5889	5948	6007	6067	0.9%
GRAD I	827	796	827	816	825	834	843	852	1.4%
GRAD II	130	134	130	140	141	142	143	144	1.4%
TOTAL	10046	10306	10046	10300	10403	10508	10613	10719	0.8%
TOTAL (US FTE)	13395	13741	13395	13733	13871	14011	14151	14292	0.8%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Dentistry</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Veterinary</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTE D ENROLLME NT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
B.S. in Radiography	51.0911	Critical Needs: Health Professions	Adventist University of Health Sciences	No	16 (HC) 12 (FTE)	June 2013
B.S. in Medical Laboratory Sciences	51.1005	Critical Needs: Health Professions	FGCU, UCF, USF T, UWF	Hybrid	45 (FTE)	January 2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
M.M. in Music	50.0903		UF, FSU	No		March 2014
<b>DOCTORAL PROGRAMS</b>						
Doctorate in Clinical Nutrition (DCN) Nutrition & Dietetics	51.3102	Critical Needs: Health Professions	None	Yes	12 (HC) 5.156 (FTE)	October 2013

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
B.S. in Coastal Environmental Science	03.0104	STEM	FAMU, FSU, UF, USF T, USF P, USF SP, UWF	TBD	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
M.A. in International Affairs	45.0901	Global	FIU, FSU, UF	TBD	TBD	TBD
M.S. in Coastal and Port Engineering	14.2401	STEM	FAU, UF	TBD	TBD	TBD
M.S.W. in Social Work	44.0701					
<b>DOCTORAL PROGRAMS</b>						



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i> ) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.





<b>Return on Investment</b>	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .





Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

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# Florida A&M University

## 2013-14 Work Plan



**Florida A&M University**

*Work Plan Presentation for 2013-14 Board of Governors Review*



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

## VISION STATEMENT (What do you aspire to?)

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates, through innovative recruitment strategies, strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a focus on retention, student progression and graduation and on quality of instruction in particular strategic areas. The University also seeks to enhance its business operations to promote efficiency and compliance with external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health disciplines, with an expectation of increased external funding.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

Florida A&M University is a doctoral research institution and is one of the premier Historically Black Colleges and Universities (HBCUs) in the nation. Its strengths include over \$50 million in research expenditures annually, its recognition as a top producer of minority graduates, as well as offering an array of accredited professional programs and a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented. In order to further enhance meeting its mission, the University intends to focus on ensuring compliance with SACSCOC accreditation standards; increasing retention and graduation rates at all degree levels; meeting labor market expectations of employers and the professions and increasing productivity in research. Opportunities include the increased use of technology for effective recruitment and progression of students, the maximization of online courses and degree programs, and capitalizing on the restructured academic units to increase productivity in research as well as graduation rates of students. Challenges for improvement include the pursuit of alternative funding sources as a result of declining state funds, and the formation of public-private partnerships that would help to move the University forward.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### **1. Remove Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) probation sanction**

The University has undertaken an aggressive and detailed corrective action plan and is working diligently to address the SACSCOC concerns that resulted in the probation sanction. The actions include the promulgation of policies, and strategies to enhance a culture of continuous improvement designed to sustain compliance with SACS and audit requirements into the future. A team of experienced administrators and faculty is working closely with the affected areas to implement corrective actions, demonstrate that the actions are having the intended results, and that the University is in compliance with all standards cited. A report will be submitted to SACSCOC by August 26, 2013, with an expected site visit September 24-26, 2013. The Commission will consider the results at its December 2013 meeting.

### **2. Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates**

Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year Experience activities; increasing student engagement in curricular and co-curricular initiatives; offering professional development opportunities for students and faculty/advisors; and enhancing the electronic monitoring of student progression. The University has invested significantly in some of these activities designed to increase student retention and progression in the past two years, partly from tuition differential funds. More detailed information is provided in the update to the Retention and Debt Reduction Plan, which accompanies the Work Plan. By focusing efforts on the timely production of well qualified graduates the University, in all probability, will be able to reduce costs associated with current progression and graduation rates of students. FAMU targets AA transfers of Florida College System institutions. FAMU has established community college scholarships to assist students financially as they transition to our institution. The University is in the process of revising the individual articulation agreements with Florida College System institutions to reflect the amount of the scholarships. In addition, the Office of Enrollment Management has designated staff to communicate personally with each Florida College System institution concerning applicants and support services.

### **3. Increase pass rates on licensure examinations**

The FAMU Board of Trustees has established increasing pass rates on licensure examinations as a goal and set target pass rates for the programs in which passing licensure or certification is a condition of employment in the field. Each of the programs has developed detailed action plans to guide their progress in accomplishing stated goals. The plans include a variety of strategies throughout the respective disciplinary matriculation process, beginning with the first year and continuing through graduation. The established strategies are beginning to yield results. Almost all the programs have seen increases in pass rates. It is expected that all pass rates will continue to increase until they meet or exceed the targets.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University, Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
FAMU achieved its goal of increasing the number of programs ranked in the top 10 in 2011-12. From 2005-2006, FAMU increased its national rankings for the production of African American graduates, by discipline, from nine in the top 10 in 2005-06 to seventeen in 2010-11. The change from 2005-06 resulted in a 88.89% overall increase. In three years, FAMU's goal is to increase its national rankings by disciplines to at least eighteen programs identified in the Top 100 Minority Producers across the nation. <i>Source: Diverse: Issues in Higher Education, 2011 Publication using 2010-2011 data</i>					
Avg. SAT Score (for 3 subtests)	45	1,426	1,438	1,445	1,460
Avg. High School GPA	0.1	3.15	3.21	3.24	3.31
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	1	2	3	3
Exams Below National/State Benchmark	n/a	4	3	2	2
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>		<b>4</b>	<b>4</b>	<b>2</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	-2.1%	79.5%	80.1%	81.0%	83.0%
FTIC Graduation Rates					
In 4 years (or less)	0.4%	11.6%	12.6%	13.6%	15.6%
In 6 years (or less)	1.2%	39.5%	40.5%	41.5%	43.5%
AA Transfer Graduation Rates					
In 2 years (or less)	-14.6%	17.2%	18.2%	19.2%	21.2%
In 4 years (or less)	-2.3%	63.2%	64.2%	65.2%	67.2%
Percent of Bachelor's Degrees Without Excess Hours	-8.0%	27%	28%	29%	31%
Average Time to Degree (for FTIC)	0.2 yrs	5.6 yrs	5.5 yrs	5.3 yrs	4.9 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3</b>		<b>7</b>	<b>7</b>	<b>7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	10.6%	1,470	1,433	1,447	1,476
Percent of Bachelor's Degrees in STEM	-4.8%	15.0%	16.0%	17.0%	18.0%
Graduate Degrees Awarded	15.4%	607	607	613	625
Percent of Graduate Degrees in STEM	0.3%	11.9%	12.0%	13.0%	14.0%
Percent of Baccalaureate Graduates Employed in Florida	6.0%	63%	64%	65%	67%
Percent of Baccalaureate Graduates Continuing their Education in Florida	5.0%	22%	22%	23%	25%
Annual Gifts Received (\$M)	-17.2%	\$ 3.2 M	\$ 3.3 M	\$ 5.5 M	\$ 5.5 M
Endowment (\$M)	7.4%	\$ 79.8 M	\$ 80 M	\$ 80.2 M	\$ 80.7 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>6</b>		<b>4</b>	<b>7</b>	<b>6</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>11</b>		<b>15</b>	<b>18</b>	<b>15</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods. NCLEX pass rates for Nursing are reported by calendar year. In calendar year 2012 (Jan. 1-Dec. 31, 2012), the nursing program surpassed the national average of 90.34% with first-time pass rates of 90.48% (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	n/a	1	1	1	2
National Academy Members	n/a	0	0	0	0
Number of Post-Doctoral Appointees*	n/a	21	22	23	23
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	0 of 8	0 of 8	0 of 8	1 of 8
SUBTOTAL OF IMPROVING METRICS	n/a		1	1	2
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	1.53	\$ 52.2 M	\$ 41.6 M	\$ 47.7 M	\$ 52.5 M
Science & Engineering Research Expenditures (\$M)	1.09	\$ 37.3 M	\$ 29.9 M	\$ 34.3 M	\$ 37.8 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	1.29	\$ 32.0 M	\$ 25.9 M	\$ 29.3 M	\$ 32.8 M
Percent of Research Expenditures funded from External Sources	5.00	88%	88%	89%	89%
Patents Issued	300%	4	4	4	6
Licenses/Options Executed	-100%	0	2	3	4
Licensing Income Received (\$M)	-100%	0	0	\$ 20,000	\$ 30,000
Number of Start-up Companies	-100%	0	2	4	5
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	234-193	n/a	n/a	n/a
Research Doctoral Degrees Awarded	-20.7%	23	25	27	31
Professional Doctoral Degrees Awarded	57.9%	308	311	314	321
SUBTOTAL OF IMPROVING METRICS	5		4	9	9
TOTAL OF IMPROVING METRICS	5		5	10	11

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.

Note: Start-up companies for 2013-14: (1) The finger flag/finger pole and a math game for all ages (2) A water retention system (3) MSP Nanotech and (4) Herbaceutix



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Bachelor's Degrees Awarded to Minorities ( includes: Black, Asian, Hispanic, Native, Mixed)	11.3%	1,423	1,381	1,394	1,422
Metric #2 Percent of Course Sections Offered via Distance and Blended Learning	Cannot compute because base year was zero	0.6%	1.8%	2.2%	2.4%
Metric #3 Percentage of Eligible Programs with Specialized Accreditation ** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation	Cannot compute meaningful comparison as several programs terminated in 2010-11	84.76%	90.00%	86.44%	86.67%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** Increase the production of graduate degrees awarded to African Americans in the academic programs.

Metric : Number of graduate degrees awarded to African Americans	10.8%	462	472	476	486
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**Goal 2.** Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines.

Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in production of African American graduates. Source: IPEDS Data	22.22%	22	22	23	23
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## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 114.6	\$ 99.9	\$ 107.9	\$ 97.8	\$ 77.4	n/a
Tuition	\$ 50.9	\$ 57.3	\$ 69.7	\$ 75.4	\$ 71.0	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 165.5</b>	<b>\$ 157.2</b>	<b>\$ 177.6</b>	<b>\$ 173.2</b>	<b>\$ 148.4</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL HSC</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 165.5</b>	<b>\$ 157.2</b>	<b>\$ 177.6</b>	<b>\$ 173.2</b>	<b>\$ 148.4</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 25.2	\$ 22.8	\$ 25.3	\$ 25.5	\$ 31.9	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 63.1	\$ 52.8	\$ 56.7	\$ 53.3	\$ 56.9	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 50.5	\$ 63.4	\$ 78.4	\$ 69.0	\$ 69.5	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	n/a	n/a	n/a	n/a	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 138.8</b>	<b>\$ 139.0</b>	<b>\$ 160.4</b>	<b>\$ 147.8</b>	<b>\$ 158.3</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 304.3</b>	<b>\$ 296.2</b>	<b>\$ 338.0</b>	<b>\$ 321.0</b>	<b>\$ 306.7</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$642	\$1,091	\$1,091	\$1,726	\$2,456
Percent Increase	15%	12%	1.3%	15%	15%
Required Fees <sup>1</sup>	\$1,434	\$1,583	\$1,658	\$1,658	\$1,658
<b>TOTAL TUITION AND FEES</b>	<b>\$5,176</b>	<b>\$5,774</b>	<b>\$5,901</b>	<b>\$6,536</b>	<b>\$7,266</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Note 2: While additional revenues will be needed, at this time the university is unable to determine the source (legislative allocation, tuition differential, or tuition increase).

Note 3: Base tuition increase of 1.7% in 2013-14 is pending BOT approval August 8, 2013

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	81%	86%	84%	84%	86%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$27,253	\$28,143	\$29,554	\$29,172	\$29,000
Student Loan Cohort Default Rate (2nd Year)	12.8%	13.6%	10.5%(draft)	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	18.3%	19%(draft)	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,553	\$1,138	\$9,150	\$1,192	\$2,133	<b>\$18,166</b>
AT HOME	\$4,553	\$1,138	\$2,188	\$1,680	\$2,499	<b>\$12,058</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	4,829	66%	\$8,292	\$-1,584	\$7,012	\$8,125
\$40,000-\$59,999	910	12%	\$10,195	\$ 27	\$5,471	\$8,156
\$60,000-\$79,999	490	7%	\$11,630	\$ 992	\$4,678	\$9,008
\$80,000-\$99,999	322	4%	\$11,455	\$ 698	\$5,063	\$9,040
\$100,000 Above	720	10%	\$11,345	\$ 536	\$5,279	\$9,166
Missing	88	1%	\$19,083	\$5,279	\$0	\$0
<b>TOTAL</b>	<b>7,359</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$9,313</b>	<b>\$-822</b>	<b>\$6,327</b>	<b>\$8,231</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	
\$ Increase in tuition differential per credit hour:	
\$ Increase in tuition differential for 30 credit hours:	
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	
Total differential fee revenue generated in 2013-14 (projected):	
Intended Uses	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<b>Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates</b>	<b>Faculty Hires (Full-time Faculty and Adjuncts)</b> Twenty-two (22) positions have been filled with a combination of tenure track positions and visiting positions in core critical academic disciplines (math, English, chemistry, biology and criminal justice). In addition, adjuncts will continue to be hired to address the class size issue.
	<b>Academic Advisement</b> <ul style="list-style-type: none"> <li>A total of 15 advisors/counselors have been hired in the areas of Allied Health, Criminal Justice/Sociology, Engineering, Biology, Center for Disability Access and Resources, Business, Psychology/Social Work, Nursing and for the following initiatives - Online Academic Advisement Module, Career Development, Student Debt, and Testing initiatives developed and implemented to assist in decreasing the student/advisor ratio.</li> <li>The professional development/training program for academic advisors is ongoing and updated for effectiveness.</li> <li>The Academic Success Course curriculum is currently being developed with faculty input. The course will be offered in Fall 2013.</li> </ul>
	<b>First Year Experience Program</b> <ul style="list-style-type: none"> <li>Mandatory Course for Freshman Students (2 credits)- Twenty-two (22) sections of the FYE course were offered in Fall 2012. Three (3) sections are currently being offered in Spring 2013. The course also includes a Peer Mentoring component and Seminar Series. Data from a pilot study for FYE course indicates that of the freshmen entering Fall 2011, 81.3% who took the course returned in Fall 2012, compared to 77.7% of those who did not.</li> </ul>
	<b>Online Academic Curriculum Mapping/Academic Advisement Module (AAM)</b> <ul style="list-style-type: none"> <li>The two (2) academic advisors/counselors have been hired to complete the Online Student Academic Advisement Module. The Module is scheduled to be fully implemented by May 2013.</li> </ul>
	<b>Student Debt Management Program</b> <ul style="list-style-type: none"> <li>The two Student Debt Advisor/Counselor positions have been filled. Financial Literacy outreach to freshman and sophomore students is being provided through one-on-one counseling, workshops and class presentations.</li> </ul>





	<b>Developmental Education/Testing</b> <ul style="list-style-type: none"> <li>The Advisor/Counselor position in Testing is pending and will be filled by May 2013.</li> </ul>
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	Twenty-five (25) full-time faculty have been hired or retained with the use of Tuition Differential funds. A number of adjuncts were hired as well, resulting in an additional 682 course sections.
Total Number of Advisors Hired or Retained (funded by tuition differential):	Fifteen (15) Advisors have been hired or retained and trained with the use of Tuition Differential funds.
Total Number of Course Sections Added or Saved (funded by tuition differential):	A total of 903 course sections were added or saved with the Tuition Differential funds.
<b>2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)</b>	<b>University Update on Each Initiative</b>
Need based aid	A total of 1,479 students received need based aid awards from 30% of the tuition differential funds.
<b>Additional Information (estimates as of April 30, 2013):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,479 (includes 69 from carry forward)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,312
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$85
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,500

Note: For 2012-13 Student Financial Assistance, the Budgeted Expenditure amount for FY 12-13 was based on appropriated TD revenue. The University recognized more revenue than the appropriated amount, but we cannot spend over our appropriated budget authority.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14

#### University Tuition Differential

Budget Entity: 48900100 (Educational & General)

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

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 1,431,546	\$ 2,810,477
Less: Prior-Year Encumbrances	20,971	-
Beginning Balance Available:	\$ 1,410,575	\$ 2,810,477
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 9,250,000	\$ 8,324,981
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 9,250,000	\$ 8,324,981
(as of 4/8/2013)		
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 2,265,027	\$ 3,496,492
Other Personal Services	2,617,110	\$ 2,330,995
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	2,684,130	2,497,494
Expended From Carryforward Balance	283,831	1,654,368
**Other Category Expenditures	-	-
Total Expenditures:	\$ 7,850,098	\$ 9,979,349
<b>Ending Balance Available:</b>	<b>\$ 2,810,477***</b>	<b>\$ 1,156,109</b>

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.

\*\*\*An estimated \$90,870 will be carried forward for Student Financial Assistance as a result of increased Summer revenue. FAMU expects to disburse the 2012-2013 ending balance to support the Summer session and new adjunct faculty hires.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b><u>Tuition:</u></b>							
Base Tuition - (1.7% inc. for 2013-14, 0% for 2014-15 to 2016-17)*	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$12.80	\$21.42	\$36.38	\$36.38	\$57.53	\$81.86	\$109.84
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$108.47</b>	<b>\$124.74</b>	<b>\$139.70</b>	<b>\$141.45</b>	<b>\$162.60</b>	<b>\$186.93</b>	<b>\$214.91</b>
% Change		15.0%	12.0%	1.3%	15.0%	15.0%	15.0%
<b><u>Fees (per credit hour):</u></b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$0.00	\$0.00	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$12.62	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	-	-	-	-	-	-	-
Student Life & Services Fee (UNF only)	-	-	-	-	-	-	-
Marshall Center Fee (USF only)	-	-	-	-	-	-	-
Student Affairs Facility Use Fee (FSU only)	-	-	-	-	-	-	-
List any new fee proposed (Green Fee)	-	-	-	\$0.50	\$0.50	\$0.50	\$0.50
<b>Total Fees</b>	<b>\$37.44</b>	<b>\$39.55</b>	<b>\$48.46</b>	<b>\$50.96</b>	<b>\$50.96</b>	<b>\$50.96</b>	<b>\$50.96</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$145.91</b>	<b>\$164.29</b>	<b>\$188.16</b>	<b>\$192.41</b>	<b>\$213.56</b>	<b>\$237.89</b>	<b>\$265.87</b>
% Change		12.6%	14.5%	2.3%	11.0%	11.4%	11.8%
<b><u>Fees (block per term):</u></b>							
Activity & Service	-	-	-	-	-	-	-
Health	\$59.00	\$59.00	-	-	-	-	-
Athletic	-	-	-	-	-	-	-
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	-	-	-	-	-	-	-
Student Affairs Facility Use Fee (FSU only)	-	-	-	-	-	-	-
List any new fee proposed	-	-	-	-	-	-	-
<b>Total Block Fees per term</b>	<b>\$124.00</b>	<b>\$124.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>
% Change		0.0%	-47.6%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,191.00</b>	<b>\$4,243.50</b>	<b>\$4,878.00</b>	<b>\$5,607.90</b>	<b>\$6,447.30</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,371.20</b>	<b>\$1,434.50</b>	<b>\$1,583.80</b>	<b>\$1,658.80</b>	<b>\$1,658.80</b>	<b>\$1,658.80</b>	<b>\$1,658.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,625.30</b>	<b>\$5,176.70</b>	<b>\$5,774.80</b>	<b>\$5,902.30</b>	<b>\$6,536.80</b>	<b>\$7,266.70</b>	<b>\$8,106.10</b>
\$ Change		\$551.40	\$598.10	\$127.50	\$634.50	\$729.90	\$839.40
% Change		11.9%	11.6%	2.2%	10.8%	11.2%	11.6%
<b><u>Out-of-State Fees</u></b>							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$14,626.20</b>	<b>\$15,114.30</b>	<b>\$15,563.10</b>	<b>\$15,615.60</b>	<b>\$16,250.10</b>	<b>\$16,980.00</b>	<b>\$17,819.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,939.70</b>	<b>\$2,003.00</b>	<b>\$2,152.30</b>	<b>\$2,227.30</b>	<b>\$2,227.30</b>	<b>\$2,227.30</b>	<b>\$2,227.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$16,565.90</b>	<b>\$17,117.30</b>	<b>\$17,715.40</b>	<b>\$17,842.90</b>	<b>\$18,477.40</b>	<b>\$19,207.30</b>	<b>\$20,046.70</b>
\$ Change		\$551.40	\$598.10	\$127.50	\$634.50	\$729.90	\$839.40
% Change		3.3%	3.5%	0.7%	3.6%	4.0%	4.4%
<b><u>Housing/Dining<sup>4</sup></u></b>	<b>\$7,907.00</b>	<b>\$8,826.20</b>	<b>\$8,942.00</b>	<b>\$9,140.00</b>	<b>\$9,140.00</b>	<b>\$9,140.00</b>	<b>\$9,140.00</b>
\$ Change		\$919.20	\$115.80	\$198.00	\$0.00	\$0.00	\$0.00
% Change		11.6%	1.3%	2.2%	0.0%	0.0%	0.0%
<sup>1</sup> can be no more than 5% of tuition. <sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.							
<sup>2</sup> limited in statute. <sup>4</sup> combine the most popular housing and dining plans provided to students							
*Base tuition increase of 1.7% pending BOT approval August 8, 2013							



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-52.8%	3,287	29.8%	4,245	41.2%	4,285	41.4%	4,346	41.2%
FTIC (Profile Admit)	309.9%	5,714	51.8%	4,106	39.9%	4,104	39.7%	4,080	39.9%
AA Transfers*	20.5%	1,180	10.7%	1,139	11.0%	1,144	11.0%	1,149	11.0%
Other Transfers	28.8%	841	7.6%	813	7.9%	816	7.9%	820	7.9%
Subtotal	10.3%	11,022	100%	10,303	100%	10,349	100%	10,395	100%
GRADUATE STUDENTS									
Master's	-8.7%	727	36.2%	755	36.8%	758	36.8%	761	36.8%
Research Doctoral	20.6%	158	7.9%	153	7.4%	153	7.4%	154	7.4%
Professional Doctoral	45.6%	1124	55.9%	1,144	55.8%	1,149	55.8%	1,154	55.8%
Subtotal	18.2%	2,009	100%	2,051	100%	2,060	100%	2,069	100%
NOT-DEGREE SEEKING	-19.3%	176		153		153		153	
MEDICAL	n/a	n/a		n/a		n/a		n/a	
TOTAL	10.9%	13,207		12,508		12,562		12,617	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	n/a	15.05	0.2%	51	0.7%	65	0.9%	70	1.0%
HYBRID (50%-79%)	0%	0.0%	0.0%	60	0.9%	90	1.3%	105	1.5%
TRADITIONAL (<50%)	2.6%	7,188	99.8%	6,850	98.4%	6,837	97.8%	6,848	97.5%
<b>TOTAL</b>	<b>2.8%</b>	<b>7,203</b>	<b>100%</b>	<b>6,961</b>	<b>100%</b>	<b>6,992</b>	<b>100%</b>	<b>7,023</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	0%	0.0%	0.0%	29	2.0%	29	2.0%	29	2.0%
HYBRID (50%-79%)	0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%
TRADITIONAL (<50%)	16.9%	1,517	100%	1,433	98.0%	1,439	98.0%	1,445	98.0%
<b>TOTAL</b>	<b>5.0%</b>	<b>8,720</b>	<b>100%</b>	<b>1,462</b>	<b>100%</b>	<b>1,468</b>	<b>100%</b>	<b>1,474</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	3,601	3,284	3,601	3,421	3,438	3,455	3,473	3,490	0.50%
UPPER	2,868	2,707	2,868	2,725	2,738	2,752	2,766	2,780	0.50%
GRAD I	475	384	475	451	454	456	458	460	0.50%
GRAD II	803	913	803	763	767	770	774	778	0.50%
<b>TOTAL</b>	<b>7,747</b>	<b>7,288</b>	<b>7,747</b>	<b>7,360</b>	<b>7,396</b>	<b>7,433</b>	<b>7,471</b>	<b>7,508</b>	<b>0.50%</b>
<b>Non- Resident</b>									
LOWER	n/a	326	500	475	475	475	475	475	0.00%
UPPER	n/a	234	359	341	341	341	341	341	0.00%
GRAD I	n/a	51	78	74	74	74	74	74	0.00%
GRAD II	n/a	119	182	173	173	173	173	173	0.00%
<b>TOTAL</b>	<b>1,119</b>	<b>730</b>	<b>1,119</b>	<b>1,063</b>	<b>1,063</b>	<b>1,063</b>	<b>1,063</b>	<b>1,063</b>	<b>0.00%</b>
<b>TOTAL</b>									
LOWER	n/a	3,610	n/a	3,896	3,913	3,930	3,947	3,965	0.44%
UPPER	n/a	2,941	n/a	3,065	3,079	3,093	3,106	3,120	0.45%
GRAD I	n/a	435	n/a	526	528	530	532	535	0.43%
GRAD II	n/a	1,032	n/a	936	940	944	948	952	0.41%
<b>TOTAL</b>	<b>8,866</b>	<b>8,018</b>	<b>8,866</b>	<b>8,423</b>	<b>8,459</b>	<b>8,496</b>	<b>8,534</b>	<b>8,571</b>	<b>0.43%</b>
<b>Estimated TOTAL (US FTE)</b>	<b>11,821</b>	<b>10,691</b>	<b>11,821</b>	<b>11,230</b>	<b>11,279</b>	<b>11,329</b>	<b>11,378</b>	<b>11,428</b>	<b>0.32%</b>

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>
<b>Dentistry</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>
<b>Veterinary</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>
<b>Pharmacy</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs to Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Environmental Studies	03.0103	STEM	FGCU, FIU	None		11-2013
Multidisciplinary Studies	30.9999	NO	UF, USF			

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Curriculum and Instruction	13.0301	NO	FAU, FGCU, FIU, UCF, UF, USF, UWF	FGCU, UWF, USF, UF	60	
Health Informatics	51.0706	CRIT: HEALTH	UCF	UCF	30	

### DOCTORAL PROGRAMS

### New Programs to Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Food Sciences	01.1001	NO	UF	None	70	6-2014

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Biomedical Sciences	26.0102	STEM	FSU, FAU	None		
Computational Science		STEM	FSU	Unknown		

### DOCTORAL PROGRAMS

Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF	None	20	6-2015
Doctor of Nursing Practice	51.3818	CRIT: HEALTH	FAU, FIU, FSU UCF, UF, UNF, USF	UCF, FIU, FAU	50	6-2014
Public Health (PhD)	51.2201	CRIT: HEALTH	FIU, UF, USF	None	25	04-2015
Biology	26.0101	STEM	FAU, FIU, FSU, USF	None	20	06-2016
Computational Science	11.0199	STEM	FSU	Unknown	20	06-2016



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.





<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Post-doctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .





<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

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# NCF

## 2013-14 Work Plan



**New College of Florida**

*Work Plan Presentation for 2013-14 Board of Governors Review*

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



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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### 3. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

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## MISSION STATEMENT (What is your purpose?)

New College offers an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program<sup>1</sup> which develops the students' intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

*<sup>1</sup> New College's distinctive academic program includes the following practices: contracts negotiated between a student and their faculty advisor for each academic semester, stipulating goals, objectives, and criteria for certification; narrative evaluations for each student in every class and tutorial; each student is required to complete a senior thesis/senior project; each student passes a Baccalaureate Exam with a committee of three faculty.*

## VISION STATEMENT (What do you aspire to?)

New College aspires to:

- a. Become the first choice of students who value academic rigor and intellectual exploration in equal measure.
- b. Maintain ranking within the top ten public undergraduate liberal arts colleges in the nation.
- c. Increase our percentage of under-represented students.
- d. Increase our endowment (capital campaign goals), diversify our sources of revenues.
- e. Integrate student life and academic life so that they are not competing realms but working together to support student success.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

As a honors liberal arts college that blends honors with innovative pedagogy, we compete for students against a diverse range of institutions including both innovative private colleges, such as Oberlin and Reed, and the honors programs embedded in large universities, such as UF and FSU. In order to succeed in this market niche, we must outperform our competitors in their areas of strength. We expect academic rigor as we encourage intellectual exploration and we customize each student experience to overcome their individual weaknesses while building on their strengths. Key to this effort is cultivating a spirit of entrepreneurship throughout our entire institution. Students should approach our contract system as the opportunity to gain real mastery and establish a foundation for their future profession or graduate studies. Faculty should be encouraged to innovate, both with respect to pedagogy and research. Internally, we must provide a robust support system for this entrepreneurial program. For students, this means integrating support services from all campus units into an effective whole. For faculty, it means continuity of professional development and support for interdisciplinary teaching and research that connects beyond the campus with the region. Externally, we must capture this entrepreneurial spirit through our integrated marketing campaign, and rededicating our Advancement team to increasing funding.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

New College's strength has always been its clarity of mission: we deliver a world-class academic program to deserving undergraduate students. While we will always be the smallest unit in the SUS, we will identify conditions under which growth without loss of quality is feasible and adopt strategies for growth that is sustainable and incremental. Our brand must become more clearly associated with our high-touch, individualized, entrepreneurial learning model rather than simply honors undergraduate education. We may add masters programs in key areas, and do so without sacrificing brand clarity or changing our Carnegie classification. Similarly, we need to integrate on-line resources in ways that are appropriate to our specific educational culture. Finally, we must partner with other area institutions to expand educational opportunities for our students, and to achieve operational efficiencies. We are currently developing stronger ties to the other colleges and universities in our region (USF-Sarasota/Manatee, State College of Florida, FSU, Ringling College of Art and Design, and Eckerd College).

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1. Academic Quality: Research Participation.** 100% of New College graduates complete a senior research thesis or creative project. This initiative provides a pathway along which students strengthen their preparation for research and creative work at every level, beginning in the first year. We are partnering with 6 colleges to share best practices and assess the senior thesis to improve teaching and learning. We will strengthen writing and critical inquiry skills to provide the foundation for successful research. We will correlate individual student experiences with assessments of their thesis work to gain insights that will improve teaching and thesis advising. We will emphasize model senior projects as a valued alternative to the 70-page written analytical thesis.

**2. Operational Efficiency: Graduation Rates.** Over the last 5 years, New College invested in first-year retention with the hope of improving the 4- and 6-year graduation rate. The six-year graduation rate was 68% in 2011 and 69% in 2012. We plan to sustain a 68% 6-year graduation rate through Spring 2016. We will continue to support student development of scholarly writing and critical thinking skills through the "Seminars in Critical Inquiry" early in their academic career in addition to adding critical assistance to upper division students. Academic Resource Center staff and librarians are offering additional targeted academic workshops and support services in strategic learning areas (writing, quantitative reasoning skills, interpersonal communication, and educational technology) to assist students with resources needed in courses as well as their senior thesis. Spring 2013 the campus launched a multiunit retention group to develop a more holistic approach to student success.

**3. Return on Investment: Strengthening STEM Outcomes.** New College is embarking on an initiative in data science and analytics, expanding instructional capacity in the emerging field of "big data" technology, and building on the success of our math and science programs. Faculty in computational science, computational political science, and bioinformatics will address student need in an interdisciplinary manner, and will offer a depth of study unavailable at other liberal arts colleges in Florida. Over the next four years, New College intends to increase the percentage of students in STEM fields from 25% to 35%.





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
National Ranking for University and Programs					
Key initiative 2 (Seminars in Critical Inquiry, targeted academic workshops, multi-unit retention group) will improve our 6-year graduation rate, a key metric in national rankings. US News ranked New College #5 among all Public Liberal Arts Colleges in 2013					
Avg. SAT Score (for 3 subtests)	(21) <sup>1</sup>	1,946	1,890	1,890	1,890
Avg. High School GPA	0	4.0	4.0	4.0	4.0
Professional/Licensure Exam					
First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	x	x	x	x
Exams Below National/State Benchmark	n/a	x	x	x	x
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	0	x	x	x	x
<b>Operational Efficiency</b>					
Freshman Retention Rate	(4%)	83%	83%	84%	85%
FTIC Graduation Rates					
In 4 years (or less)	11%	57%	54%	54%	54%
In 6 years (or less)	12%	69%	68%	68%	68%
AA Transfer Graduation Rates <sup>4</sup>					
In 2 years (or less)	(13%)	0%	15%	17%	19%
In 4 years (or less)	(12%)	50%	52%	54%	56%
Percent of Bachelor's Degrees Without Excess Hours	N/A	N/A	36%	46%	50%
Average Time to Degree (for FTIC)	(.3)	4.2 yrs	4.2 yrs	4.2 yrs	4.2 yrs
SUBTOTAL OF IMPROVING METRICS	2	x	x	x	x
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	22%	179	200	177	179
Percent of Bachelor's Degrees in STEM	(6%)	25%	30%	32%	35%
Graduate Degrees Awarded	%Δ	x,xxx	x,xxx	x,xxx	x,xxx
Percent of Graduate Degrees in STEM	%Δ	xx%	xx%	xx%	xx%
Percent of Baccalaureate Graduates <sup>5</sup> Employed in Florida	(11%) <sup>3</sup>	34% <sup>3</sup>	30%	32%	35%
Percent of Baccalaureate Graduates <sup>5</sup> Continuing their Education in Florida	(9%) <sup>3</sup>	7% <sup>3</sup>	10%	12%	15%
Annual Gifts Received (\$M)	(4%)	\$ 2.07 M	\$ 3.60 M	\$ 3.00 M	\$ 6.50 M
Endowment (\$M)	(16%)	\$ 28,170 M	\$ 32,000 M	\$ 35,000 M	\$ 42,000 M
SUBTOTAL OF IMPROVING METRICS	1	x	x	x	x
TOTAL OF IMPROVING METRICS	3	x	x	x	x



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1: Freshman in Top 10% of Graduating High School Class	(6%)	43%	45%	45%	45%
Metric #2a. Percentage of Students Participating in Identified Community and Business Engagement Activities – Internship <sup>6</sup>	5%	46%	50%	50%	50%
Metric #2b. Percentage of Students Participating in Identified Community and Business Engagement Activities – Volunteer <sup>6</sup>	10%	58%	60%	60%	60%
Metric #3. Bachelor's Degrees in Areas of Strategic Emphasis <sup>7</sup>	(2%)	50%	50%	50%	50%
<b>Goal 1.</b> Prepare students for careers through activities of the Center for Career Education (CCE). CCE helps students prepare for careers through these mechanisms: identifying post baccalaureate opportunities available after a liberal arts college experience; educating students on the academic background and skills necessary to succeed in certain fields, businesses and industries; enhancing college partnerships by promoting excellence in local college-educated talent pool. The metrics for this goal will measure percentage of seniors participating in the activities of the CCE, the frequency of student participation in the programs of the CCE, and student satisfaction with the CCE.					
Percentage of Graduates Participated in Career Services Education Activities	(5%)	48%	50%	52%	56%
Frequency of Use of Career Services by Graduates	0%	1.8 <sup>8</sup>	1.9	2.0	2.2
Graduates' Level of Satisfaction with Career Services	(22%)	1.8 <sup>9</sup>	1.9	2.0	2.2
<b>Goal 2.</b> Writing and Critical Inquiry. Introduce first and second year students to the foundations of research, writing, and critical thinking to create the skills and scholarly preparation for successful research and writing within the discipline.					
Metric: Minimum % of Seminar in Critical Inquiry (SCI) students whose writing skills were less than satisfactory on the first paper who show improvement by the 4th paper on each of 14 learning outcomes. <sup>10</sup>	N/A <sup>11</sup>	71%	72%	73%	74%



## Notes:

- (1) SAT trends are based on 4 years.
- (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that span multiple time periods.
- (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.
- (4) The number of transfer students entering NCF each semester from FSC and CC is small and ranges widely - from 1-17 per semester since spring 2011. Because of the small number, AA transfer graduation rates show large swings from year to year.
- (5) New College prepares Florida undergraduates to attend the best graduate and professional degree programs in the U.S. FETPIP provides a good starting point, but does not give a complete metric for graduate school and professional school attendance. New College uses the National Clearinghouse database on graduate/professional school attendance which shows that 31% of 2011 NCF graduates attended graduate/professional school within one year of graduation. 68% of 2006 NCF graduates attended graduate/professional school within 5 years of graduation. FETPIP Florida employment data provides an initial indication but is limited to those graduates employed in Florida in the month of October following their graduation. Our direct survey of 2010 NCF graduates showed 37% were employed within one year of graduation.
- (6) Based on survey of graduating seniors.
- (7) NCF students graduate with an Area of Concentration (AOC). In 2009, the BOG designated specific NCF AOCs that qualify as Areas of Strategic Emphasis in the areas of STEM, Critical Needs Education, and Economic Development Globalization/Regional Needs.
- (8) *Scale: 1 = Never used    2 = Used 1-2 times    3 = Used 3-5 times    4 = Used 6-10 times    5 = Used 11 or more times*
- (9) *Scale: 1 = Not adequately    2 = Adequately    3 = Very well*
- (10) SCI student work is assessed based on 14 learning outcomes. This metric focuses on the students who begin the seminar with unsatisfactory writing skills – the weakest students. In 2011-12, between 71% -89% of these weak students showed improvement to college level baseline performance (or higher) on 9 of 14 learning outcomes. Another 60-67% of the weak students showed improvements to college level baseline performance (or higher) on 4 more of the outcomes. The criterion established for documented improvement was made stricter for academic year 2011-2012 than it had been the prior year. Thus the somewhat lower percentage of improving students reported in 2011-2012 compared to 2010-2011 reflects this more stringent accounting of improvements. Despite this change, the vast majority of these weakest students were still improving to acceptable levels, especially on the higher order thinking and writing skills assessed by the rubric. SCI courses are designed to improve writing and critical inquiry skills and improve retention. An additional goal is faculty development - training faculty in an effective pedagogy for improving student writing and critical inquiry. Many faculty teach SCI once, but do not repeat the same class a second time. Although those faculty tend to use the strategies in other classes, only the SCI classes are tracked for assessment purposes.
- (11) New College is unable to provide 5-year trend information. Seminar in Critical Inquiry (SCI) program started fall 2009.



## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 17.2	\$ 16.6	\$ 17.8	\$ 15.0	\$ 14.1	\$ 16.7
Tuition	\$ 4.0	\$ 4.5	\$ 4.7	\$ 5.6	\$ 5.6	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 21.2</b>	<b>\$ 21.1</b>	<b>\$ 22.5</b>	<b>\$ 20.6</b>	<b>\$ 19.7</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
<b>TOTAL HSC</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
<b>TOTAL IFAS</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 21.2</b>	<b>\$ 21.1</b>	<b>\$ 22.5</b>	<b>\$ 20.6</b>	<b>\$ 19.7</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 5.5	\$ 5.8	\$ 5.9	\$ 6.5	\$ 6.4	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 1.4	\$ 1.5	\$ 2.1	\$ 1.8	\$ 2.0	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 4.1	\$ 4.6	\$ 4.7	\$ 4.5	\$ 4.5	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 11.0</b>	<b>\$ 11.9</b>	<b>\$ 12.7</b>	<b>\$ 12.8</b>	<b>12.9</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 32.2</b>	<b>\$ 33.0</b>	<b>\$ 35.2</b>	<b>\$ 33.4</b>	<b>\$ 32.6</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$ 642	\$1,204	\$1,204	\$1,419	\$1,645
Percent Increase	15%	15%	0%	5%	5%
Required Fees <sup>1</sup>	\$1,308	\$1,349	\$1,420	\$1,462	\$1,505
<b>TOTAL TUITION AND FEES</b>	<b>\$5,050</b>	<b>\$5,653</b>	<b>\$5,724</b>	<b>\$5,981</b>	<b>\$6,250</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	41%	36%	32%	39%	40%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,794	\$11,458	\$14,172	\$18,276 <sup>2</sup>	\$15,346
Student Loan Cohort Default Rate (2nd Year)	3.3%	5.9%	1%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	7.8%	6.9%	n/a	n/a	n/a

Note1: Student Loan cohort default data includes undergraduate and graduate students. 2: NCF's small number of students graduating with debt leads to large changes in average amount of debt based on a few students. The large increase in 2011-12 resulted in part from 5 graduates with loans ranging from 30K-100K.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,783	\$800	\$8,598	\$1,100	\$2,500	<b>\$19,781</b>
AT HOME	\$6,783	\$800	\$1,800	\$1,100	\$2,500	<b>\$12,983</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	153	24%	\$9,058	(\$4,460)	\$10,838	\$2,917	
\$40,000-\$59,999	72	11%	\$11,629	(\$1,927)	\$8,058	\$2,896	
\$60,000-\$79,999	76	12%	\$13,390	\$197	\$6,081	\$2,268	
\$80,000-\$99,999	61	9%	\$14,328	\$633	\$5,569	\$2,640	
\$100,000 Above	236	37%	\$14,727	\$941	\$5,157	\$1,461	
Missing	48	7%	N/A	\$1,459	\$4,817	\$1,328	
TOTAL	646	100%	AVERAGE	\$12,869	(\$736)	\$6,948	\$2,162

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Writing Resource Center, Quantitative Resource Center, and Library Faculty	The Writing Resource Center (WRC) and Quantitative Resource Center (QRC) are located in Cook Library's Academic Resource Center (ARC).. Combined with Librarian services, these centers support student learning and research. WRC provided 706 individual writing conferences, 13 class presentations, 23 workshops and events, and 81 ISPs and tutorials. QRC held 413 tutoring sessions in mathematics and statistics and 253 meetings, primarily with thesis students. Librarians worked with students to develop their research skills, built collections in support of student learning and faculty research, and provided reference services in the library and throughout campus.
Seminars in Critical Inquiry, Adjunct Faculty	Seminars in Critical Inquiry provide first and second year students with writing, critical thinking, and research skills that support upper level research and learning. Five Seminars were taught during 2012-13. In addition, four faculty workshops offered faculty development in assessment of student learning, providing feedback on student papers, using rubrics, and embedding writing assignments in a syllabus. Adjunct faculty were used to replace teaching for faculty on assigned research, to add sections for oversubscribed courses, and to enhance curricular offerings. Adjuncts taught 40 classes during 2013-14
Pritzker Marine Science Program and Gender Studies Program	Pritzker Marine Science Program provides wet labs, aquaria, and curricula to support student learning and research about marine organisms and marine systems, as well as marine science community outreach. Gender Studies Program coordinates interdisciplinary studies through lectures, community events, and curricula. This included 35 cross-listed courses, 4 faculty presentations, 12 co-sponsored events, the first annual student symposium, and a new program advisor.
Library Electronic Resources: Wiley and SciFinder	These library resources provide access to scholarly journals in the natural sciences and social sciences and databases on chemical substances and reactions. Included are SciFinder Scholar and the statewide Wiley Online consortium license.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	11.60
Total Number of Advisors Hired or Retained (funded by tuition differential):	5
Total Number of Course Sections Added or Saved (funded by tuition differential):	44



2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Provided need-based aid	\$261,680
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	64
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,089
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$81
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$13,000



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

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

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	11.60	11.60
Advisors	5.00	5.00
Staff	2.00	2.00
Total FTE Positions:	18.60	18.60
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 0-	\$ 0-
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 0-	\$ 0-
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 865,926 -	865,926-
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 865,926-	\$ 865,926-
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 318,015-	\$ 318,900 -
Other Personal Services	272,251-	222,000 -
Expenses	13,980-	64,025-
Operating Capital Outlay	-	-
Student Financial Assistance	261,680-	261,000 -
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 865,926 -	\$ 865,926-
Ending Balance Available:	\$ 0-	\$ 0-

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

**University:**

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	12.8	\$21.42	\$40.13	\$40.13	\$47.30	\$54.83	\$62.73
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$108.47</b>	<b>\$124.74</b>	<b>\$143.45</b>	<b>\$143.45</b>	<b>\$150.62</b>	<b>\$158.15</b>	<b>\$166.05</b>
% Change		15.0%	15.0%	0.0%	5.0%	5.0%	5.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.14	\$8.14	\$8.14	\$8.14	\$8.14
Activity & Service	\$16.65	\$16.65	\$16.65	\$16.65	\$17.48	\$18.35	\$19.26
Health	\$4.58	\$4.58	\$4.58	\$4.81	\$5.05	\$5.30	\$5.56
Athletic	\$4.97	\$6.28	\$6.28	\$6.41	\$6.73	\$7.06	\$7.41
Transportation Access							
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$40.52</b>	<b>\$43.59</b>	<b>\$44.97</b>	<b>\$47.33</b>	<b>\$48.72</b>	<b>\$50.17</b>	<b>\$51.69</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$148.99</b>	<b>\$168.33</b>	<b>\$188.42</b>	<b>\$190.78</b>	<b>\$199.34</b>	<b>\$208.32</b>	<b>\$217.74</b>
% Change		13.0%	11.9%	1.3%	4.5%	4.5%	4.5%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>	<b>\$4,518.60</b>	<b>\$4,744.50</b>	<b>\$4,981.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,215.60</b>	<b>\$1,307.70</b>	<b>\$1,349.10</b>	<b>\$1,419.90</b>	<b>\$1,461.60</b>	<b>\$1,505.10</b>	<b>\$1,550.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,469.70</b>	<b>\$5,049.90</b>	<b>\$5,652.60</b>	<b>\$5,723.40</b>	<b>\$5,980.20</b>	<b>\$6,249.60</b>	<b>\$6,532.20</b>
\$ Change		\$580.20	\$602.70	\$70.80	\$256.80	\$269.40	\$282.60
% Change		13.0%	11.9%	1.3%	4.5%	4.5%	4.5%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$588.63	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$29.43	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
<b>Total per credit hour</b>	<b>\$618.06</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>
% Change		3.5%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$20,913.00</b>	<b>\$22,019.10</b>	<b>\$22,580.40</b>	<b>\$22,580.40</b>	<b>\$22,795.50</b>	<b>\$23,021.40</b>	<b>\$23,258.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,098.50</b>	<b>\$2,221.50</b>	<b>\$2,262.90</b>	<b>\$2,333.70</b>	<b>\$2,375.40</b>	<b>\$2,418.90</b>	<b>\$2,464.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$23,011.50</b>	<b>\$24,240.60</b>	<b>\$24,843.30</b>	<b>\$24,914.10</b>	<b>\$25,170.90</b>	<b>\$25,440.30</b>	<b>\$25,722.90</b>
\$ Change		\$1,229.10	\$602.70	\$70.80	\$256.80	\$269.40	\$282.60
% Change		5.3%	2.5%	0.3%	1.0%	1.1%	1.1%
<b>Housing/Dining<sup>4</sup></b>							
\$ Change		\$8,597.00	\$8,597.00	\$8,855.00	\$9,121.00	\$9,395.00	\$9,677.00
% Change		4.5%	0.0%	3.0%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> limited in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	19%	740	88%	721	88%	725	88%	730	88%
FTIC (Profile Admit)	200%	6	1%	6	1%	6	1%	6	1%
AA Transfers*	(7%)	38	5%	35	4%	35	4%	35	4%
Other Transfers	(28%)	58	7%	60	7%	61	7%	61	7%
Subtotal	13%	842	100%	822	100%	827	100%	832	100%
GRADUATE STUDENTS									
Master's	%Δ	xxx	xx%	xxx	xx%	xxx	xx%	xxx	xx%
Research Doctoral	%Δ	xxx	xx%	xxx	xx%	xxx	xx%	xxx	xx%
Professional Doctoral	%Δ	xxx	xx%	xxx	xx%	xxx	xx%	xxx	xx%
Subtotal	%Δ	xxx	100%	xxx	100%	xxx	100%	xxx	100%
NOT-DEGREE SEEKING	%Δ	x,xxx		x,xxx		x,xxx		x,xxx	
MEDICAL	%Δ	x,xxx		x,xxx		x,xxx		x,xxx	
TOTAL	%Δ	842		822		827		832	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL FTE		2013-14 PLANNED FTE		2014-15 PLANNED FTE		2015-16 PLANNED FTE	
		% of TOTAL		% of TOTAL		% of TOTAL		% of TOTAL	
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	%Δ	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%
HYBRID (50%-79%)	%Δ	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%
TRADITIONAL (<50%)	0%	717	100%	694	100%	698	100%	702	100%
<b>TOTAL</b>	<b>%Δ</b>	<b>717</b>	<b>100%</b>	<b>694</b>	<b>100%</b>	<b>698</b>	<b>100%</b>	<b>702</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	%Δ	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%
HYBRID (50%-79%)	%Δ	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%
TRADITIONAL (<50%)	%Δ	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%	x,xxx	xx%
<b>TOTAL</b>	<b>%Δ</b>	<b>x,xxx</b>	<b>100%</b>	<b>x,xxx</b>	<b>100%</b>	<b>x,xxx</b>	<b>100%</b>	<b>x,xxx</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	124	166	124	151	152	153	154	155	0.5%
UPPER	419	437	419	435	437	440	443	445	0.5%
GRAD I									
GRAD II									
TOTAL	543	602	543	586	589	593	597	600	
<b>Non- Resident</b>									
LOWER	n/a	23	n/a	28	28	28	28	29	0.5%
UPPER	n/a	78	n/a	80	81	81	82	82	0.5%
GRAD I									
GRAD II									
TOTAL	113	100	113	108	109	109	110	111	
<b>TOTAL</b>									
LOWER	n/a	188	n/a	179	180	181	182	184	0.5%
UPPER	n/a	514	n/a	515	518	521	525	527	0.5%
GRAD I									
GRAD II									
TOTAL	656	702	656	694	698	702	706	710	0.5%
TOTAL (US FTE)	875	937	875	925	930	936	942	947	0.5%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Dentistry</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Veterinary</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biological and Physical Sciences	30.0101	STEM	USF, UWF		175	Nov. 2013
Environmental Studies	30.0103	STEM	FGCU, FIU		30	Nov. 2013

#### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

#### DOCTORAL PROGRAMS

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Discussions will begin in 2013-14						Nov. 2015
<b>DOCTORAL PROGRAMS</b>						





## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

# FPU

## 2013-14 Work Plan



**Florida Polytechnic University**

*Work Plan Presentation for 2013-14 Board of Governors Review*

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



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## STRATEGY

### MISSION STATEMENT (What is your purpose?)

Florida Polytechnic University's mission is to educate students emphasizing Science, Technology, Engineering, and Mathematics (STEM) in an innovative, technology-rich, and interdisciplinary learning environment. The University collaborates with industry partners to offer students real-world problem-solving, work experience, applied research and business leadership opportunities. Florida Polytechnic prepares students to assume available leadership positions in the dynamic technological landscape in Florida, the nation, and the world.

### VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high tech industries. The student learning experience will focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.





## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Our market consists of high academic profile students and the high tech industry. Florida Polytechnic University will look to attract talented students from Florida and the nation, who demonstrate an interest in technology and engineering. We will also serve the technology business and industry sector by producing graduates able to satisfy their employment and research needs.

Florida Polytechnic University is developing the following strategies to address our market:

- A strong, accredited technology and engineering curriculum that provides opportunities for practical and applied research, internships with industry partners, and develops leaders for Florida's high tech companies;
- A student-centered academic environment that relies upon academic rigor, our core values, and the polytechnic philosophy (i.e. traditional learning combined with practical experience as it relates to leadership and management);
- Creating a focused and experiential learning environment;
- Developing partnerships with industries to provide real world experiences;
- Developing and planning enrollment will be based upon statistical modeling of Florida High School Graduates and FTE transfer projections for state colleges;
- Creating partnerships with state colleges, magnet schools, and charter and public high schools.
- Establishing a summer program for STEM talented middle and high school students, modeled after Duke University's TIP Program. For example, Florida Polytechnic University is offering a 2013 high school summer robotics program;
- Establishing partnerships with state colleges and grant admission to students who earn Associate degrees in specially designed programs that prepare them for upper level academic work at Florida Polytechnic University; and
- Developing an admissions process that reaches out to prospective students from across the state of Florida.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

### **Florida Polytechnic University's strengths include:**

- As a new university, we have the ability to adapt and be nimble.
- Curriculum specialized and focused on innovation and technology;
- Teaching faculty with business and industry experience;
- Renowned field-specific visiting faculty;
- Project-based coursework to encourage students to become critical thinkers and problem solvers;
- Team learning approach and integrated teaching;
- Integrated interaction between graduate and undergraduate research; and
- Rich exchange among disciplines.

### **Our opportunities include:**

- We have a unique mission that allows us to respond to the unmet need for technology and engineering programs that are designed to fulfill the polytechnic philosophy (i.e. traditional learning combined with practical experience as it relates to leadership and management);
- We will capitalize on our ability to work with local, national, and international industries; and
- Work with industry to provide employment demand solutions.

### **Our challenges include:**

- Admitting highly motivated students with a disciplined focus;
- Developing a short timeline to prepare a sound academic curriculum;
- Earning accreditation on an accelerated schedule; and
- Creating a market, image, and brand.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### 1. Academic Program Development and Faculty

Florida Polytechnic University is devoted to offering our graduate and undergraduate students strong technology and engineering degrees designed to respond to cutting-edge high-tech employment demands. During the first and second years the curriculum will be based upon a strong technical core supported with early research opportunities, and involvement in engineering and technology courses. To that end, the curriculum will be cross-discipline and include lab experiences, research opportunities, and internships and co-op relationships with industry partners.

The curriculum will also be designed to maximize operational efficiency by expanding and extending the scheduling of classrooms, laboratories, and other academic space. The university is also exploring the best use of online delivery methods to increase efficiency. Additionally we are increasing operational efficiencies by right-sizing the organization and hiring essential staff.

Over the course of the next year we will create academic programs to develop leaders in the STEM industry. The curriculum will include innovative instructional methods, resources, and reference materials. All programs will include an emphasis on business and finance. During the development process, particular attention will be paid to SACS Comprehensive Standard 3.4.

The quality of program delivery is dependent upon the quality of faculty. Faculty recruitment has begun, with the anticipation of being fully staffed for 2014, by fall 2013, so that faculty may participate in curriculum development. The three-year goal focuses on appropriate faculty staffing to deliver new programs. To reach our goal of hiring teaching faculty with business and industry experience focused on applied research we will:

- Establish a search committee with faculty, administration, and industry/business representation;
- Advertise:
  - on Academic Job Boards ( i.e. Chronicle of Higher Education, Higher Ed Jobs)
  - in Professional Journals (i.e., IEEE Journal of Systems Engineering and Electronics, and the ASME **Journal of Nanotechnology in Engineering and Medicine**)
  - in the publications of Engineering Professional Organizations (i.e. America Society for Engineering Education (ASEE) and the Society of Women Engineers);
- Attend STEM-related conferences to announce vacancies and recruit speakers;
- Visit universities to recruit Ph.D. Candidates and distinguished faculty in key subject areas;
- Offer competitive salaries and benefits;
- Partner with industry for visiting faculty relationships;
- Look to national research laboratories for experienced scientists; and
- Other research universities for faculty interested in a new and innovative environment



### Academic Program Development and Faculty (Continued)

Florida Polytechnic University has begun the process that leads to SACS Candidacy. SACS accreditation standards will be considered and institutional effectiveness measures will be put in place as Florida Polytechnic University's policies, procedures, etc. are developed. We anticipate achieving SACS candidacy by mid-2015 and accreditation by the end of 2016.

Over the course of the next three years we will create a diverse set of academic programs focused on academic quality, operational efficiency, leadership development, and the acquisition of technology and engineering skills, which will prepare our students for placement (return on investment) in Florida's high tech workforce. Enrolling qualified students, retaining them through graduation, and ensuring placement in the high tech industry will provide a strong ROI for the state of Florida.

## 2. Industry Partnerships

Florida Polytechnic University will seek and establish partnerships with high tech industries. A study conducted by educational experts tells us that employers take content/subject expertise as a given, but value graduates with practical experience.

We will consider the following as we establish partnerships:

- Engineering and Technology needs;
- Integration of industry into the curricula and learning experiences i.e., advising, research, co-designed programs; and
- Opportunities to develop an employer's workforce.

High quality internships and co-ops with our industry partners will have a positive impact on academic quality and operational efficiency by providing relevant work experience. A recent study indicates that internships have a high ROI. Employers reported that they "*extended job offers to nearly 70 percent of their interns.*"



### 3. Student Recruitment

Academic quality will be considered as admissions standards and recruitment strategies are put in place to attract and enroll qualified students. Creative academic support will be available to students to assure retention.

The efficient use of important and emerging recruitment tools, such as the efficient use of the Web and social media will maximize operational efficiency.

Financial strategies like assistantships and offering scholarships and financial aid at the time of admission will be identified and implemented.

Enrolling qualified students, retaining them through graduation, and ensuring placement in the high tech industry will provide a strong ROI for the state of Florida.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
National Ranking for University and Programs					
Describe plans for increasing national preeminence of University and select programs.					
Avg. SAT Score (for 3 subtests)	n/a	n/a	n/a	n/a	1790
Avg. High School GPA	n/a	n/a	n/a	n/a	3.9
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>	n/a	n/a	n/a		
Exams Above National/State Benchmark				n/a	n/a
Exams Below National/State Benchmark				n/a	n/a
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
<b>Operational Efficiency</b>					
Freshman Retention Rate	n/a	n/a	n/a	n/a	TBD*
FTIC Graduation Rates	n/a	n/a	n/a		
In 4 years (or less)				n/a	n/a
In 6 years (or less)				n/a	n/a
AA Transfer Graduation Rates	n/a	n/a	n/a		
In 2 years (or less)				n/a	36%
In 4 years (or less)				n/a	n/a
Percent of Bachelor's Degrees Without Excess Hours	n/a	n/a	n/a	n/a	n/a
Average Time to Degree (for FTIC)	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	n/a	n/a	n/a	n/a	TBD**
Percent of Bachelor's Degrees in STEM	n/a	n/a	n/a	n/a	100%
Graduate Degrees Awarded	n/a	n/a	n/a	n/a	TBD**
Percent of Graduate Degrees in STEM	n/a	n/a	n/a	n/a	n/a
Percent of Baccalaureate Graduates Employed in Florida	n/a	n/a	n/a	n/a	TBD
Percent of Baccalaureate Graduates Continuing their Education in Florida	n/a	n/a	n/a	n/a	TBD
Annual Gifts Received (\$M)	n/a	n/a	n/a	n/a	n/a
Endowment (\$M)	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
TOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.

\*No specific reference data available at this time.

\*\*No data regarding mix of students in 2014.





## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	n/a	n/a	n/a	n/a	n/a
National Academy Members	n/a	n/a	n/a	n/a	n/a
Number of Post-Doctoral Appointees*	n/a	n/a	n/a	n/a	n/a
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	n/a	n/a	n/a	n/a	n/a
Science & Engineering Research Expenditures (\$M)	n/a	n/a	n/a	n/a	n/a
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	n/a	n/a	n/a	n/a	n/a
Percent of Research Expenditures funded from External Sources	n/a	n/a	n/a	n/a	n/a
Patents Issued	n/a	n/a	n/a	n/a	n/a
Licenses/Options Executed	n/a	n/a	n/a	n/a	n/a
Licensing Income Received (\$M)	n/a	n/a	n/a	n/a	n/a
Number of Start-up Companies	n/a	n/a	n/a	n/a	n/a
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	n/a	n/a	n/a	n/a
Research Doctoral Degrees Awarded	n/a	n/a	n/a	n/a	n/a
Professional Doctoral Degrees Awarded	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
TOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Bachelor's Degrees in Areas of Strategic Emphasis
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Bachelor's Degrees in Areas of Strategic Emphasis	n/a	n/a	n/a	n/a	100%
Metric #2 Graduate Degrees in Areas of Strategic Emphasis	n/a	n/a	n/a	n/a	100%
Metric #3 Percentage of Students Participating in Identified Community and Business Engagement Activities	n/a	n/a	n/a	n/a	60%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** *Text here. n/a*

Metric	n/a	n/a	n/a	n/a	n/a
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**Goal 2.** *Text here. n/a*

Metric	n/a	n/a	n/a	n/a	n/a
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## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	n/a	n/a	n/a	n/a	\$ 27.4	\$ 33.6
Tuition	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 27.4*</b>	<b>\$ 33.6*</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
Tuition	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
<b>TOTAL HSC</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
Tuition	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
<b>TOTAL IFAS</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 27.4</b>	<b>\$ 33.6</b>

\*Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 0.00</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 0.00</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	n/a	n/a	n/a	\$ 3,099.60	\$ 3,099.60
Tuition Differential Fee	n/a	n/a	n/a	\$ 0.00	\$ 0.00
Percent Increase	n/a	n/a	n/a	0 %	0 %
Required Fees <sup>1</sup>	n/a	n/a	n/a	\$ 1,932.00	\$ 1,932.00
<b>TOTAL TUITION AND FEES</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 5,031.60</b>	<b>\$ 5,031.60</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	n/a	n/a	n/a	n/a	n/a
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	n/a	n/a	n/a	n/a	n/a
Student Loan Cohort Default Rate (2nd Year)	n/a	n/a	n/a	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	n/a	n/a	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	n/a	n/a	n/a	n/a	n/a	n/a
AT HOME	n/a	n/a	n/a	n/a	n/a	n/a

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	n/a	n/a	n/a	n/a	n/a	n/a
\$40,000-\$59,999	n/a	n/a	n/a	n/a	n/a	n/a
\$60,000-\$79,999	n/a	n/a	n/a	n/a	n/a	n/a
\$80,000-\$99,999	n/a	n/a	n/a	n/a	n/a	n/a
\$100,000 Above	n/a	n/a	n/a	n/a	n/a	n/a
Missing	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	n/a
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	Florida Polytechnic University, Lakeland, FL
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	n/a
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	n/a
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	n/a
\$ Increase in tuition differential per credit hour:	n/a
\$ Increase in tuition differential for 30 credit hours:	n/a
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$ 0.00
Total differential fee revenue generated in 2013-14 (projected):	\$ 0.00
Intended Uses	
Describe how the revenue will be used.	
Florida Polytechnic University is expected to have students Fall 2014.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
n/a	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
n/a	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	n/a
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	n/a
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	n/a
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a





**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

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

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	.	.
Advisors	.	.
Staff	.	.
Total FTE Positions:	0	0
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ -	\$ -
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ -
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ -
<b>Ending Balance Available:</b>	\$ -	\$ -

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: FLORIDA POLYTECHNIC UNIVERSITY							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)				\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)					\$0.00	\$0.00	\$0.00
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	\$0.00	\$0.00	\$0.00	\$103.32	\$103.32	\$103.32	\$103.32
% Change					0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>					\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>					\$4.76	\$4.76	\$4.76
Activity & Service					\$17.62	\$17.62	\$17.62
Health					\$9.58	\$9.58	\$9.58
Athletic					\$14.12	\$14.12	\$14.12
Transportation Access					\$8.00	\$8.00	\$8.00
Technology <sup>1</sup>					\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$64.40	\$64.40	\$64.40
<b>Total Tuition and Fees per Credit Hour</b>	\$0.00	\$0.00	\$0.00	\$103.32	\$167.72	\$167.72	\$167.72
% Change					62.3%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change							
<b>Total Tuition for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$3,099.60	\$3,099.60	\$3,099.60
<b>Total Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$1,932.00	\$1,932.00	\$1,932.00
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$5,031.60	\$5,031.60	\$5,031.60
\$ Change		\$0.00	\$0.00	\$0.00	\$5,031.60	\$0.00	\$0.00
% Change						0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee					\$510.00	\$510.00	\$510.00
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>					\$25.50	\$25.50	\$25.50
Total per credit hour	\$0.00	\$0.00	\$0.00	\$0.00	\$535.50	\$535.50	\$535.50
% Change						0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$18,399.60	\$18,399.60	\$18,399.60
<b>Total Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$2,697.00	\$2,697.00	\$2,697.00
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$21,096.60	\$21,096.60	\$21,096.60
\$ Change		\$0.00	\$0.00	\$0.00	\$21,096.60	\$0.00	\$0.00
% Change						0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>					\$0.00	\$0.00	\$0.00
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change					#DIV/0!	#DIV/0!	#DIV/0!

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> limited in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	n/a	n/a	n/a	n/a	n/a	303	44%	363	41%
FTIC (Profile Admit)	n/a	n/a	n/a	n/a	n/a	3	1%	4	1%
AA Transfers*	n/a	n/a	n/a	n/a	n/a	259	38%	367	42%
Other Transfers	n/a	n/a	n/a	n/a	n/a	116	17%	137	16%
Subtotal	n/a	n/a	n/a	n/a	n/a	681	100%	871	100%
GRADUATE STUDENTS		n/a							
Master's	n/a	n/a	n/a	n/a	n/a	11	100%	15	100%
Research Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	xx%	n/a	xx%
Professional Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	xx%	n/a	xx%
Subtotal	n/a	n/a	n/a	n/a	n/a	11	100%	15	100%
NOT-DEGREE SEEKING	n/a	n/a			n/a	n/a			
MEDICAL	n/a	n/a			n/a	n/a		n/a	
TOTAL	n/a	n/a			n/a	692		886	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
HYBRID (50%-79%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
TRADITIONAL (<50%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	<b>500</b>	<b>100%</b>	<b>855.6</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
HYBRID (50%-79%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
TRADITIONAL (<50%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	<b>8</b>	<b>100%</b>	<b>14.75</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	n/a	n/a	n/a	n/a					n/a
UPPER	n/a	n/a	n/a	n/a					%
GRAD I	n/a	n/a	n/a	n/a					%
GRAD II	n/a	n/a	n/a	n/a					%
TOTAL	n/a	n/a	n/a	n/a					%
<b>Non- Resident</b>									
LOWER	n/a	n/a	n/a	n/a					%
UPPER	n/a	n/a	n/a	n/a					%
GRAD I	n/a	n/a	n/a	n/a					%
GRAD II	n/a	n/a	n/a	n/a					%
TOTAL	n/a	n/a	n/a	n/a					%
<b>TOTAL</b>									
LOWER	n/a	n/a	n/a	n/a	298.5	368.60	502.80	1186.80	%
UPPER	n/a	n/a	n/a	n/a	201.45	487.00	796.38	1952.20	%
GRAD I	n/a	n/a	n/a	n/a	8.06	14.75	21.50	173.50	%
GRAD II	n/a	n/a	n/a	n/a					%
TOTAL	n/a	n/a	n/a	n/a	508.01	870.35	1320.68	3312.50	%
TOTAL (US FTE)	n/a	n/a	n/a	n/a	667.35	1160.47	1760.90	4416.67	%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Dentistry</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Veterinary</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
n/a						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
n/a						
<b>DOCTORAL PROGRAMS</b>						
n/a						



## ACADEMIC PROGRAM COORDINATION (Continued)

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>College of Innovation and Technology</b>						
<b>BACHELOR'S PROGRAMS</b>						
Advanced Technology- Cloud Virtualization & Big Data Analytics	11.04XX	STEM- Computational Science	FSU USF	No	TBD	TBD
<b>Sciences-</b> Logistics, Materials and Supply Chain	52.0203	STEM- Business	FIU	No	TBD	TBD
<b>Computer Science and Information Technology-</b> Cyber Gaming, Information Assurance and Cyber Security	11.0804	STEM- Interactive Media and Simulation	None	No	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Advanced Technology- Cloud Virtualization & Big Data Analytics	11.04XX	STEM- Computational Science	None	No	TBD	TBD
<b>Sciences-</b> Logistics, Materials and Supply Chain	52.0203	STEM-Business	None	No	TBD	TBD
<b>Computer Science and Information Technology-</b> Cyber Gaming, Information Assurance and Cyber Security	11.0804	STEM- Interactive Media and Simulation	None	No	TBD	TBD
<b>DOCTORAL PROGRAMS</b>						
n/a						



## ACADEMIC PROGRAM COORDINATION (Continued)

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>College of Engineering</b>						
<b>BACHELOR'S PROGRAMS</b>						
Computer Engineering Machine Intelligence, Embedded System Design, and Digital Logic Design	14.0901	STEM- Computer Engineering	FAMU FAU FIU FSU UCF UF USF UWF	No	TBD	TBD
Electrical Engineering Control Systems, Magnetics, Digital Systems, Electrodynamics, Semiconductor	14.1001	STEM-Electrical and Electronics Engineering	FAMU FAU FIU FSU UCF UF UNF USF UWF	No	TBD	TBD
Industrial Engineering Multifunctional Materials Development, Geometric Dimensioning and Tolerancing	14.3501	STEM- Industrial Engineering	FAMU FSU UCF USF	No	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Computer Engineering Machine Intelligence, Embedded System Design, and Digital Logic Design	14.0901	STEM- Computer Engineering	FAMU FAU FIU FSU UCF UF UNF USF	No	TBD	TBD
Electrical Engineering Control Systems, Magnetics, Digital Systems, Electrodynamics, Semiconductor	14.1001	STEM-Electrical and Electronics Engineering	FAMU FAU FIU FSU UCF UF USF	No	TBD	TBD
Industrial Engineering Multifunctional Materials Development, Geometric Dimensioning and Tolerancing	14.3501	STEM- Industrial Engineering	FAMU FSU UCF USF	No	TBD	TBD
<b>DOCTORAL PROGRAMS</b>						
n/a						





## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .
<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the



for research expenditures	National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

# FSU

## 2013-14 Work Plan



**Florida State University**

*Work Plan Presentation for 2013-14 Board of Governors Review*



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

The Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

## VISION STATEMENT (What do you aspire to?)

The vision for The Florida State University as adopted in its recent strategic plan states that "The Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement."

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

FSU competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.





## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

### *What are your core capabilities, opportunities and challenges for improvement?*

Based on a national ranking of the top 100 public universities, it isn't surprising that every university ranked higher than FSU in quality also ranked higher in available resources. However, 49 of the institutions ranked lower in quality *also* had more resources than FSU. Thus, a core capability of Florida State University is its extraordinarily efficient and effective use of the resources entrusted to it. We intend to advance the important mission of FSU by deliberately leveraging our strengths and successes and by expanding opportunities through new partnerships. Our most immediate need is to hire additional faculty, and we will use recurring and nonrecurring funds to invest in new faculty, replacing the non-recurring funds with recurring revenue when it becomes available.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

### *Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. Become a National Top 25 Public University: The national ranking of FSU is highly dependent on investment in STEM fields. With targeted investment, we expect to maintain at least one STEM field in the top 5, achieve two STEM fields in the top 10, one in the top 15, two in the top 20, and move Engineering into the top 50. We are engaged in a strategic hiring initiative in energy and material sciences to ensure that we are national leaders in these critical fields. The opportunity to leverage the National High Magnetic Field Laboratory, High Performance Materials Institute, Center for Advanced Power Systems and the Florida Center for Advanced Aero Propulsion (which has already created spin-offs such as Bing Energy, which may revolutionize fuel cell production) is enormous. Materials and energy research has the highest potential for innovation and job growth of any of the STEM fields because they impact so many areas, from cancer treatment to construction to energy storage to the speed of microprocessors. These targeted investments are expected to result in increases in national rankings of our STEM programs, particularly those in the Physical Sciences (i.e., Chemistry and Physics) and Engineering. Relatedly, we will invest in resources to support graduate students in STEM fields and to increase undergraduate research opportunities in the STEM fields. Finally, FSU is embarking on revisions to our curriculum in order to meet the rapid technological changes that impact critical thinking, problem solving, communication, collaboration, creativity and innovation skills that are integral to the success of all of our students.

2. Entrepreneurial University Program: This program is part of FSU's plan to become a State and National leader in student career readiness. Across the U.S., most business courses are usually available only to business majors, yet entrepreneurs span a wide variety of majors, and to limit such valuable education to only those majoring in business is to lose out on opportunities to strengthen the value of degrees in other fields. As one example, consider the increased value of a degree in engineering if it is combined with the fundamental courses in business and entrepreneurship. FSU proposes to hire the faculty necessary to open a four-course sequence in entrepreneurship to all majors. In addition, we have philanthropic goals to bring entrepreneurs-in-residence to multiple colleges to enable faculty and students to take ideas to the marketplace, fund an enhanced start-up competition, create start-up incubators, create partnerships between business majors and STEM graduate students, and create a platform for investors to partner with the University. This program is designed to promote the job prospects and entrepreneurial potential of students and faculty, and to create new partnerships with industry.

3 Improving Student - Faculty Ratios: The loss of faculty has resulted in decreased course availability and larger classes – with the likely result of increasing time to graduation. Longer graduation times are a significant waste of taxpayer dollars. Having fewer faculty members also diminishes the ability of the university to accomplish its research mission and expand the contract and grant funding, all of which also reduce opportunities for our students who benefit by working directly with faculty in their research labs. Moreover, improving student-faculty ratios is important for achieving our goal of becoming a Top 25 Public University. We propose a deliberate effort to target faculty hiring to student needs at all levels.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
<p>FSU proposes to become a National Top 25 Public University and to become a State and National Leader in Student Career Readiness. With a truly comprehensive spectrum of high quality programs, FSU is knocking on the door of the top public universities in the nation, and we are achieving excellence more efficiently than any other research university. According to US News and World Report, FSU is currently ranked #42 among public universities, gaining 12 places in quality since 2008. In contrast, over the same time period, the university dropped 5 places to #212 in financial resources. In fact, since 1999, FSU has steadily dropped in financial resources in comparison with its peers, dropping 46 places, while at the same time achieving its highest quality rating for the same period. The ranking of FSU is highly dependent on investment in STEM fields. With targeted investment, we expect to maintain at least one STEM field in the top 5, achieve two STEM fields in the top 10, one in the top 15, two in top the 20, and move Engineering into the top 50. With these advances in recognition of our STEM programs, FSU would be among the truly first-rate public universities in STEM and move into the top 25 ranking of all public universities. A major hiring initiative focused on Energy and Materials was launched this year to advance our standing in STEM. This initiative attracted a large pool of incredibly talented and productive scientists from which we will hire 8 to 10 new faculty members. In addition, FSU is undertaking a campus-wide initiative to become the leading entrepreneurial university and to maximize the career readiness of our students. By opening the doors of the College of Business to any major to obtain a four-course sequence in entrepreneurship and basic business principles, our students in every major will be more career-ready and more employable. Further, FSU is embarking on revisions to our curriculum that will impact critical thinking, problem-solving, communication, collaboration, creativity and innovation skills that are integral to success in all fields.</p>					
Avg. SAT Score (for 3 subtests)(2008-09-2011-12)	21 pts	1,839	1,839	1,844	1,848
Avg. High School GPA	0.2 pt	3.9	4.0	4.0	4.0
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	4	4	5	5
Exams Below National/State Benchmark	n/a	1	1	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	
<b>Operational Efficiency</b>					
Freshman Retention Rate	2% pts	91%	92%	92%	93%
FTIC Graduation Rates					
In 4 years (or less)	14% pts	61%	63%	64%	65%
In 6 years (or less)	7% pts	75%	76%	77%	78%
AA Transfer Graduation Rates					
In 2 years (or less)	-1% pts	41%	42%	43%	45%
In 4 years (or less)	5% pts	80%	81%	81%	81%
Percent of Bachelor's Degrees Without Excess Hours	1% pts	78%	79%	80%	80%
Average Time to Degree (for FTIC)	0.0 yrs	4.3 yrs	4.2 yrs	4.1 yrs	4.1 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>4</b>	



Return on Investment					
Bachelor's Degrees Awarded	9.3%	7,860	8,169	8,300	8,400
Percent of Bachelor's Degrees in STEM	4.7% pts	16.4%	18.4%	20.0%	22.0%
Graduate Degrees Awarded	14.1%	3,051	3,082	3,120	3,200
Percent of Graduate Degrees in STEM	1.6% pts	14.2%	15.3%	16.0%	17.0%
Percent of Baccalaureate Graduates Employed in Florida	-6% pts <sup>3</sup>	55% <sup>3</sup>	55%	57%	60%
Percent of Baccalaureate Graduates Continuing their Education in Florida	1% pts <sup>3</sup>	19% <sup>3</sup>	20%	21%	22%
Annual Gifts Received (\$M)	-3.6%	\$ 54.9M	\$ 55.0M	\$ 65.0M	\$ 75.0M
Endowment (\$M)	-9.3%	\$ 497.7M	\$ 545.0M	\$ 585.0M	\$665.0M
SUBTOTAL OF IMPROVING METRICS	<b>5</b>		<b>7</b>	<b>8</b>	<b>8</b>
TOTAL OF IMPROVING METRICS	<b>12</b>		<b>15</b>	<b>17</b>	<b>13</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



## KEY PERFORMANCE INDICATORS

## Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	38%	11	16	17	18
National Academy Members	0%	7	7	7	8
Number of Post-Doctoral Appointees*	-14%	217	217	220	228
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	7 of 8	7 of 8	7 of 8	7 of 8
SUBTOTAL OF IMPROVING METRICS	1		1	2	3
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	7%	\$ 225.4 M	\$ 224.0 M	\$ 201.6 M	\$ 201.6 M
Science & Engineering Research Expenditures (\$M)	10%	\$ 208.0 M	\$ 206.0 M	\$ 185.4 M	\$ 185.4 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	10%	\$ 200.1 M	\$ 198.0 M	\$ 175.0 M	\$ 175.0 M
Percent of Research Expenditures funded from External Sources <small>Footnote 1</small>	4% pts	69%	68%	65%	65%
Patents Issued	42%	27	36	37	35
Licenses/Options Executed	0%	13	12	12	13
Licensing Income Received (\$M)	-27%	\$ 1.33 M	\$ 1.33 M	\$ 1.33 M	\$ 1.33 M
Number of Start-up Companies	100%	2	4	3	4
National Rank is Higher than Predicted by the Financial Resources Ranking <small>(based on 2013 U.S. News &amp; World Report)</small>	n/a	97 overall 212 financial	n/a	n/a	n/a
Research Doctoral Degrees Awarded	22%	428	380	400	410
Professional Doctoral Degrees Awarded	50%	422	374	385	390
SUBTOTAL OF IMPROVING METRICS	8		2	3	4
TOTAL OF IMPROVING METRICS	9		3	5	7

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics. [Footnote 1: The 2006-07 data are based only on funds for S&E. The 2006-07 and 2011-12 data used to establish a trend for this metric are not directly comparable.](#)



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Freshman in Top 10% of Graduating High School Class	14% pts	40%	41%	41%	42%
Bachelor's Degrees in Areas of Strategic Emphasis	27%	3,119	3,294	3,335	3,400
Graduate Degrees in Areas of Strategic Emphasis	22%	939	959	974	1,000

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. Recruitment, development, and retention of outstanding, diverse faculty members are critical to being a pre-eminent university and to achieving our goal of becoming a Top 25 Public University. World-class programs delivered by a dedicated and creative faculty inspire students to reach new levels of achievement. This requires hiring new faculty in areas of strategic emphasis (e.g., STEM fields) and replenishing losses in the faculty ranks. We are challenged to enhance the opportunities we provide on campus to our most promising students, and hiring faculty with national and international preeminence as scholars and scientists is essential to our vision of being the world's premier institutions of higher education.

Number of Tenure/Tenure-earning faculty (taken from IPEDS HR Surveys)	-9%	989	1,025	1,060	1,100
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Goal 2. Enrich the student experience by supporting and improving undergraduate, graduate, and professional education, with its accompanying positive effect on future graduates and the communities and professions they will serve. Our goal is student success, measured by high retention and graduation rates, access to cutting-edge knowledge, worthwhile employments and contributions to the vitality of our nation. We intend to be a leader in promoting the career readiness of our students by opening the doors to the College of Business to students of all majors, increasing opportunities for students to be involved in faculty research, and increasing opportunities for internships and experiential learning experiences.

	5 YEAR TREND (06-07 to 11-12)	2011-12 ACTUAL	2012-13 ESTIMATE S	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Number of Student Tutoring Contacts in Gateway Courses	n/a	8,257	15,642	16,000	16,500
Metric #2 Percent of Business Student Credit Hours Taken by Non-Business Majors <sup>1</sup>	2.3 %pts.	14.8%	17.0%	20.0%	25.0%
<sup>1</sup> Undergraduate Non-Business majors enrolled in upper division business courses					

### Metric #3: Continuous improvement on the National Survey of Student Engagement (NSSE) Survey

The National Survey of Student Engagement (NSSE) is a tool used by many universities to measure critical features of quality by measuring the amount of time and effort students put into their studies and other activities as well as how the institution deploys its resources and organizes the curriculum and other learning opportunities. FSU continues to enhance its support of undergraduate success as evidenced in three National Survey of Student Engagement (NSSE) participations. NSSE defines five benchmark survey areas, each of which is critical to student engagement and ultimately successful completion of degrees. For each aggregate benchmark score (below) FSU has made continuous improvement. Our next NSSE participation is scheduled for 2013-14; we anticipate another increase in benchmark scores at this time.

### NSSE Benchmark Scores

Benchmark Name	2005		2008		2011	
	First-Year Student	Senior	First-Year Student	Senior	First-Year Student	Senior
Supportive Campus Environment (SCE)	57.5%	56.2%	62.2%	58.5%	67.5%	62.6%
Enriching Educational Experience (EEE)	27%	39.5%	29.1%	40.2%	30.3%	42.4%
Student-Faculty Interaction (SFI)	29.5%	41.4%	35.1%	41.9%	35.3%	43.3%
Active and Collaborative Learning (ACL)	36.2%	47.7%	40%	48.0%	40.2%	48.6%
Level of Academic Challenge (LAC)	48.5%	52%	53.1%	53.2%	53.6%	55.3%





## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 323.7	\$ 289.3	\$ 298.0	\$ 250.9	\$ 186.6	\$ 251.9
Tuition	\$ 126.1	\$ 141.8	\$ 159.1	\$ 166.1	\$ 186.8	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 449.8</b>	<b>\$ 431.1</b>	<b>\$ 457.1</b>	<b>\$ 417.0</b>	<b>\$ 373.4</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 39.0	\$ 37.8	\$ 38.5	\$ 34.6	\$ 33.2	\$ 33.2
Tuition	\$ 6.5	\$ 7.1	\$ 7.9	\$ 8.6	\$ 9.2	n/a
<b>TOTAL HSC</b>	<b>\$ 45.5</b>	<b>\$ 44.9</b>	<b>\$ 46.4</b>	<b>\$ 43.2</b>	<b>\$ 42.4</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 495.3</b>	<b>\$ 476.0</b>	<b>\$ 503.5</b>	<b>\$ 460.2</b>	<b>\$ 415.8</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 188.2	\$ 184.0	\$ 199.6	\$ 206.1	\$ 200.2	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 192.9	\$ 196.1	\$ 212.5	\$ 208.8	\$ 174.1	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 175.6	\$ 194.2	\$ 220.8	\$ 229.1	\$ 180.9	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 4.9	\$ 5.4	\$ 6.3	\$ 6.7	\$ 7.7	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 561.6</b>	<b>\$ 579.7</b>	<b>\$ 639.2</b>	<b>\$ 650.7</b>	<b>\$ 562.9</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 1,056.9</b>	<b>\$ 1,055.7</b>	<b>\$ 1,142.7</b>	<b>\$ 1,110.9</b>	<b>\$ 978.7</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,099.60	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$960.00	\$1,487.70	\$1,487.70	\$1,487.70	\$1,487.70
Percent Increase	15%	13%	1.1%	0%	0%
Required Fees <sup>1</sup>	\$1,765.60	\$1,815.40	\$1,881.70	\$1,948.00	\$2,081.80
<b>TOTAL TUITION AND FEES</b>	<b>\$5,825.20</b>	<b>\$6,402.70</b>	<b>\$6,521.50</b>	<b>\$6,287.80</b>	<b>\$6,721.60</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 18.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	48%	48%	54%	51%	50%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,364	\$20,993	\$22,139	\$23,365	\$23,486
Student Loan Cohort Default Rate (2nd Year)	3.4%	5.2%	5.0% (draft)	n/a%	n/a%
Student Loan Cohort Default Rate (3rd Year)	5.2%	6.9% (draft)	n/a%	n/a%	n/a%

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,404	\$1,000	\$9,626	\$1,210	\$2,774	\$21,014
AT HOME	\$6,404	\$1,000	\$4,814	\$1,210	\$2,774	\$16,202

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	6,815	25%	\$13,129	(\$2,252)	\$7,546	\$4,232	
\$40,000-\$59,999	2,607	10%	\$15,194	\$18	\$5,290	\$3,918	
\$60,000-\$79,999	2,483	9%	\$17,193	\$2,052	\$3,243	\$3,862	
\$80,000-\$99,999	2,419	9%	\$17,734	\$2,632	\$2,673	\$3,822	
\$100,000 Above	10,923	40%	\$18,023	\$2,835	\$2,375	\$2,290	
Missing	2,013	7%	n/a	\$4,773	\$250	\$79	
TOTAL	27,260	100%	AVERAGE	\$16,512	\$1,334	\$3,895	\$3,047

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	N/A
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	N/A
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	N/A
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$49.59
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$1,497,467 (summer 2013 at 2012-13 rates)
Total differential fee revenue generated in 2013-14 (projected):	\$31,359,674
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>Funds related to the Summer increment of last year's increase will continue to be used to hire faculty to enhance the undergraduate experience.</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Hire additional faculty to support three key initiatives:	
1) Entrepreneurial University Program	2 faculty were hired to support the College of Business entrepreneurial program. At least one, possibly two additional offers are expected to be made in 2013-14 from remaining funds allocated to College.
2) STEM Excellence	5 Biology, 8 Chemistry, 2 Computer Science and 16 Math faculty were paid using Tuition Differential funds
3) Critical needs for students success, includes pressure enrollment targets.	97 other faculty and 13 staff were paid from tuition differential funds
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	218
Total Number of Advisors Hired or Retained (funded by tuition differential):	33
Total Number of Course Sections Added or Saved (funded by tuition differential):	2,795 in 2012-13 1,236 in 2011-12
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
N/A	The university had 7,141 Pell eligible resident students who met the 2012-2013 Pell Promise requirements by the March 22, 2012 application deadline. All of these students were awarded financial aid (grants and/or scholarships) to cover tuition and fees.
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	4,125
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,688
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$125
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,100



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

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

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	218.25	236.25
Advisors	33.00	34.00
Staff	9.42	11.00
Total FTE Positions:	260.67	281.25
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 5,895,760	\$ 4,943,086
Less: Prior-Year Encumbrances	109,201	-
Beginning Balance Available:	\$ 5,786,559	\$ 4,943,086
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 29,862,207	\$ 31,359,674
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 29,862,207	\$ 31,359,674
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 20,892,573	\$ 23,500,000
Other Personal Services	423,276	450,000
Expenses	102,612	100,000
Operating Capital Outlay	-	-
Student Financial Assistance	6,947,211	7,243,722
Expended From Carryforward Balance	2,449,208	4,000,000
**Other Category Expenditures	-	-
Total Expenditures:	\$ 30,814,881	\$ 35,293,722
Ending Balance Available:	\$ 4,943,086	\$ 1,009,038

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<b>University:</b>	Florida State University						
<b><u>Undergraduate Students</u></b>	<b>-----Actual-----</b>			<b>-----Projected-----</b>			
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b><u>Tuition:</u></b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$22.00	\$32.00	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$117.67</b>	<b>\$135.32</b>	<b>\$152.91</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</b>
% Change		15.0%	13.0%	1.1%	0.0%	0.0%	0.0%
<b><u>Fees (per credit hour):</u></b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$11.69	\$11.69	\$12.24	\$12.86	\$13.49	\$14.16	\$14.86
Health	\$12.44	\$12.96	\$13.42	\$13.97	\$14.79	\$15.52	\$16.29
Athletic	\$7.24	\$7.39	\$7.54	\$7.90	\$8.30	\$8.71	\$9.14
Transportation Access	\$7.90	\$8.40	\$8.90	\$8.90	\$9.26	\$9.63	\$10.01
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.50	\$0.50	\$0.50	\$0.50
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
<b>Total Fees</b>	<b>\$55.59</b>	<b>\$57.52</b>	<b>\$59.18</b>	<b>\$61.39</b>	<b>\$63.60</b>	<b>\$65.78</b>	<b>\$68.06</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$173.26</b>	<b>\$192.84</b>	<b>\$212.09</b>	<b>\$216.05</b>	<b>\$218.26</b>	<b>\$220.44</b>	<b>\$222.72</b>
% Change		11.3%	10.0%	1.9%	1.0%	1.0%	1.0%
<b><u>Fees (block per term):</u></b>							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
<b>Total Block Fees per term</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,530.10</b>	<b>\$4,059.60</b>	<b>\$4,587.30</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,707.70</b>	<b>\$1,765.60</b>	<b>\$1,815.40</b>	<b>\$1,881.70</b>	<b>\$1,948.00</b>	<b>\$2,013.40</b>	<b>\$2,081.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,237.80</b>	<b>\$5,825.20</b>	<b>\$6,402.70</b>	<b>\$6,521.50</b>	<b>\$6,587.80</b>	<b>\$6,653.20</b>	<b>\$6,721.60</b>
\$ Change		\$587.40	\$577.50	\$118.80	\$66.30	\$65.40	\$68.40
% Change		11.2%	9.9%	1.9%	1.0%	1.0%	1.0%
<b><u>Out-of-State Fees</u></b>							
Out-of-State Undergraduate Fee	\$458.56	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$22.92	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07
Total per credit hour	\$481.48	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55
% Change		5.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$17,286.90</b>	<b>\$18,504.00</b>	<b>\$19,031.70</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,395.30</b>	<b>\$2,487.70</b>	<b>\$2,537.50</b>	<b>\$2,603.80</b>	<b>\$2,670.10</b>	<b>\$2,735.50</b>	<b>\$2,803.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$19,682.20</b>	<b>\$20,991.70</b>	<b>\$21,569.20</b>	<b>\$21,688.00</b>	<b>\$21,754.30</b>	<b>\$21,819.70</b>	<b>\$21,888.10</b>
\$ Change		\$1,309.50	\$577.50	\$118.80	\$66.30	\$65.40	\$68.40
% Change		6.7%	2.8%	0.6%	0.3%	0.3%	0.3%
<b><u>Housing/Dining<sup>4</sup></u></b>	<b>\$8,340.00</b>	<b>\$9,180.00</b>	<b>\$9,942.00</b>	<b>\$10,235.00</b>	<b>\$10,706.00</b>	<b>\$11,199.00</b>	<b>\$11,715.00</b>
\$ Change		\$840.00	\$762.00	\$293.00	\$471.00	\$493.00	\$516.00
% Change		10.1%	8.3%	2.9%	4.6%	4.6%	4.6%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> capped in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students





## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-1.6%	22,695	71.5%	23,000	72.0%	23,100	72.30%	23,200	72.6%
FTIC (Profile Admit)	-49.2%	90	0.3%	60	0.2%	50	0.2%	45	0.1%
AA Transfers*	23.3%	7,104	22.4%	6,900	21.6%	6,700	21.0%	6,500	20.4%
Other Transfers	-4.5%	1,864	5.9%	2,000	6.3%	2,100	6.6%	2,200	6.9%
Subtotal	2.6%	31,753	100%	31,960	100%	31,950	100%	31,945	100%
GRADUATE STUDENTS									
Master's	-1.0%	4,523	56.7%	4,400	56.5%	4,490	56.6%	4,580	56.7%
Research Doctoral	6.2%	2,727	34.2%	2715	34.8%	2,770	34.9%	2,825	34.9%
Professional Doctoral	-4.2%	724	9.1%	680	8.7%	680	8.6%	680	8.4%
Subtotal	1.0%	7,974	100%	7,795	100%	7,940	100%	8,085	100%
NOT-DEGREE SEEKING	7.9%	1,354		1,215		1,240		1,265	
MEDICAL	68.2%	476		483		485		481	
TOTAL	2.9%	41,557		41,453		41,615		41,776	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL FTE		2013-14 PLANNED FTE		2014-15 PLANNED FTE		2015-16 PLANNED FTE	
		% of TOTAL		% of TOTAL		% of TOTAL		% of TOTAL	
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	n/a%	3.7%	842	5.0%	1,140	5.5%	1,250	6.0%	1,360
HYBRID (50%-79%)	n/a%	0.8%	181	1.5%	340	1.8%	410	2.1%	480
TRADITIONAL (<50%)	n/a%	95.5%	21,788	93.5%	21,315	92.7%	21,058	91.9%	20,878
<b>TOTAL</b>	<b>2.4%</b>	<b>100%</b>	<b>22,811</b>	<b>100%</b>	<b>22,795</b>	<b>100%</b>	<b>22,718</b>	<b>100%</b>	<b>22,718</b>
<b>GRADUATE</b>									
DISTANCE (80%)	n/a%	6.0%	329	6.0%	320	6.3%	340	6.3%	350
HYBRID (50%-79%)	n/a%	2.1%	114	2.3%	120	2.4%	130	2.5%	140
TRADITIONAL (<50%)	n/a%	91.9%	5,057	91.7%	4,872	91.3%	4,945	91.1%	5,025
<b>TOTAL</b>	<b>1.7%</b>	<b>100%</b>	<b>5,500</b>	<b>100%</b>	<b>5,312</b>	<b>100%</b>	<b>5,415</b>	<b>100%</b>	<b>5,515</b>

n/a% - trend for period not available. Became BOG data element in 2010-11

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	9,327	9,910	9,327	9,977	9,900	9,900	9,900	9,900	-0.2%
UPPER	10,713	11,658	10,713	11,727	11,727	11,727	11,727	11,727	0.0%
GRAD I	2,233	2,125	2,233	2,125	2,167	2,211	2,255	2,300	2.1%
GRAD II	1,941	1,939	1,941	1,940	1,977	2,018	2,059	2,100	2.1%
TOTAL	24,214	25,632	24,214	25,769	25,771	25,856	25,941	26,027	0.3%
<b>Non- Resident</b>									
LOWER	n/a	519	n/a	557	557	557	557	557	0.0%
UPPER	n/a	498	n/a	534	534	534	534	534	0.0%
GRAD I	n/a	506	n/a	506	515	515	536	547	2.0%
GRAD II	n/a	741	n/a	741	756	771	786	800	2.0%
TOTAL	2,483	2,264	2,483	2,338	2,362	2,377	2,413	2,438	1.1%
<b>TOTAL</b>									
LOWER	n/a	10,429	n/a	10,534	10,457	10,457	10,457	10,457	-0.2%
UPPER	n/a	12,156	n/a	12,261	12,261	12,261	12,261	12,261	0.0%
GRAD I	n/a	2,631	n/a	2,631	2,682	2,726	2,791	2,847	2.1%
GRAD II	n/a	2,680	n/a	2,681	2,733	2,789	2,845	2,900	2.0%
TOTAL	26,697	27,896	26,697	28,107	28,133	28,233	28,354	28,465	0.3%
TOTAL (US FTE)	35,596	37,195	35,596	37,476	37,511	37,644	37,805	37,953	0.3%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	480	475	480	479	481	480	480	480	0.1%
NON-RESIDENT	0	5	0	4	4	1	0	0	na%
TOTAL	480	480	480	483	485	481	480	480	-0.2%
<b>Dentistry</b>									
FLORIDA RESIDENT									%
NON-RESIDENT									%
TOTAL									%
<b>Veterinary</b>									
FLORIDA RESIDENT									%
NON-RESIDENT									%
TOTAL									%
<b>Pharmacy</b>									
FLORIDA RESIDENT									%
NON-RESIDENT									%
TOTAL									%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Applied Economics	45.0602	N			25	Fall 2013
Master of Studies in Law	22.0201	N			12	Spring 2014
<b>DOCTORAL PROGRAMS</b>						

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Risk Management/Insurance	52.1701	N			20	Fall 2014
<b>DOCTORAL PROGRAMS</b>						



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of student entry) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .



# UCF

## 2013-14 Work Plan



**University of Central Florida**

*Work Plan Presentation for 2013-14 Board of Governors Review*





## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

## VISION STATEMENT (What do you aspire to?)

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

UCF will pursue its goals by favoring tactics that feature partnerships and interdisciplinary approaches to problems of significance to the university and the Central Florida city-state. We will sustain our abiding commitments to inclusiveness, excellence in all endeavors, and opportunity for all. UCF plans to sustain programs in its areas of historic strength – such as engineering, business, computer sciences, the natural sciences, and teacher education – and have the confidence and nimbleness to exploit strategic opportunities in areas as diverse as medicine, the performing arts, and emerging fields.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

**Strengths:** High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 *DirectConnect* to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

**Challenges:** High student-to-faculty ratio; high transfer population resulting in a greater proportion of high-cost, major-specific course offerings that are more costly than general education course work; and, significant recurring budget reductions, along with the lack of fiscal stability for planning purposes.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1 – Faculty:** Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields).

Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand; decreasing class size; increasing student engagement; supporting undergraduate and graduate research; and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenure and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members, while boosting UCF's growing research promise and potential economic impact.

**2 – Research and graduate activity:** Increase graduate degree program breadth, interdisciplinarity, and quality, while enhancing the volume and impact of UCF research.

Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "very high research" university. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members; the expansion of biomedical and clinical research; development of new graduate medical education programs; and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade.

**3 – Retention and graduation:** Expansion of existing programs and implementation of new efforts to increase retention and graduation rates.

Harnessing predictive analytics, updating current advising software, focusing on program mapping and tracking to find appropriate pathways are several of the new initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hour accumulation.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
UCF plans to improve graduate and overall rankings by hiring additional faculty members in select areas to enhance program quality, student selectivity, research volume and impact.					
Avg. SAT Score (for 3 subtests)	49 <sup>1</sup> points	1,836	1,831	1,827	1,822
Avg. High School GPA	0.19 points	3.87	3.91	3.81	3.82
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	3	3	4	4
Exams Below National/State Benchmark	n/a	0	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	5% points	88%	88.1%	88.3%	89.1%
FTIC Graduation Rates					
In 4 years (or less) for the 2008-12 cohort	7% points	40%	40.5%	41.0%	41.5%
In 6 years (or less) for the 2006-12 cohort	7% points	65%	66.0%	67.0%	68.0%
AA Transfer Graduation Rates					
In 2 years (or less) for the 2010-12 cohort	-3% points	28%	28.1%	28.2%	28.4%
In 4 years (or less) for the 2008-12 cohort	-2% points	67%	67.1%	67.2%	67.4%
Percent of Bachelor's Degrees Without Excess Hours	-1% points	65%	66%	66.2%	66.7%
Average Time to Degree (for FTIC)	0.1 years	4.5 yrs	4.5 yrs	4.4 yrs	4.3 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	36%	11,515	12,210	12,500	13,000
Percent of Bachelor's Degrees in STEM	-1% points	15%	15.1%	15.3%	15.6%
Graduate Degrees Awarded	21%	2,679	2,600	2,650	2,725
Percent of Graduate Degrees in STEM	2% points	27%	26%	26.5%	27%
Percent of Baccalaureate Graduates Employed in Florida	-6% <sup>3</sup> points	68% <sup>3</sup>	68%	68.4%	69.0%
Percent of Baccalaureate Graduates Continuing their Education in Florida	0% <sup>3</sup> points	17% <sup>3</sup>	18%	18.1%	18.4%
Annual Gifts Received (\$M)	-70%	\$ 15.9 M	\$ 16.6 M	\$ 20.7 M	\$ 28.5 M
Endowment (\$M)	5%	\$ 122.6 M	\$ 142.8 M	\$ 159.8 M	\$ 203.4 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>17</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	25%	4	6	10	11
National Academy Members	+	1	1	1	2
Number of Post-Doctoral Appointees*	49%	58	58	62	68
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	4 of 8	4 of 8	4 of 8	5 of 8
SUBTOTAL OF IMPROVING METRICS	3		1	2	4
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	-14%	\$ 121.7 M	\$ 120.9 M	\$ 114.0 M	\$ 125.0 M
Science & Engineering Research Expenditures (\$M)	-4%	\$ 107.3 M	\$ 99.4 M	\$ 95.0 M	\$ 107.0 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-9%	\$ 104.8 M	\$ 96.4 M	\$ 91.5 M	\$ 100.0 M
Percent of Research Expenditures funded from External Sources	17%	81.2%	76%	80%	87%
Patents Issued	157%	67	80	85	95
Licenses/Options Executed	22%	11	12	12	17
Licensing Income Received (\$M)	17%	\$ 1.0 M	\$ 0.8 M	\$ 0.8 M	\$ 1.0 M
Number of Start-up Companies	66%	5	3	4	5
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	177-265	174-263	n/a	n/a
Research Doctoral Degrees Awarded	8%	229	248	251	257
Professional Doctoral Degrees Awarded	+	37	38	87	128
SUBTOTAL OF IMPROVING METRICS	7		4	5	10
TOTAL OF IMPROVING METRICS	10		5	7	14

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.





## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelor's Degrees in Areas of Strategic Emphasis	31%	3,702	3,950	4,075	4,200
Graduate Degrees in Areas of Strategic Emphasis	29%	1,336	1,150	1,180	1,225
Bachelor's Degrees Awarded to Minorities	64%	2,856	3,150	3,200	3,425

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** College of Medicine: Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. *As the inaugural M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education; graduation and residency placement of the second class in 2014; expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17; a fully-enrolled medical education program with 480 students in 2016-17; creation of a Graduate Medical Education Program (residency and/or fellowship programs); and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.*

LCME Accreditation, M.D. Enrollment (GME Application Progress)	n/a	Provisional, 179 (n/a)	Achieved Full, 277 (apply)	Full, 359 (pending)	Full, 460 (approved)
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	n/a	20%	45%	50%	90%

**Goal 2.** Be America's leading partnership university. *The UCF business incubation program supports the Central Florida economy by providing early-stage companies with tools, training, and infrastructure needed to create financially stable high growth and impact enterprises. In the past decade, the program has helped emerging companies create over \$700 million in annual revenue and more than 1,650 new jobs with an average salary that is 45% above the average salary in the area.*

Total Jobs Created by Incubator Companies	164%	1,650	1,800	1,900	2,100
Total Companies Graduated by Incubators	151%	70	92	107	130



## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 268.8	\$ 249.9	\$ 258.2	\$ 223.2	\$ 172.1	\$ 234.2
Tuition	\$ 146.1	\$ 167.1	\$ 192.5	\$ 220.8	\$ 244.3	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 414.9</b>	<b>\$ 417.0</b>	<b>\$ 450.7</b>	<b>\$ 444.0</b>	<b>\$ 416.4</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 8.8	\$ 19.0	\$ 21.4	\$ 22.2	\$ 23.0	\$ 24.3
Tuition	\$ 0.0	\$ 1.0	\$ 3.1	\$ 7.8	\$ 8.1	n/a
<b>TOTAL HSC</b>	<b>\$ 8.8</b>	<b>\$ 20.0</b>	<b>\$ 24.5</b>	<b>\$ 30.0</b>	<b>\$ 31.1</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 423.7</b>	<b>\$ 437.0</b>	<b>\$ 475.2</b>	<b>\$ 474.0</b>	<b>\$ 447.5</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 132.5	\$ 128.0	\$ 136.5	\$ 136.9	\$ 144.7	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 116.2	\$ 107.8	\$ 108.4	\$ 108.7	\$ 112.6	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 328.4	\$ 388.4	\$ 445.6	\$ 470.7	\$ 489.5	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	\$ 0.0	\$ 0.0	\$ 0.6	\$ 1.3	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 577.1</b>	<b>\$ 624.2</b>	<b>\$ 690.5</b>	<b>\$ 716.9</b>	<b>\$ 748.1</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 1,000.8</b>	<b>\$ 1,061.2</b>	<b>\$ 1,165.7</b>	<b>\$ 1,190.9</b>	<b>\$ 1,195.6</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$749	\$1,326	\$1,326	\$1,326	\$1,326
Percent Increase	15%	15%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,736	\$1,821	\$1,899	\$1,917	\$1,935
<b>TOTAL TUITION AND FEES</b>	<b>\$5,585</b>	<b>\$6,247</b>	<b>\$6,325</b>	<b>\$6,343</b>	<b>\$6,361</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	46%	46%	49%	52%	56%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$20,088	\$20,484	\$19,730	\$21,364	\$20,789
Student Loan Cohort Default Rate (2nd Year)	4.4%	5.3%	4.0% draft	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	7.5%	7.1% draft	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,806	\$1,146	\$9,300	\$1,800	\$2,276	\$20,328
AT HOME	\$5,806	\$1,146	\$4,806	\$1,800	\$2,276	\$15,834

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	10,063	35%	\$12,651	-\$1,459	\$6,986	\$6,993	
\$40,000-\$59,999	2,968	10%	\$14,635	\$565	\$4,886	\$5,774	
\$60,000-\$79,999	2,601	9%	\$16,235	\$605	\$3,272	\$5,774	
\$80,000-\$99,999	2,423	9%	\$16,787	\$2,462	\$2,922	\$6,299	
\$100,000 Above	8,353	29%	\$17,004	\$2,492	\$2,817	\$6,379	
Missing	1,960	7%	n/a	\$2,588	\$2,839	\$9,966	
TOTAL	28,368	100%	AVERAGE	\$15,462*	\$1,209	\$3,954	\$6,902

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents. (note\*: the total Net Cost of Attendance does not include students with missing family income data).



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	No Request Submitted
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<b>Undergraduate Student Support: \$30,839,964</b> Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.	Differential tuition funds enabled colleges to hire and maintain faculty members and adjuncts who taught an estimated 190 additional course sections and continued instruction for 2,540 course sections. Other continuing initiatives include the following: <ol style="list-style-type: none"> <li>1) Department of Writing and Rhetoric program, a flagship vertical writing program and national model for how a large public university can act on best practices and research about writing;</li> <li>2) Office of Pre-Professional Advising established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for, and applying, to professional schools.</li> <li>3) English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention.</li> <li>4) Continue support for the Academic Advising Enhancement Program for First Time in College students, second-year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</li> </ol>
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	38 hired, 305 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	29 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	190 added, 2,540 retained
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Thirty percent of differential tuition funds collected will be used to reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA)	\$13,217,128 of tuition differential revenue allowed UCF to increase the number of students receiving the award (from 6,745 in 2011-12 to 14,803 in 2012-13 a 119.5 percent increase).
<b>Additional Information (estimates as of April 30, 2013):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	14,803
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$898



\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$205
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,975





**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b>	<b>Estimated</b>
	<b>2012-13</b>	<b>2013-14</b>
<b>Balance Forward from Prior Periods</b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b>Receipts / Revenues</b>		
Tuition Differential Collections	\$ 44,057,092	46,618,460
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 44,057,092	\$ 46,618,460
<b>Expenditures</b>		
Salaries & Benefits	\$ 29,899,964	\$ 31,642,922
Other Personal Services	544,000	575,000
Expenses	296,000	315,000
Operating Capital Outlay	100,000	100,000
Student Financial Assistance	13,217,128	13,985,538
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 44,057,092	\$ 46,618,460
Ending Balance Available:	\$ 0	\$ (0)
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Central Florida							
Undergraduate Students	Actual			Projected			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	15.88	\$24.96	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$111.55</b>	<b>\$128.28</b>	<b>\$147.52</b>	<b>\$147.52</b>	<b>\$147.52</b>	<b>\$147.52</b>	<b>\$147.52</b>
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service	\$10.79	\$10.79	\$10.79	\$10.79	\$11.00	\$11.22	\$11.44
Health	\$9.52	\$9.88	\$10.30	\$10.89	\$11.10	\$11.32	\$11.54
Athletic	\$12.98	\$13.10	\$13.44	\$13.44	\$13.44	\$13.44	\$13.44
Transportation Access	\$8.19	\$9.00	\$9.10	\$9.10	\$9.28	\$9.46	\$9.64
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$55.80</b>	<b>\$57.85</b>	<b>\$60.71</b>	<b>\$63.30</b>	<b>\$63.90</b>	<b>\$64.52</b>	<b>\$65.14</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$167.35</b>	<b>\$186.13</b>	<b>\$208.23</b>	<b>\$210.82</b>	<b>\$211.42</b>	<b>\$212.04</b>	<b>\$212.66</b>
% Change		11.2%	11.9%	1.2%	0.3%	0.3%	0.3%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,346.50</b>	<b>\$3,848.40</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,674.00</b>	<b>\$1,735.50</b>	<b>\$1,821.30</b>	<b>\$1,899.00</b>	<b>\$1,917.00</b>	<b>\$1,935.60</b>	<b>\$1,954.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,020.50</b>	<b>\$5,583.90</b>	<b>\$6,246.90</b>	<b>\$6,324.60</b>	<b>\$6,342.60</b>	<b>\$6,361.20</b>	<b>\$6,379.80</b>
\$ Change		\$563.40	\$663.00	\$77.70	\$18.00	\$18.60	\$18.60
% Change		11.2%	11.9%	1.2%	0.3%	0.3%	0.3%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$491.41	\$491.41	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$24.57	\$24.57	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
Total per credit hour	\$515.98	\$515.98	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61
% Change		0.0%	4.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$18,088.80</b>	<b>\$18,590.70</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,411.10</b>	<b>\$2,472.60</b>	<b>\$2,587.80</b>	<b>\$2,665.50</b>	<b>\$2,683.50</b>	<b>\$2,702.10</b>	<b>\$2,720.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$20,499.90</b>	<b>\$21,063.30</b>	<b>\$22,345.20</b>	<b>\$22,422.90</b>	<b>\$22,440.90</b>	<b>\$22,459.50</b>	<b>\$22,478.10</b>
\$ Change		\$563.40	\$1,281.90	\$77.70	\$18.00	\$18.60	\$18.60
% Change		2.7%	6.1%	0.3%	0.1%	0.1%	0.1%
<b>Housing/Dining<sup>4</sup></b>	<b>\$8,765.00</b>	<b>\$9,063.00</b>	<b>\$9,357.00</b>	<b>\$9,475.00</b>	<b>\$9,759.00</b>	<b>\$10,052.00</b>	<b>\$10,354.00</b>
\$ Change		\$298.00	\$294.00	\$118.00	\$284.00	\$293.00	\$302.00
% Change		3.4%	3.2%	1.3%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> limited in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	7.7%	24,517	49.4%	23,615	46.8%	24,044	47.0%	24,436	47.1%
FTIC (Profile Admit)	7.3%	264	0.5%	236	0.5%	236	0.5%	240	0.5%
AA Transfers*	66.8%	19,273	38.8%	21,248	42.1%	21,371	41.8%	21,707	41.8%
Other Transfers	16.6%	5,624	11.3%	5,353	10.6%	5,476	10.7%	5,515	10.6%
Subtotal	26.1%	49,678	100%	50,452	100.0%	51,127	100.0%	51,898	100.0%
GRADUATE STUDENTS									
Master's	26.7%	6,177	77.1%	6,031	12.0%	6,063	11.9%	6,148	11.8%
Research Doctoral	10.4%	1,664	20.8%	1,675	3.3%	1,691	3.3%	1,748	3.4%
Professional Doctoral	n/a	168	2.1%	239	0.5%	237	0.5%	240	0.5%
Subtotal	25.5%	8,009	100%	7,945	15.7%	7,991	15.6%	8,136	15.7%
NOT-DEGREE SEEKING	-27.1%	832		852		845		845	
MEDICAL	n/a	179		359		419		460	
TOTAL	25.1%	58,698		59,608		60,382		61,339	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	176.3%	8,516	25.3%	9,863	29.5%	10,080	30.0%	10,154	29.9%
HYBRID (50%-79%)	61.6%	1,965	5.8%	2,407	7.2%	2,621	7.8%	2,614	7.7%
TRADITIONAL (<50%)	4.3%	23,150	68.8%	21,163	63.3%	20,898	62.2%	21,223	62.4%
<b>TOTAL</b>	<b>27.0%</b>	<b>33,631</b>	<b>100.0%</b>	<b>33,433</b>	<b>100.0%</b>	<b>33,598</b>	<b>100.0%</b>	<b>33,990</b>	<b>100.0%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	102.0%	1,217	28.8%	1,158	28.7%	1,209	29.8%	1,277	30.9%
HYBRID (50%-79%)	91.7%	445	10.5%	460	11.4%	491	12.1%		12.8%
TRADITIONAL (<50%)	-5.5%	2,562	60.7%	2,416	59.9%	2,358	58.1%	2,326	56.3%
<b>TOTAL</b>	<b>19.1%</b>	<b>4,224</b>	<b>100.0%</b>	<b>4,033</b>	<b>100.0%</b>	<b>4,058</b>	<b>100.0%</b>	<b>4,132</b>	<b>100.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	10,306	11,050	10,306	11,137	11,275	11,448	11,671	11,882	1.5%
UPPER	16,000	21,611	16,000	21,286	21,307	21,513	21,960	22,406	0.7%
GRAD I	2,627	2,682	2,627	2,687	2,703	2,753	2,826	2,906	1.6%
GRAD II	379	608	379	609	613	624	641	659	1.6%
<b>TOTAL</b>	<b>29,312</b>	<b>35,951</b>	<b>29,312</b>	<b>35,718</b>	<b>35,898</b>	<b>36,338</b>	<b>37,098</b>	<b>37,854</b>	<b>1.0%</b>
<b>Non- Resident</b>									
LOWER	n/a	446	n/a	449	455	462	471	479	1.5%
UPPER	n/a	570	n/a	561	562	567	579	591	0.7%
GRAD I	n/a	329	n/a	330	332	338	347	356	1.6%
GRAD II	n/a	407	n/a	408	410	418	429	441	1.6%
<b>TOTAL</b>	<b>1,528</b>	<b>1,751</b>	<b>1,748</b>	<b>1,748</b>	<b>1,758</b>	<b>1,784</b>	<b>1,825</b>	<b>1,868</b>	<b>1.3%</b>
<b>TOTAL</b>									
LOWER	n/a	11,496	n/a	11,586	11,729	11,910	12,142	12,361	1.5%
UPPER	n/a	22,181	n/a	21,847	21,869	22,081	22,539	22,997	0.7%
GRAD I	n/a	3,010	n/a	3,016	3,035	3,090	3,173	3,263	1.6%
GRAD II	n/a	1,015	n/a	1,017	1,023	1,042	1,070	1,100	1.6%
<b>TOTAL</b>	<b>30,840</b>	<b>37,702</b>	<b>30,840</b>	<b>37,466</b>	<b>37,657</b>	<b>38,123</b>	<b>38,923</b>	<b>39,721</b>	<b>1.0%</b>
<b>TOTAL (US FTE)</b>	<b>38,793</b>	<b>47,478</b>	<b>38,793</b>	<b>47,160</b>	<b>47,401</b>	<b>47,987</b>	<b>48,994</b>	<b>49,999</b>	<b>1.0%</b>

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	240	212	240	271	316	347	362	362	11.3%
NON-RESIDENT	40	65	40	88	103	113	118	118	12.7%
<b>TOTAL</b>	<b>280</b>	<b>277</b>	<b>280</b>	<b>359</b>	<b>419</b>	<b>460</b>	<b>480</b>	<b>480</b>	<b>11.6%</b>
<b>Dentistry</b>									
FLORIDA RESIDENT	--	--	--	--	--	--	--	--	-
NON-RESIDENT	--	--	--	--	--	--	--	--	-
<b>TOTAL</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>-</b>
<b>Veterinary</b>									
FLORIDA RESIDENT	--	--	--	--	--	--	--	--	-
NON-RESIDENT	--	--	--	--	--	--	--	--	-
<b>TOTAL</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>-</b>
<b>Pharmacy</b>									
FLORIDA RESIDENT	--	--	--	--	--	--	--	--	-
NON-RESIDENT	--	--	--	--	--	--	--	--	-
<b>TOTAL</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>-</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Materials Science and Engineering	14.1801	STEM	UF			Mar-2014
Writing and Rhetoric	23.1304		USF			Mar-2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Nanoscience Technology (PSM)	15.1601	STEM				July-2013
<b>DOCTORAL PROGRAMS</b>						

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FGCU, FIU	N	-	July-2014
Communication and Conflict	30.2801	-	-	N	-	Mar-2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FAMU, FAU, FIU, FSU, UF, USF-T	N	-	Mar-2015
Cognitive Sciences and Cognitive Disorders	30.2501	STEM	-	N	-	Mar-2015
Public Health	51.2201	HLTH	FAMU, FIU, FSU, UF, USF-T, UWF	Y	-	Mar-2016
Public History	54.0405	-	-	N	-	Mar-2016
Arts Management	50.1099	ECON	-	N	-	Mar-2016
<b>DOCTORAL PROGRAMS</b>						
Communication Sciences and Disorders	51.0204	HLTH	FSU, UF, USF-T	N	-	Mar-2015
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF-T	N	-	July-2015
Public Health	51.2201	HLTH	FAMU, FIU, UF, USF-T	N	-	Mar-2016



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of student entry) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.





<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .





<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

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# FAU

## 2013-14 Work Plan



**Florida Atlantic University**

*Work Plan Presentation for 2013-14 Board of Governors Review*



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

## VISION STATEMENT (What do you aspire to?)

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Florida Atlantic University's 2012-17 Strategic Plan, titled "Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction," provides strategies for addressing and leading our market (<http://www.fau.edu/planning/files/2012-2017-Strategic-Plan-Approved-by-FAU-BOT.pdf>). Summarized below are the goals and strategies included in the plan.

### Goal I: Enrich the educational experience

Strategies included under this goal are expanding the breadth and scope of FAU's honors programs and STEM initiatives. FAU will increase the number of students, programs, scholarships and degree awards in both of these areas.

### Goal II: Inspire research, scholarship and creative activity

FAU plans to double funded research in 5 years by hiring additional faculty and leading scholars and by facilitating current faculty interactions with relevant funding agencies. Also included under this goal is a plan for a new SACS Quality Enhancement Plan (QEP) focused on weaving research experiences throughout the undergraduate curriculum.

### Goal III: Increase FAU's community engagement

One strategy for making this goal a reality is to foster private-public partnerships and maximize the value of the University's expertise in its region. Examples include increasing the following: number of interns placed in the Research Park, corporate sponsorship of FAU events, industry funded research, community engagement through advisory boards, and opportunities for experiential learning for FAU students and service for faculty.

### Goal IV: Leverage momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources

FAU is committed to implementing strategic choices that result in growth and enhanced stature. For this to occur it is essential that the institution ensure the viability of its financial resources and enhance its efficiency and effectiveness. Examples of strategies include developing funding policies, trend analysis, and guidelines for best practices in various administrative areas. Other strategies include implementing administrative program review, building state-of-the-art IT infrastructure, enhancing master planning, and making effective use of existing facilities.

### FAU's Signature Themes

In setting the goal of attaining very high standards in research, the University is striving to enhance its role as an intellectual leader and take its ability to serve as a creative force to new heights by naming the following as three signature themes for the institution:

Marine and Coastal Issues  
Biotechnology  
Contemporary Societal Challenges



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

### *What are your core capabilities, opportunities and challenges for improvement?*

FAU prides itself in having a new Medical College and will continue to invest and consolidate the standing of this program so it matures into one that is noted for its excellence in teaching, research and patient care. The presence of a strong Medical College on campus will position the entire University to work with greater synergy in pursuing interdisciplinary research in healthcare areas. The potential of NSF/NIH and other funding will tie together teaching, research, policy and practice for numerous FAU's departments, thus creating opportunities for signature programming.

One of FAU's strengths lies in its strong partnerships with preeminent organizations, including Scripps Florida and Max Planck Florida Institute, which are both housed on FAU's Jupiter campus, Torrey Pines Institute for Molecular Studies, and Vaccine Gene Therapy Institute (VGTI). While FAU's plans to build a noteworthy and differentiated mission for each of its branch campuses, the Jupiter campus is currently designated as a destination for science, research and graduate education.

Distance education is also identified as an area of FAU strength as it will bring significant transformation and growth in the delivery of the institution's programs. The University expects to make sizeable investments in this area and hopes to capitalize on the availability of new and existing technologies to expand distance offerings.

Student retention and graduation rates remain major challenges at FAU. To improve these metrics, Academic Affairs launched a Student Success Initiative last year, centered on the objectives embedded in FAU's 2012-17 Strategic Plan under Goal 1 entitled "Enrich the Educational Experience." The primary strategies are targeted at improving FAU's undergraduate retention and graduation rates through a variety of methods, including the development of a seamless advising system, improving student performance in high risk courses, enhancing course delivery, and strengthening the relationship between Academic Affairs and Student Affairs.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

### *Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. FAU's updated 2012-17 Strategic Plan provides a roadmap for achieving the goal of attaining the Carnegie designation of a very high research institution. Identifying three signature themes in the area of Marine and Coastal Issues, Biotechnology, and Contemporary Societal Challenges is one strategy that will move the institution in the desired direction. These themes allow the University to pursue selective initiatives, within a broad range of academic and research offerings, to advance targeted areas of distinction and strength. This will result in the University developing its niche and thus attaining preeminence in notable areas.

At this time FAU envisions faculty hiring in disciplinary fields involving signature themes. Increased graduate and teaching assistantships are to be allocated to promote the goals of this program. Increased support will be made available for undergraduate research and attempts will be made to enhance the curriculum to reflect FAU's specialized strength. Community partnerships in these areas will be enhanced due to the visibility of support for new academic programs. Finally, the institution will enhance support for interdisciplinary grant activity with the goal of pursuing higher targets in research funding under these themes.

2. FAU plans to incorporate undergraduate research as an integral part of the curriculum through implementation of the SACS Quality Enhancement Plan (QEP). The focus of the QEP is improving student learning through integrating and expanding a culture of research and inquiry on campus. The QEP will provide a significant increase in the following: (1) student opportunities to actively participate in undergraduate research and inquiry; (2) fundamental skills necessary for students to engage in this important activity; and (3) retention and recruitment of high-ability students.





3. The University has adopted stronger and more effective strategies aimed at partnering with various public, private and civic organizations that will result in economic development in the region. For example, FAU's signature themes strive to address an often unmet public need for understanding academic research and its relevance to local challenges and opportunities. The signature themes will provide an umbrella for grouping together the work of several academic disciplines to address current and emerging real-life challenges. At the intersection of teaching, research and service, is an opportunity for FAU faculty and staff to extend their role as practitioners and collaborators in a very broad sense. The University is committed to achieving this through a variety of strategies, one of which is the implementation of strategic themes that create a platform for new avenues for economic development in the region.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)*	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
FAU plans to increase national preeminence by hiring senior faculty in marine and coastal studies, neurosciences, ocean and mechanical engineering, and nursing.					
Avg. SAT Score (for 3 subtests)	4% <sup>1</sup>	1,598	1,600	1,600	1,600
Avg. High School GPA	3%	3.4	3.5	3.5	3.5
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
(Note: Med School grads will take exam in 2014-15)					
Exams Above National/State Benchmark	n/a	1	1	1	2
Exams Below National/State Benchmark	n/a	0	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	
<b>Operational Efficiency</b>					
Freshman Retention Rate	5%	79%	78%	81%	82%
FTIC Graduation Rates					
In 4 years (or less)	2%	15%	17%	18%	19%
In 6 years (or less)	2%	41%	40%	42%	46%
AA Transfer Graduation Rates					
In 2 years (or less)	-5%	22%	24%	25%	27%
In 4 years (or less)	-5%	61%	62%	64%	65%
Percent of Bachelor's Degrees Without Excess Hours	-12%	59%	59%	59%	59%
Average Time to Degree (for FTIC)	0.1 yr	5.1 yrs	5.0 yrs	4.9 yrs	4.8 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>6</b>	
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	13%	4,892	5,310	5,500	5,700
Percent of Bachelor's Degrees in STEM	23%	20%	22%	24%	26%
Graduate Degrees Awarded	18%	1,405	1,654	1,760	2,020
Percent of Graduate Degrees in STEM	13%	18%	18%	19%	20%
Percent of Baccalaureate Graduates Employed in Florida	n/a	67% <sup>3</sup>	n/a	68%	69%
Percent of Baccalaureate Graduates Continuing their Education in Florida	n/a	17% <sup>3</sup>	n/a	18%	19%
Annual Gifts Received (\$M)	-11.5%	\$ 9.4 M	\$ 11.4 M	\$ 11.9 M	\$ 12.5 M
Endowment (\$M)	5.8%	\$ 172.2 M	\$ 188.0 M	\$ 200.0 M	\$ 210.0 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>5</b>	<b>x</b>	<b>x</b>	
<b>TOTAL OF IMPROVING METRICS</b>	<b>10</b>	<b>11</b>	<b>x</b>	<b>x</b>	

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP. \*5-yr. trend year date ranges may vary.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	67%	3	4	5	6
National Academy Members	0%	2	2	2	3
Number of Post-Doctoral Appointees*	-25%	12	14	16	18
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	0 of 8	1 of 8	1 of 8	1 of 8
SUBTOTAL OF IMPROVING METRICS	1		3	2	3
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	13%	\$ 44.5 M	\$ 40.0 M	\$ 65.7 M	\$ 86.4 M
Science & Engineering Research Expenditures (\$M)	8.3%	\$ 26.4 M	\$ 24.0 M	\$ 40.2 M	\$ 51.8 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	20.4%	\$ 18.1 M	\$ 16.0 M	\$ 25.5 M	\$ 34.6 M
Percent of Research Expenditures funded from External Sources	1%	87%	85%	86%	87%
Patents Issued	-25%	3	4	4	4
Licenses/Options Executed	-50%	2	8	10	10
Licensing Income Received (\$M)	-49%	\$0.007M	\$ 0.112 M	\$ 0.2 M	\$ 0.3 M
Number of Start-up Companies	-67%	2	2	3	4
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	48%	108	91	120	140
Professional Doctoral Degrees Awarded	n/a	9	12	15	82
SUBTOTAL OF IMPROVING METRICS	5		4	9	8
TOTAL OF IMPROVING METRICS	6		7	11	11

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelors Degrees Awarded to Minorities	33%	2,283	2,527	2,653	2,785
Percent of Course Sections Offered via Distance and Blended Learning	3.5%*	9.6%	11.7%	15%	15%
Percentage of Undergraduate Students Participating in Identified Community and Business Engagement Activities (volunteer, service learning, co-op, and internships)	n/a	16.2%	15.5%	15.9%	16%

Note: An asterisk (\*) indicates that 3 year trend (2008-09 to 2011-12).

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** The growth of our new College of Medicine remains a major university priority. Provisional accreditation has been achieved and full accreditation by LCME is a critical objective. Another objective is to increase the number of students supported by scholarships through philanthropy. A third goal is to develop four new residency programs over the next three to five years through the Graduate Medical Education Consortium of five local hospitals. The College of Medicine plans to hire eight faculty this year for both education and research. Lastly, the College aims to establish a clinical practice in conjunction with local area hospitals and clinics and is planning to have at least five faculty providing clinical care by the end of the 2012-2013 academic year.

#### Metric

Faculty working in community clinics	n/a	0	6	10	13
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**Goal 2.** FAU's Harbor Branch Oceanographic Institute's strategic plan identified research and education initiatives for the next few years. Goals associated with these initiatives include: a) sponsorship of national and regional workshops on estuarine observing systems in support of the Indian River Lagoon Observatory; b) hiring faculty that can contribute to the research initiatives; c) enhancing educational programs by developing advanced degrees in marine science in collaboration with the Charles E. Schmidt College of Science and completing an analysis of potential to expand undergraduate programs; d) beginning a fundraising program for our research initiatives.

Metric					
Faculty	n/a	0	2	3	3
Non-FAU students in Semester by the Sea	n/a	0	0	2	5



## OPERATIONS





## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimate	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 180.7	\$ 165.4	\$ 169.3	\$ 144.7	\$ 105.1	n/a
Tuition	\$ 70.8	\$ 79.6	\$ 91.2	\$ 104.7	\$ 116.3	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 251.6</b>	<b>\$ 245.0</b>	<b>\$ 260.6</b>	<b>\$ 249.4</b>	<b>\$ 221.4</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 12.8	n/a
Tuition	\$ 0	\$ 0	\$ 0	\$ 1.9	\$ 4.1	n/a
<b>TOTAL HSC</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 1.9</b>	<b>\$ 16.9</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
Tuition	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 251.6</b>	<b>\$ 245.0</b>	<b>\$ 260.6</b>	<b>\$ 251.3</b>	<b>\$ 238.4</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 91.3	\$ 81.7	\$ 80.4	\$ 78.6	\$ 90.1	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 54.8	\$ 48.8	\$ 47.9	\$ 48.7	\$ 56.1	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 141.3	\$ 165.9	\$ 194.3	\$ 215.1	\$ 218.3	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 336.9	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 287.4</b>	<b>\$ 296.4</b>	<b>\$ 322.7</b>	<b>\$ 342.4</b>	<b>\$ 364.5</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 539.1</b>	<b>\$ 541.5</b>	<b>\$ 583.5</b>	<b>\$ 593.7</b>	<b>\$ 939.8</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60
Tuition Differential Fee	\$642.62	\$1,203.90	\$1,203.90	\$1,203.90	\$1,203.90
Percent Increase	15%	15%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,741.10	\$1,836.50	\$1,896.50	\$1,896.50	\$1,896.50
<b>TOTAL TUITION AND FEES</b>	<b>\$5,483.30</b>	<b>\$6,140.00</b>	<b>\$6,200.00</b>	<b>\$6,200.00</b>	<b>\$6,200.00</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	47%	47%	49%	51%	53%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$18,185	\$19,022	\$18,579	\$19,582	\$20,380
Student Loan Cohort Default Rate (2nd Year)	4.8%	5.3%	5.6%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	7.6%	8.5%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,761	\$1,203	\$11,353	\$1,822	\$2,128	<b>\$21,267</b>
AT HOME	\$4,761	\$1,203	\$1,354	\$3,207	\$2,128	<b>\$12,653</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	4,743	41%	\$11,667	\$(3,524)	\$7,201	\$3,978	
\$40,000-\$59,999	1,294	11%	\$13,474	\$(948)	\$4,633	\$3,624	
\$60,000-\$79,999	993	9%	\$15,340	\$993	\$2,714	\$3,797	
\$80,000-\$99,999	735	6%	\$15,685	\$1,247	\$2,463	\$3,820	
\$100,000 Above	2,319	20%	\$16,312	\$1,583	\$2,176	\$2,768	
Missing	1,553	13%	n/a	\$3,076	\$310	\$87	
TOTAL	11,637	100%	AVERAGE	\$13,622	\$(652)	\$4,312	\$3,153

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	June 11, 2013
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	n/a
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	n/a
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$40.13
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$0
Total differential fee revenue generated in 2013-14 (projected):	\$0
Intended Uses	
Describe how the revenue will be used. FAU is not requesting an increase in the tuition differential for 2013-14.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)		University Update on Each Initiative
To ensure access, degree completion, meet student Demand, continue FTE goals, and augment advising		FTE production is estimated to be increased by 2.4% despite Budget reductions by the State of Florida
Additional Detail, where applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):	155	
Total Number of Advisors Hired or Retained (funded by tuition differential):	9	
Total Number of Course Sections Added or Saved (funded by tuition differential):	930	
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)		University Update on Each Initiative
To augment existing need-based funds		\$5,639,027 is estimated to be added to the Financial Aid need-based pool of funds for students.
Additional Information (estimates as of April 30, 2013):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,299	
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,700	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	48	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	3,266	



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	154.45	158.00
Advisors	8.90	9.00
Staff	16.60	17.00
Total FTE Positions:	179.95	184.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 18,796,755	19,172,690
Interest Revenue - Current Year	281,951	287,590
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 19,078,706	\$ 19,460,280
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 13,439,681	\$ 13,708,473
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	5,639,027	5,751,807
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 19,078,708	\$ 19,460,280
<b>Ending Balance Available:</b>	<b>\$ -</b>	<b>\$ -</b>
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Atlantic University							
<b>Undergraduate Students</b>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	95.67	103.32	103.32	103.32	103.32	103.32	103.32
Tuition Differential (no more than 15%)	12.80	21.42	40.13	40.13	40.13	40.13	40.13
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>108.47</b>	<b>124.74</b>	<b>143.45</b>	<b>143.45</b>	<b>143.45</b>	<b>143.45</b>	<b>143.45</b>
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service	\$11.96	\$11.96	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32
Health	\$8.97	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42
Athletic	\$16.45	\$16.45	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27
Transportation Access							
Technology <sup>1</sup>	\$4.42	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$51.34</b>	<b>\$52.91</b>	<b>\$56.09</b>	<b>\$58.09</b>	<b>\$58.09</b>	<b>\$58.09</b>	<b>\$58.09</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$159.81</b>	<b>\$177.65</b>	<b>\$199.54</b>	<b>\$201.54</b>	<b>\$201.54</b>	<b>\$201.54</b>	<b>\$201.54</b>
% Change		11.2%	12.3%	1.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access	\$64.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$64.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>
% Change		18.5%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,670.00</b>	<b>\$1,741.10</b>	<b>\$1,836.50</b>	<b>\$1,896.50</b>	<b>\$1,896.50</b>	<b>\$1,896.50</b>	<b>\$1,896.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,924.10</b>	<b>\$5,483.30</b>	<b>\$6,140.00</b>	<b>\$6,200.00</b>	<b>\$6,200.00</b>	<b>\$6,200.00</b>	<b>\$6,200.00</b>
\$ Change		\$559.20	\$656.70	\$60.00	\$0.00	\$0.00	\$0.00
% Change		11.4%	12.0%	1.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$423.41	\$457.28	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$25.95	\$27.90	\$29.85	\$29.85	\$29.85	\$29.85	\$29.85
Total per credit hour	\$449.36	\$485.18	\$523.71	\$523.71	\$523.71	\$523.71	\$523.71
% Change		8.0%	7.9%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,956.40</b>	<b>\$17,460.60</b>	<b>\$19,119.30</b>	<b>\$19,119.30</b>	<b>\$19,119.30</b>	<b>\$19,119.30</b>	<b>\$19,119.30</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,448.50</b>	<b>\$2,578.10</b>	<b>\$2,732.00</b>	<b>\$2,792.00</b>	<b>\$2,792.00</b>	<b>\$2,792.00</b>	<b>\$2,792.00</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,404.90</b>	<b>\$20,038.70</b>	<b>\$21,851.30</b>	<b>\$21,911.30</b>	<b>\$21,911.30</b>	<b>\$21,911.30</b>	<b>\$21,911.30</b>
\$ Change		\$1,633.80	\$1,812.60	\$60.00	\$0.00	\$0.00	\$0.00
% Change		8.9%	9.0%	0.3%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>	<b>\$8,894.00</b>	<b>\$9,071.88</b>	<b>\$9,344.01</b>	<b>\$9,624.36</b>	<b>\$9,913.09</b>	<b>\$10,210.48</b>	<b>\$10,516.80</b>
\$ Change		\$177.88	\$272.13	\$280.35	\$288.73	\$297.39	\$306.31
% Change		2.0%	3.0%	3.0%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> limited in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	34%	11,079	46%	11,469	47%	11,784	48%	12,108	48%
FTIC (Profile Admit)	-11%	357	1%	263	1%	263	1%	263	1%
AA Transfers*	35%	6,584	27%	7,441	30%	7,441	30%	7,441	30%
Other Transfers	-9%	5,995	25%	5,288	22%	5,288	21%	5,288	21%
Subtotal	19%	24,015	100%	24,461	100%	24,776	100%	25,100	100%
GRADUATE STUDENTS									
Master's	22%	3,465	82%	3,676	82%	3,786	82%	3,900	82%
Research Doctoral	13%	746	18%	791	18%	815	18%	839	18%
Professional Doctoral	n/a	40	1%	42	1%	43	1%	45	1%
Subtotal	21%	4,251	100%	4,509	100%	4,644	100%	4,784	100%
NOT-DEGREE SEEKING	-51%	983		786		786		786	
MEDICAL	n/a	64		192		256		256	
TOTAL	14%	29,313		29,948		30,462		30,926	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	4 YEAR TREND (2008-09 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	77%	1,057	7%	1,169	7%	1,379	9%	1,517	9%
HYBRID (50%-79%)	352%	253	2%	94	1%	106	1%	117	1%
TRADITIONAL (<50%)	10%	13,774	91%	14,583	92%	14,599	90%	14,697	90%
<b>TOTAL</b>	<b>15%</b>	<b>15,084</b>	<b>100%</b>	<b>15,846</b>	<b>100%</b>	<b>16,084</b>	<b>100%</b>	<b>16,331</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	6%	453	20%	479	21%	503	22%	505	21%
HYBRID (50%-79%)	63%	49	2%	51	2%	58	3%	60	3%
TRADITIONAL (<50%)	6%	1,728	78%	1,739	77%	1,769	75%	1,803	76%
<b>TOTAL</b>	<b>7%</b>	<b>2,230</b>	<b>100%</b>	<b>2,269</b>	<b>100%</b>	<b>2,330</b>	<b>100%</b>	<b>2,368</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).





## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 <sup>st</sup> Year Estimated 2013-14	2 <sup>nd</sup> Year Planned 2014-15	3 <sup>rd</sup> Year Planned 2015-16	4 <sup>th</sup> Year Planned 2016-17	5 <sup>th</sup> Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	4,461	6,240	4,461	6,458	6,684	6,918	7,160	7,411	3.7%
UPPER	7,910	8,371	7,910	8,663	8,663	8,663	8,663	8,663	%
GRAD I	1,764	1,654	1,764	1,687	1,721	1,755	1,790	1,826	2%
GRAD II	194	283	194	291	300	309	319	328	3%
TOTAL	14,329	16,548	14,329	17,099	17,368	17,645	17,932	18,288	2%
<b>Non- Resident</b>									
LOWER	n/a	336	n/a	348	360	372	385	399	3.7%
UPPER	n/a	364	n/a	376	376	376	376	376	%
GRAD I	n/a	181	n/a	185	188	192	196	200	2%
GRAD II	n/a	102	n/a	105	108	111	115	118	3%
TOTAL	910	983	910	1,014	1,032	1,051	1,072	1,093	2%
<b>TOTAL</b>									
LOWER	n/a	6,576	n/a	6,806	7,044	7,291	7,546	7,810	3.7%
UPPER	n/a	8,734	n/a	9,040	9,040	9,040	9,040	9,040	%
GRAD I	n/a	1,836	n/a	1,872	1,909	1,947	1,986	2,026	2%
GRAD II	n/a	384	n/a	397	421	421	433	446	3%
TOTAL	15,239	17,530	15,239	18,115	18,414	18,699	19,005	19,322	2%
TOTAL (US FTE)	20,319	23,373	20,319	24,093	24,491	24,870	25,277	25,698	2%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	103	106	154	154	205	205	205	205	%
NON-RESIDENT	25	21	38	38	51	51	51	51	%
TOTAL	128	127	192	192	256	256	256	256	6.6%
<b>Dentistry</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Veterinary</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%



## ACADEMIC PROGRAM COORDINATION

### New Programs to be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						

### New Programs to be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Instructional Technology	13.0501	STEM	FSU,UCF,UWF		59	May 2014
Secondary Education	13.1205	EDUC	FGCU, FSU, UNF		40	May 2014
PSM Marine Science	26.1302	STEM			30	May 2014
Physician's Assistant	51.0912	Health	UF		70	May 2015
<b>DOCTORAL PROGRAMS</b>						
DSW Social Work	44.0701	Health			70	May 2014



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

# Florida Gulf Coast University 2013-14 Work Plan



**Florida Gulf Coast University**

*Work Plan Presentation for 2013-14 Board of Governors Review*





## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*





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### 3. OPERATIONS

- a. Fiscal Information *(includes Tuition Differential Fee Request)*
- b. Enrollment Planning
- c. Academic Program Coordination

### 4. DEFINITIONS



## MISSION STATEMENT (What is your purpose?)

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents. Outstanding faculty upholds challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region. Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

## VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

FGCU is a public comprehensive regional university principally serving the five-county area of Southwest Florida comprising Charlotte, Collier, Glades, Hendry, and Lee. The university's appeal also extends to other counties in South Florida and mainly attracts traditional age undergraduates who increasingly are seeking a residential experience at an institution noted for its environmental commitment and community engagement/service. FGCU offers these students the opportunity to acquire a sound foundation in the liberal arts and sciences complemented by a focused education in a number of professional fields and Science, Technology, Engineering and Mathematics (STEM) disciplines. The success of this approach is reflected in the number of students who choose majors in these disciplines and in their post-graduation employment.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

### *What are your core capabilities, opportunities and challenges for improvement?*

The principal strengths of FGCU include: the success of its graduates; its focus on teaching; commitment to sustainable growth; emphasis on efficiency; engagement with its community; the quality of its facilities; location in the heart of Southwest Florida; potential to grow; state of the art technology; the quality of its academic support resources; and regional economic impact. Our biggest challenges come from the historic underfunding of the university compared to our State University System (SUS) peers and the loss of Public Education Capital Outlay (PECO) funding. Despite the significant challenges encountered, FGCU has been able to make considerable progress and has positioned itself for further growth but at a rate consistent with the resources available. It is now among the most efficient universities in the system.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

### *Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

**1 Academic Quality** - academic excellence will continue as a principal institutional goal. Assessment and continuous improvement will be tools in the vanguard of FGCU's further evolution into a fully comprehensive university. Regional accreditation, state licensure/national certification, and Board of Governors (BOG) planning and accountability requirements will ensure the integrity of our academic enterprise. Specialized accreditation will be sought, earned, and maintained for all appropriate disciplines.

**2 Return on Investment** - means FGCU dramatically will increase its degree production across the board including STEM areas to provide the educated workforce that drives economic development. Graduation rates will continue their overall positive trend, and FGCU will continue to demonstrate high levels of post-graduation employment and success that will support the projected growth of the region: in health care; education; management, finance, and real estate; information technology; the resort and hospitality industry; the life sciences; the environmental sciences and engineering; and the professions.

**3 Operational Efficiency** - FGCU will continue to exhibit among the lowest costs per student credit hour in the SUS. The university also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will continue to exhibit among the lowest energy costs per square foot in the SUS. All future facilities where possible will be constructed to Leadership in Energy and Environmental Design (LEED) standards. Classroom and laboratory utilization rates will remain among the highest within the SUS. The campus will remain a clean and secure environment conducive to student success.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
To achieve this FGCU will continue to focus on academic quality through the following: predominant use of full-time faculty providing instruction; maintenance of state-of-the-art facilities; use of technology to provide effective academic support; and the pursuit and maintenance of professional accreditation whenever possible.					
Avg. SAT Score (for 3 subtests)	0%Δ <sup>1</sup>	1531	1528	1531	1535
Avg. High School GPA	0%Δ	3.4	3.4	3.4	3.5
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	2	3	3	3
Exams Below National/State Benchmark	n/a	1	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	-1%Δ	76%	77%	78%	78%
FTIC Graduation Rates					
In 4 years (or less)	+1%Δ	23%	23%	24%	24%
In 6 years (or less)	+10%Δ	44%	44%	45%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	-9%Δ	26%	30%	31%	33%
In 4 years (or less)	-3%Δ	63%	63%	64%	65%
Percent of Bachelor's Degrees Without Excess Hours*	-2%Δ	70%	71%	72%	73%
Average Time to Degree (for FTIC)	-0.3Δ	4.5 yrs	4.4 yrs	4.4 yrs	4.2 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>5</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	+72%Δ	1744	1,850	1,955	2,150
Percent of Bachelor's Degrees in STEM	+11%Δ	16%	16%	17%	18%
Graduate Degrees Awarded	+46%Δ	397	397	420	440
Percent of Graduate Degrees in STEM	+3%Δ	4%	4%	5%	5%
Percent of Baccalaureate Graduates Employed in Florida	-5%Δ <sup>3</sup>	69% <sup>3</sup>	70%	71%	72%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	-1%Δ <sup>3</sup>	20% <sup>3</sup>	21%	22%	23%
Annual Gifts Received (\$M)	-36%Δ	\$ 19.4 M	\$ 14.1 M	\$15.0 M	\$ 16.0 M
Endowment (\$M)	+41%Δ	\$ 55.6 M	\$ 60.4 M	\$ 65.0 M	\$ 71.0 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>7</b>	<b>9</b>	<b>14</b>	<b>14</b>	<b>15</b>



Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP. It is important to note that combining these two metrics FGCU ranked number 1 in the SUS in both 2006-07 and in 2010-11.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelor's Degrees Awarded to Minorities	+116%Δ	307	316	325	345
Bachelor's Degrees in Areas of Strategic Emphasis	+135%Δ	593	611	629	667
Graduate Degrees in Areas of Strategic Emphasis	+18%Δ	124	130	136	150

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1. Return on Investment:** FGCU will continue to provide access to higher education to students from low socio-economic backgrounds. Between 2007-08 and 2011-12 FGCU had the highest rate in the SUS of growth in degrees awarded annually to students with Pell Grants.

Degrees Awarded to Pell recipients	+130%Δ	745	755	765	775
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**Goal 2. Operational Efficiency:** FGCU will continue to exhibit among the lowest costs per student credit hour among the SUS; it also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will continue to exhibit among the lowest energy costs per square foot in the SUS.

Total Expenditure per Student Credit Hour	-21%Δ	\$276	\$273	\$270	\$268
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## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 51.8	\$ 49.8	\$ 50.6	\$ 45.8	\$ 42.1	\$ xx.x
Tuition	\$ 28.0	\$ 34.0	\$ 41.5	\$ 45.8	\$ 51.6	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 79.8</b>	<b>\$ 83.8</b>	<b>\$ 92.1</b>	<b>\$ 91.6</b>	<b>\$ 93.7</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	n/a
<b>TOTAL HSC</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ 0	\$ 0	\$ 0	\$ xx.x	\$ xx.x	n/a
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 79.8</b>	<b>\$ 83.8</b>	<b>\$ 92.1</b>	<b>\$ 91.6</b>	<b>\$ 93.7</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 26.6	\$ 28.4	\$ 34.9	\$ 36.9	\$ 43.3	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 16.8	\$ 15.6	\$ 15.1	\$ 16.0	\$ 18.4	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 19.3	\$ 24.4	\$ 30.3	\$ 33.4	\$ 36.9	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 62.7</b>	<b>\$ 68.4</b>	<b>\$ 80.3</b>	<b>\$ 86.3</b>	<b>\$ 98.6</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 142.5</b>	<b>\$ 152.2</b>	<b>\$ 172.4</b>	<b>\$ 177.9</b>	<b>\$ 192.3</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$642	\$1,091	\$1,091	\$1,217	\$1,347
Percent Increase	15%	12%	0%	3%	3%
Required Fees <sup>1</sup>	\$1,791	\$1,877	\$1,981	\$2,057	\$2,115
<b>TOTAL TUITION AND FEES</b>	<b>\$5,533</b>	<b>\$6,068</b>	<b>\$6,172</b>	<b>\$6,374</b>	<b>\$6,562</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	43.3%	46.2%	45%	47.1%	49.9%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,670	\$16,117	\$16,710	\$17,768	\$17,739
Student Loan Cohort Default Rate (2nd Year)	4.6%	5.2%	4.2 (draft)%	n/a%	n/a
Student Loan Cohort Default Rate (3rd Year)	7%	8.1 (draft)%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,318	\$1,200	\$9,424	\$1,700	\$1,700	\$20,342
AT HOME	\$6,318	\$1,200	\$3,364	\$1,700	\$1,700	\$14,282

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2039	28%	\$ 11,694	\$(1,784)	\$ 7,216	\$ 3,856
\$40,000-\$59,999	800	11%	\$ 14,390	\$ 1,039	\$ 4,430	\$ 3,618
\$60,000-\$79,999	638	9%	\$ 15,756	\$ 2,509	\$ 2,968	\$ 3,961
\$80,000-\$99,999	537	7%	\$ 16,111	\$ 2,716	\$ 2,763	\$ 3,960
\$100,000 Above	1700	23%	\$ 16,687	\$ 3,034	\$ 2,523	\$ 2,949
Missing	1629	22%	\$x,000*	\$ 5,496	0	0
<b>TOTAL</b>	<b>7343</b>	<b>100%</b>	<b>AVERAGE \$ 11,225</b>	<b>\$ 1,953</b>	<b>\$ 3,530</b>	<b>\$ 2,781</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	N/A
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	N/A
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	N/A
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$N/A
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	N/A%
\$ Increase in tuition differential per credit hour:	\$N/A
\$ Increase in tuition differential for 30 credit hours:	\$N/A
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$N/A
Total differential fee revenue generated in 2013-14 (projected):	\$N/A
Intended Uses	
Describe how the revenue will be used. See attached schedule	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Hire more faculty and staff to keep pace with enrollment growth, add breadth and depth to academic programs; and enhance student advising.	Enrollment grew by 6% from fall 11 to fall 12. 32 new faculty and advisors were hired across a variety of disciplines providing additional depth to the curriculum and assistance to students.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	57
Total Number of Advisors Hired or Retained (funded by tuition differential):	8
Total Number of Course Sections Added or Saved (funded by tuition differential):	342
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Provide additional need-based aid to students.	Need-based aid increased by about 7% over the prior year due in part to the tuition differential.
Increase the number of students receiving need-based financial aid.	50% more students received need-based aid in 2012-2013 over the previous year in part due to the tuition differential.
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1130
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,030
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$11
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$8570



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

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

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	57 .	62 .
Advisors	8 .	16 .
Staff	.	.
Total FTE Positions:	65	78
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 8,228,660	9,759,274
Interest Revenue - Current Year	-	-
Interest Revenue - From Carry forward	-	-
Balance	-	-
	\$ 8,228,660	\$ 9,759,274
Total Receipts / Revenues:	-	-
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 5,760,074	\$6,831,491
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	- 2,468,586	2,927,783
Expended From Carry forward Balance	-	-
**Other Category Expenditures	-	-
	\$ -	\$ -
Total Expenditures:	8,228,660	9,759,274
Ending Balance Available:	\$ -	\$ -

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.





## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Gulf Coast University

Prior Years matched to [http://www.fgc.edu/trustees/AgendaFiles/2012/5-2012/TAB\\_3.pdf](http://www.fgc.edu/trustees/AgendaFiles/2012/5-2012/TAB_3.pdf)

<i>Undergraduate Students</i>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	12.80	\$21.42	\$36.38	\$36.38	\$40.57	\$44.89	\$49.33
Total Base Tuition & Differential per Credit Hour	\$108.47	\$124.74	\$139.70	\$139.70	\$143.89	\$148.21	\$152.65
% Change		15.0%	12.0%	0.0%	3.0%	3.0%	3.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.15	\$5.15	\$5.15	\$5.15	\$5.15	\$5.15
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$10.33	\$10.33	\$10.33
Activity & Service	\$11.24	\$11.24	\$11.24	\$11.50	\$11.73	\$11.96	\$12.20
Health	\$7.74	\$8.34	\$8.79	\$9.24	\$9.42	\$9.61	\$9.81
Athletic	\$15.79	\$16.54	\$16.79	\$17.54	\$17.89	\$18.25	\$18.61
Transportation Access	\$8.50	\$8.50	\$8.70	\$8.70	\$8.87	\$9.05	\$9.23
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.15	\$5.15	\$5.15	\$6.15	\$7.15
List any new fee proposed							
Total Fees	\$57.59	\$59.69	\$62.58	\$66.04	\$68.55	\$70.51	\$72.49
Total Tuition and Fees per Credit Hour	\$166.06	\$184.43	\$202.28	\$205.74	\$212.44	\$218.72	\$225.14
% Change		11.1%	9.7%	1.7%	3.3%	3.0%	2.9%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$3,254.10	\$3,742.20	\$4,191.00	\$4,191.00	\$4,316.73	\$4,446.23	\$4,579.62
Total Fees for 30 Credit Hours	\$1,727.70	\$1,790.70	\$1,877.40	\$1,981.20	\$2,056.49	\$2,115.24	\$2,174.57
Total Tuition and Fees for 30 Credit Hours	\$4,981.80	\$5,532.90	\$6,068.40	\$6,172.20	\$6,373.22	\$6,561.47	\$6,754.19
\$ Change		\$551.10	\$535.50	\$103.80	\$201.02	\$188.25	\$192.71
% Change		11.1%	9.7%	1.7%	3.3%	3.0%	2.9%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$518.32	\$559.80	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58
Out-of-State Undergraduate Student Financial Aid <sup>1</sup>	\$25.91	\$27.99	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21
Total per credit hour	\$544.23	\$587.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79
% Change		8.0%	8.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$18,803.70	\$20,536.20	\$22,328.40	\$22,328.40	\$22,454.13	\$22,583.63	\$22,717.02
Total Fees for 30 Credit Hours	\$2,505.00	\$2,630.40	\$2,783.70	\$2,887.50	\$2,962.79	\$3,021.54	\$3,080.87
Total Tuition and Fees for 30 Credit Hours	\$21,308.70	\$23,166.60	\$25,112.10	\$25,215.90	\$25,416.92	\$25,605.17	\$25,797.89
\$ Change		\$1,857.90	\$1,945.50	\$103.80	\$201.02	\$188.25	\$192.71
% Change		8.7%	8.4%	0.4%	0.8%	0.7%	0.8%
<b>Housing/Dining<sup>4</sup></b>	\$8,894.00	\$9,160.82	\$9,424.00	\$9,612.48	\$9,804.73	\$10,000.82	\$10,200.84
\$ Change		\$266.82	\$263.18	\$188.48	\$192.25	\$196.09	\$200.02
% Change		3.0%	2.9%	2.0%	2.0%	2.0%	2.0%





## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	+92%Δ	7153	64%	8615	67%	9476	68%	10423	69%
FTIC (Profile Admit)	-20%Δ	347	3%	310	2%	295	2%	280	2%
AA Transfers*	+38%Δ	2138	19%	2500	19%	2770	20%	3069	20%
Other Transfers	+18%Δ	1496	13%	1400	11%	1373	10%	1346	9%
Subtotal	+60%Δ	11134	100%	12825	100%	13914	100%	15119	100%
GRADUATE STUDENTS									
Master's	+23%Δ	981	90%	928	88%	945	88%	957	88%
Research Doctoral	n/a%Δ	34	3%	36	4%	38	4%	38	3%
Professional Doctoral	n/a%Δ	74	7%	86	8%	88	8%	98	9%
Subtotal	+23%Δ	1089	100%	1050	100%	1071	100%	1093	100%
NOT-DEGREE SEEKING	-23%Δ	432		300		300		300	
MEDICAL	n/a	n/a		n/a		n/a		n/a	
TOTAL	+52%Δ	12655		14175		15285		16512	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	58%	1130	15%	1252	15%	1321	15%	1394	15%
HYBRID (50%-79%)	93%	164	2%	190	2%	200	2%	211	2%
TRADITIONAL (<50%)	59%	6040	82%	6700	82%	7068	82%	7457	82%
<b>TOTAL</b>	<b>59%</b>	<b>7334</b>	<b>100%</b>	<b>8142</b>	<b>100%</b>	<b>8590</b>	<b>100%</b>	<b>9062</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	32%	224	32%	210	32%	214	32%	218	32%
HYBRID (50%-79%)	64%	54	8%	50	8%	51	8%	52	8%
TRADITIONAL (<50%)	34%	432	61%	403	61%	411	61%	419	61%
<b>TOTAL</b>	<b>35%</b>	<b>710</b>	<b>100%</b>	<b>663</b>	<b>100%</b>	<b>676</b>	<b>100%</b>	<b>690</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional (and Technology Enhanced) refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded	Estimated	Funded	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year	5-Year Projected Average Annual Growth Rate
	2012- 13	Actual 2012-13	2013- 14	Estimated 2013-14	Planned 2014- 15	Planned 2015- 16	Planned 2016- 17	Planned 2017- 18	
<i>Florida Resident</i>									
LOWER	2224	4029	2224	4283	4528	4787	5060	5349	5.7%
UPPER	2319	3319	2319	3521	3717	3922	4140	4368	5.5%
GRAD I	510	517	510	516	526	536	546	556	1.9%
GRAD II	10	122	10	122	124	126	128	130	1.7%
TOTAL	5063	7987	5063	8442	8894	9371	9874	10403	5.4%
<i>Non- Resident</i>									
LOWER	n/a	211	n/a	212	214	216	218	220	0.9%
UPPER	n/a	119	n/a	126	131	137	142	150	4.5%
GRAD I	n/a	19	n/a	20	21	22	23	24	4.7%
GRAD II	n/a	5	n/a	5	6	6	7	7	9.2%
TOTAL	310	354	310	363	372	381	390	401	2.5%
<i>TOTAL</i>									
LOWER	n/a	4240	n/a	4495	4742	5003	5278	5569	5.5%
UPPER	n/a	3438	n/a	3647	3848	4059	4282	4518	5.5%
GRAD I	n/a	536	n/a	536	547	558	569	580	2.0%
GRAD II	n/a	127	n/a	127	130	132	135	137	2.0%
TOTAL	5373	8341	5373	8805	9266	9752	10264	10804	5.2%
TOTAL (US FTE)	7164	11121	7164	11740	12355	13003	13686	14406	5.2%



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biochemistry	26.0202	STEM	FSU	No	65	4/2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Ed Media/Instructional Tech	13.0501	STEM	FSU, UCF, UWF	Yes	30	4/2014
<b>DOCTORAL PROGRAMS</b>						
Nursing Practice	51.3818	HLTH	FAU, FSU, UCF, UF, UNF, USF	No	48	4/2014

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Renewable Energy	14.9999	STEM	None	No	60	4/2015
Earth and Space Science	40.0203	STEM	None	No	50	4/2015
Music Therapy	51.2305		FSU	No	30	4/2015
Real Estate	52.1501		FAU, FIU, FSU, UCF	No	45	4/2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Engineering	14.0101	STEM	USF	No	30	4/2015
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USF, UWF	No	20	4/2015
Physician Assistant Studies	51.0912	HLTH	UF	No	60	4/2016
<b>DOCTORAL PROGRAMS</b>						



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i> ) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



<b>Return on Investment</b>	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .



# FIU

## 2013-14 Work Plan



**Florida International University**

*Work Plan Presentation for 2013-14 Board of Governors Review*

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





## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

## VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

FIU is the public anchor institution for the greater Miami area. We see ourselves as a solutions center for the community through the application of our research, learning and engagement energies. And we are proud to have just awarded our 200,000<sup>th</sup> degree! Most degree holders live and work in the three county area of South Florida. Nationally, FIU is the largest producer of minority degrees at the bachelor's level, and the largest producer of bachelor's and master's degrees awarded to Hispanics, including STEM degrees. These facts drive the FIU strategy for our regional and national markets.

Regionally, the community's business leaders have asked FIU—through President Rosenberg—to chair an academic leaders' council that is working collaboratively to ensure that county-wide higher education initiatives are directed to job creation and entrepreneurship. FIU is a major player in the Beacon Council's One Community One Goal (OCOG) strategic plan, an economic development initiative targeted to growing industries and strengthening the local economy. This plan pivots around education as the foundation for Miami-Dade County's economic development. It calls for a new ecosystem of growth. We are responding with short- and long-term initiatives consistent with BOG planning in six targeted industry clusters identified as critical drivers of job creation in the community.

As the business community places a greater emphasis on the role of education in job creation, FIU is focusing on results-oriented initiatives to improve market-related responsiveness. Our mission, vision and strategy for the 2013-14 academic year are focused: We are committed to improving early employment-related matching of student interest and aptitudes with available academic majors and jobs to ensure a more efficient and timely progression to degree and employment thereafter. We are aggressively expanding internship opportunities locally, nationally, and internationally. We will deepen our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research.

Nationally, the FIU approach to minority STEM education is gaining visibility: Dr. Rosenberg was invited to speak before the President's Council of Advisors on Science and Technology in Washington D.C. in late 2012. An advisory group of leading U.S. scientists and engineers, PCAST sought recommendations on the federal government's imminent plan for STEM education. As a follow-on, President Rosenberg will likely be appointed to the National Research Council's study for STEM completions "Barriers/Opportunities in Completing Two and Four-Year STEM Degrees".

Business and cost efficiencies remain central to our strategy. We have expanded on-line and on-and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 161% of statutory requirements), reduced energy costs (FIU leads the SUS in energy conservation for five straight years, 2007-2012), and gained new revenue through adult learner degree programs.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

FIU's strength is its community responsiveness. We are entrepreneurial. We believe that we have an obligation to put our research and learning to work. We take pride in student achievement: our graduates are leaders in their fields. For instance, the Florida Teacher of the Year 2012 and a National Teacher of the Year Finalist is an FIU doctoral student. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can be coterminous. We excel in building win-win partnerships with public and private institutions, locally and globally. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. We are ranked as one of the top 100 universities globally under 50 years old. We ranked first in the state for IT performance funding because of partnerships with industry and placement of our graduates. Our 6-year graduation rate for Hispanics is in the top 5 of large Hispanic Serving Institutions, but we can do better: our greatest opportunity/imperative in the next three years is to improve our six-year graduation rate.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1) *Graduation Success Initiative (GSI)*: GSI is a comprehensive system for improving retention and graduation rates at FIU. As part of this initiative, FIU hired 65 new faculty, advisors, and academic support staff in 2012-13 funded with tuition differential dollars; and implemented My eAdvisor, an automated tracking tool that provides students and advisors with feedback regarding students' progress on their Major Maps. Our redesign of College Algebra to marry high tech (computer-assisted teaching algebra) with high touch (individualized instruction using Learning Assistants) continued the improvement in pass rate from 33% in 2010-11, to 48% in 2011-12, to 52% in 2012-13. When we required small groups of students to meet with a learning assistant one hour per week in addition to one hour of lecture and three hours in the Math Lab, the pass rate increased to 61%.

2) *Enhancing STEM Success*: We are generating multiple initiatives to advance STEM education. FIU is a lead member of the Mathematics Teacher Education Partnership, a national, APLU-led effort to prepare for implementation of the new national standards for Mathematics. FIU leads the country in the number of students serving as trained learning assistants (LA): 163 students work as LAs with their fellow students to enhance success in STEM fields. FIU launched the STEM Transformation Institute bringing student-centric, research driven curricula to bear across STEM disciplines to enhance the success of our students. We have signed an MOU with Miami-Dade County Public Schools to establish a MAST Academy (STEM focused) magnet school on the Biscayne Bay Campus that will directly interface with our marine and biological scientists. FIU is the leader in Life Sciences South Florida, a consortium of 16 institutions and economic development agencies established to develop South Florida and nurture the nascent cluster of industries in the life sciences.

3) *Preparing Students for the Workforce through Internships*: FIU continues to increase the number of internships available to students to gain practical workforce experience. FIU's Office of Engagement received funding this spring from the Miami Foundation to create a county-wide regional talent development program, in partnership with academic, economic development, non-profit agencies and local industry. This initiative provides internships for students seeking a practical pre-graduation experience from employers. Another new program has just placed eight FIU students in practical internships in major hotels in Macao—a major hotel center serving the huge Chinese market. These students will translate these placements into permanent, higher paying jobs right here in Florida.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
National Ranking for University and Programs					
FIU has developed a five-year enrollment management plan that allows for significant growth in the number of students, advisors and faculty. The faculty growth will be in strategic areas that enhance external funding, faculty awards, and doctoral degree production. These are the primary metrics of national preeminence.					
Avg. SAT Score (for 3 subtests)	-29 points <sup>1</sup>	1699	1704	1710	1720
Avg. High School GPA	.07 points	3.7	3.7	3.75	3.8
Professional/Licensure Exam					
First-time Pass Rates <sup>2</sup>					
Exams At or Above National/State Benchmark	n/a	3	3	4	5
Exams Below National/State Benchmark	n/a	2	2	1	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	-2%	82%	82%	82%	83%
FTIC Graduation Rates					
In 4 years (or less)	4%	23%	23%	24%	25%
In 6 years (or less)	0%	47%	48%	49%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	1%	22%	22%	23%	24%
In 4 years (or less)	-1%	62%	62%	63%	64%
Percent of Bachelor's Degrees Without Excess Hours	-4%	56%	56%	56%	58%
Average Time to Degree (for FTIC)	0.3 yrs	5.5 yrs	5.5 yrs	5.5 yrs	5.4 yrs
SUBTOTAL OF IMPROVING METRICS	<b>3</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	36%	7,238	7,618	8,019	8,884
Percent of Bachelor's Degrees in STEM	-1.5%	16% <sup>3</sup>	16%	16.25%	16.75%
Graduate Degrees Awarded	60%	3,383	3,690	3,987	4,687
Percent of Graduate Degrees in STEM	-7.8%	15%	15%	15.25%	16%
Percent of Baccalaureate Graduates Employed in Florida	-6% <sup>3</sup>	67% <sup>4</sup>	67%	67%	68%
Percent of Baccalaureate Graduates Continuing their Education in Florida	0% <sup>3</sup>	21% <sup>4</sup>	21%	21%	22%
Annual Gifts Received (\$M)	40.7%	\$ 15.3 M	\$ 24.1 M	\$ 43.6 M	\$ 66 M
Endowment (\$M)	44.3%	\$ 132.5 M	\$ 163.4 M	\$ 185.8 M	\$ 242.9 M
SUBTOTAL OF IMPROVING METRICS	<b>4</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>8</b>
TOTAL OF IMPROVING METRICS	<b>8</b>	<b>6</b>	<b>14</b>	<b>18</b>	<b>18</b>

Notes: (1) SAT trends are based on 3 years. (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods. (3) Total degrees have increased by 24% since 2006. (4) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.





## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	67%	5	6	7	9
National Academy Members*	100%	2	2	2	2
Number of Post-Doctoral Appointees	104%	57	55	56	58
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	4	4	4	4
SUBTOTAL OF IMPROVING METRICS	3		1	2	2
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	9.3%	\$118,058	\$120,000	\$126,000	\$139,133
Science & Engineering Research Expenditures (\$M)	-8.0%	\$83,639	\$85,020	\$89,271	\$98,576
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-15.41%	\$76,895	\$78,156	\$82,064	\$90,618
Percent of Research Expenditures Funded from External Sources	32.4%	71%	66%	66%	66%
Patents Issued	100%	1	1	3	8
Licenses/Options Executed	0%	0	1	3	10
Licensing Income Received (\$M)	9%	\$0.06	\$0.04	\$0.05	\$0.15
Number of Start-up Companies	0%	0	1	2	4
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	51%	151	155	166	180
Professional Doctoral Degrees Awarded	167%	230	251	290	423
SUBTOTAL OF IMPROVING METRICS	6		7	9	9
TOTAL OF IMPROVING METRICS	9		8	11	11

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.





## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshmen in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Bachelor's Degrees Awarded to Minorities	41%	5,688	6,021	6,372	7,139
Metric #2 Bachelor's Degrees in Areas of Strategic Emphasis	32%	3,040	3,183	3,333	3,655
Metric #3 Graduate Degrees in Areas of Strategic Emphasis	37%	1,336	1,409	1,485	1,652

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** *The 2010-15 Worlds Ahead Strategic Plan encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online student credit hours offered to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.*

Metric: Increase Percentage of Student Credit Hours Offered Fully Online	11%	19.3%	20%	20.5%	22%
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**Goal 2.** *The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.*

Metric: Gradual Shift to a Higher Percentage of Full-time Students	2%	65%	65.5%	66%	67%
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## OPERATIONS



## FISCAL INFORMATION

### University Revenues (in Millions of Dollars)

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Forecast	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 215.6	\$ 196.0	\$ 202.5	\$ 168.8	\$ 146.4	\$ 183.1
Tuition	\$ 133.6	\$ 138.4	\$ 165.2	\$ 185.0	\$ 208.2	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 349.2</b>	<b>\$ 334.4</b>	<b>\$ 367.7</b>	<b>\$ 353.8</b>	<b>\$ 354.6</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 11.5	\$ 22.3	\$ 26.1	\$ 26.3	\$ 26.9	\$ 30.1
Tuition	\$ 0	\$ 1.2	\$ 2.5	\$ 5.4	\$ 10.0	n/a
<b>TOTAL HSC</b>	<b>\$ 11.5</b>	<b>\$ 23.5</b>	<b>\$ 28.6</b>	<b>\$ 31.7</b>	<b>\$ 36.9</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 360.7</b>	<b>\$ 357.9</b>	<b>\$ 396.2</b>	<b>\$ 385.5</b>	<b>\$ 391.5</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 108.9	\$ 148.4	\$ 163.4	\$ 171.6	\$ 178.6	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 80.8	\$ 88.9	\$ 91.2	\$ 94.2	\$ 99.4	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 108.1	\$ 135.3	\$ 175.8	\$ 186.4	\$ 192.4	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0.01	\$ 0.02	\$ 0.32	\$ 1.43	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 297.8</b>	<b>\$ 372.6</b>	<b>\$ 430.4</b>	<b>\$ 452.5</b>	<b>\$ 471.8</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 658.5</b>	<b>\$ 730.5</b>	<b>\$ 826.7</b>	<b>\$ 838.0</b>	<b>\$ 863.3</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$960	\$1,569	\$1,569	\$1,569	\$1,569
Percent Increase	15%	15%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,616	\$1,746	\$1,827	\$1,887	\$1,934
<b>TOTAL TUITION AND FEES</b>	<b>\$5,675</b>	<b>\$6,414</b>	<b>\$6,495</b>	<b>\$6,555</b>	<b>\$6,602</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	39%	45.16%	46.86%	45.88%	48.29%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,901	\$15,985	\$17,256	\$17,705	\$17,339
Student Loan Cohort Default Rate (2nd Year)	4.8%	5.8%	6.5%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	n/a	9.7%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students. Average Amount of Debt includes parent loans.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,417	\$1,220	\$11,330	\$2,000	\$2,380	<b>\$23,347</b>
AT HOME	\$6,417	\$1,220	\$3,692	\$2,808	\$2,212	<b>\$16,349</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	9,012	53%	\$12,992	-\$953	\$7,362	\$3,737
\$40,000-\$59,999	1,720	10%	\$15,289	\$1,919	\$4,335	\$3,443
\$60,000-\$79,999	1,080	6%	\$15,988	\$2,826	\$3,234	\$3,341
\$80,000-\$99,999	831	5%	\$16,261	\$3,318	\$2,731	\$3,143
\$100,000 Above	2,134	12%	\$16,220	\$3,314	\$2,564	\$2,172
Missing	2,346	14%	n/a	\$5,861	\$0.00	\$0.00
<b>TOTAL</b>	<b>17,123</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$14,129</b>	<b>\$1,247</b>	<b>\$5,755</b>	<b>\$3,414</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	274
Total Number of Advisors Hired or Retained (funded by tuition differential):	48
Total Number of Course Sections Added or Saved (funded by tuition differential):	1,456
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,938
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$791
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$96.82
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,350



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b>	<b>Estimated</b>
	<b>2012-13</b>	<b>2013-14</b>
	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	175.2	175.2
Advisors	48.0	55.0
Staff	75.1	73.1
Total FTE Positions:	298.3	303.3
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 372,327	\$ 342,885
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 372,327	\$ 342,885
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 41,590,650	40,525,026
Interest Revenue - Current Year	\$ -	-
Interest Revenue - From Carryforward Balance	\$ -	-
Total Receipts / Revenues:	\$ 41,590,650	\$ 40,525,026
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 22,356,573	\$ 22,669,619
Other Personal Services	\$ 2,085,119	\$ 1,176,364
Expenses	\$ 1,870,522	\$ 1,753,398
Operating Capital Outlay	\$ 2,166,033	\$ 2,448,666
Student Financial Assistance	\$ 13,141,846	\$ 12,819,866
Expended From Carryforward Balance	\$ -	-
**Other Category Expenditures	\$ -	-
Total Expenditures:	\$ 41,620,093	\$ 40,867,912
Ending Balance Available:	\$ 342,885	\$ (1)
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<b><u>Undergraduate Students</u></b>	<b>-----Actual-----</b>			<b>-----Projected-----</b>			
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	\$22.00	\$32.00	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$117.67</b>	<b>\$135.32</b>	<b>\$155.62</b>	<b>\$155.62</b>	<b>\$155.61</b>	<b>\$155.61</b>	<b>\$155.61</b>
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service	\$11.60	\$11.60	\$12.87	\$12.87	\$12.87	\$14.44	\$14.44
Health							
Athletic	\$14.51	\$15.56	\$16.10	\$16.10	\$18.09	\$18.09	\$18.09
Transportation Access							
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$40.43</b>	<b>\$42.24</b>	<b>\$46.05</b>	<b>\$48.05</b>	<b>\$50.04</b>	<b>\$51.61</b>	<b>\$51.61</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$158.10</b>	<b>\$177.56</b>	<b>\$201.67</b>	<b>\$203.67</b>	<b>\$205.65</b>	<b>\$207.22</b>	<b>\$207.22</b>
% Change		12.3%	13.6%	1.0%	1.0%	0.8%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health	\$83.19	\$83.19	\$83.19	\$93.69	\$93.69	\$93.69	\$93.69
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$81.00	\$81.00	\$88.94	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$174.19</b>	<b>\$174.19</b>	<b>\$182.13</b>	<b>\$192.69</b>	<b>\$192.69</b>	<b>\$192.69</b>	<b>\$192.69</b>
% Change		0.0%	4.6%	5.8%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,530.07</b>	<b>\$4,059.58</b>	<b>\$4,668.52</b>	<b>\$4,668.52</b>	<b>\$4,668.41</b>	<b>\$4,668.41</b>	<b>\$4,668.41</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,561.28</b>	<b>\$1,615.58</b>	<b>\$1,745.76</b>	<b>\$1,826.88</b>	<b>\$1,886.58</b>	<b>\$1,933.68</b>	<b>\$1,933.68</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,091.35</b>	<b>\$5,675.16</b>	<b>\$6,414.28</b>	<b>\$6,495.40</b>	<b>\$6,554.99</b>	<b>\$6,602.09</b>	<b>\$6,602.09</b>
\$ Change		\$583.81	\$739.12	\$81.12	\$59.59	\$47.10	\$0.00
% Change		11.5%	13.0%	1.3%	0.9%	0.7%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,338.67</b>	<b>\$15,868.18</b>	<b>\$16,477.12</b>	<b>\$16,477.12</b>	<b>\$16,477.01</b>	<b>\$16,477.01</b>	<b>\$16,477.01</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,151.68</b>	<b>\$2,206.01</b>	<b>\$2,336.19</b>	<b>\$2,417.31</b>	<b>\$2,477.01</b>	<b>\$2,524.11</b>	<b>\$2,524.11</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$17,490.35</b>	<b>\$18,074.19</b>	<b>\$18,813.31</b>	<b>\$18,894.43</b>	<b>\$18,954.02</b>	<b>\$19,001.12</b>	<b>\$19,001.12</b>
\$ Change		\$583.84	\$739.12	\$81.12	\$59.59	\$47.10	\$0.00
% Change		3.3%	4.1%	0.4%	0.3%	0.2%	0.0%
<b>Housing/Dining<sup>4</sup></b>	<b>\$9,983.97</b>	<b>\$10,123.97</b>	<b>\$10,303.97</b>	<b>\$10,662.64</b>	<b>\$10,965.81</b>	<b>\$11,278.08</b>	<b>\$11,397.05</b>
\$ Change		\$140.00	\$180.00	\$358.67	\$303.17	\$312.27	\$118.97
% Change		1.4%	1.8%	3.5%	2.8%	2.8%	1.1%





## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-4.0%	15,640	44.7%	15,458	43.7%	15,615	43.7%	15,773	43.7%
FTIC (Profile Admit)	-60.4%	166	0.5%	166	0.5%	167	0.5%	169	0.5%
AA Transfers*	59.4%	14,407	41.2%	14,858	42.0%	15,004	42.0%	15,151	42.0%
Other Transfers	15.8%	4,758	13.6%	4,861	13.8%	4,910	13.8%	4,958	13.8%
Subtotal	17.1%	34,971	100%	35,343	100%	35,696	100%	36,051	100%
GRADUATE STUDENTS									
Master's	9.1%	6,240	76.8%	6,463	76.8%	6,528	76.8%	6,593	76.8%
Research Doctoral	24.1%	1,182	14.6%	1,212	14.4%	1,290	15.2%	1,308	15.2%
Professional Doctoral	47.5%	701	8.6%	743	8.8%	684	8.0%	687	8.0%
Subtotal	13.6%	8,123	100%	8,418	100%	8,502	100%	8,588	100%
NOT-DEGREE SEEKING	192.1%	4,705		5,879		5,891		5,903	
MEDICAL	n/a	167		360		440		480	
TOTAL	24.2%	47,966		50,000		50,529		51,022	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	167.2%	4,923	20.3%	4,761	19.3%	5,271	21.1%	5,789	23.0%
HYBRID (50%-79%)	-47.4%	348	1.4%	332	1.3%	224	0.9%	113	0.4%
TRADITIONAL (<50%)	4.0%	19,014	78.3%	19,589	79.4%	19,452	78.0%	19,307	76.6%
<b>TOTAL</b>	<b>16.9%</b>	<b>24,285</b>	<b>100%</b>	<b>24,682</b>	<b>100%</b>	<b>24,947</b>	<b>100%</b>	<b>25,209</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	237.8%	449	9.6%	414	8.4%	454	9.2%	496	10.0%
HYBRID (50%-79%)	14.9%	39	0.8%	43	0.9%	29	0.6%	15	0.3%
TRADITIONAL (<50%)	14.1%	4,175	89.6%	4,464	90.7%	4,460	90.2%	4,455	89.7%
<b>TOTAL</b>	<b>21.9%</b>	<b>4,663</b>	<b>100%</b>	<b>4,921</b>	<b>100%</b>	<b>4,943</b>	<b>100%</b>	<b>4,966</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours for which students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face-to-face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	7,860	8,929	7,860	9,297	9,381	9,467	9,553	9,640	1.5%
UPPER	11,682	14,111	11,682	14,354	14,497	14,642	14,788	14,936	1.1%
GRAD I	2,588	2,491	2,588	2,524	2,549	2,574	2,600	2,626	1.1%
GRAD II	818	939	818	981	991	998	1,005	1,012	1.5%
TOTAL	22,948	26,470	22,948	27,156	27,418	27,681	27,946	28,214	1.3%
<b>Non- Resident</b>									
LOWER	n/a	564	n/a	587	593	598	604	609	1.5%
UPPER	n/a	783	n/a	796	804	812	820	828	1.1%
GRAD I	n/a	588	n/a	595	601	607	614	620	1.1%
GRAD II	n/a	448	n/a	469	474	477	480	483	1.5%
TOTAL	2,138	2,383	2,138	2,447	2,472	2,494	2,518	2,540	1.3%
<b>TOTAL</b>									
LOWER	n/a	9,493	n/a	9,884	9,974	10,065	10,157	10,249	1.5%
UPPER	n/a	14,894	n/a	15,150	15,301	15,454	15,608	15,764	1.1%
GRAD I	n/a	3,079	n/a	3,119	3,150	3,181	3,214	3,246	1.1%
GRAD II	n/a	1,387	n/a	1,450	1,465	1,475	1,485	1,495	1.5%
TOTAL	25,086	28,853	25,086	29,603	29,890	30,175	30,464	30,754	1.3%
TOTAL (US FTE)	33,448	38,471	33,448	39,471	39,853	40,233	40,619	41,005	1.3%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	248	239	248	320	385	420	420	420	11.9%
NON-RESIDENT	32	42	32	40	55	60	60	60	7.4%
TOTAL	280	281	280	360	440	480	480	480	11.3%
<b>Dentistry</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Veterinary</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Pharmacy</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Anthropology (BA)	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF, UNF		100	2013
Interdisciplinary Studies (BA)	30.0000		UCF, UNF		300	2013
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biochemistry	26.0202	STEM	FSU		15	2015
Latin American Studies	05.0107	GLOBAL	UCF		40	2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Physician Assistant	51.0912	HEALTH	UF		30	2014
Medical Physics (PSM)	51.2202	STEM	FAU		24	2014
Forensic Science (PSM)	43.0106	SECURITY	UF*, UCF*		50	2014
Environmental Policy & Management (PSM)	03.0103	STEM	FGCU*		32	2014
Bioethics	51.3201		USF		25	2014
<b>DOCTORAL PROGRAMS</b>						
International Crime and Justice	43.0104	SECURITY	FSU		35	2014
Linguistics	16.0102	GLOBAL	UF		15	2014
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF		24	2015
Creative Writing	23.1302				25	2015

\*Offers a master of science.



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Post-doctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .



<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .

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# University of West Florida

## 2013-14 Work Plan



**University of West Florida**

*Work Plan Presentation for 2013-14 Board of Governors Review*

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



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## STRATEGY

### MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

### VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

### STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. The majority of UWF's students come from the Panhandle, but UWF is helping to address higher education access needs by enrolling an increasing number of students from the Florida peninsula and beyond. A significant number of UWF's students come from families with a military connection. UWF will manage growth strategically at the Pensacola campus, at other sites, and online, and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds. Through its partnerships with the K-12 sector and other institutions of higher education (e.g., Florida Colleges in NW Florida, other SUS institutions), UWF will facilitate students' transition to the University and provide students with access to academic programs that might otherwise not be available to them. To enhance the collegiate experience for the traditional-aged student, UWF is investing in improving campus life and expanding high-quality advising and tutoring services. UWF is addressing nontraditional learners' needs through the proposed statewide Degree Completion Initiative; providing one-stop services to military-affiliated students through its Military/Veterans Center; strengthening its articulation programs with state colleges; establishing high-demand online programs to strengthen Florida's workforce; and reinforcing UWF's innovative online curriculum through participation in Quality Matters to assure high-quality instruction. UWF is committed to offering undergraduate and graduate degrees that meet regional workforce needs, including implementing practices that help students prepare effectively for life beyond graduation.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

UWF has evolved into a vibrant, distinctive, educational institution with an undergraduate collegiate culture characteristic of a regional comprehensive university, but with expanded graduate and targeted research programs, nationally recognized online programs, and extensive community service and engagement. UWF favors smaller classes with fully qualified teacher-scholars who deliver personalized, innovative, hands-on learning and leadership opportunities. The increasing diversification of the University offers great opportunities for students to develop an awareness of and celebrate “the ways in which people and ideas are different and the ways in which they are similar” (from UWF Strategic Plan). UWF takes pride in the strong, mutually beneficial collaborations (reflected in its curriculum and its focus on applied research, as well as its public-private partnerships) that have emerged with UWF’s partners in the community, business, military, and education.

UWF’s institution-wide strategic planning discussions have targeted various opportunities and challenges for improvement, including, but not limited to, (1) purposeful enrollment growth; (2) improved student persistence and graduation rates; (3) strengthened student professional workforce skills; (4) physical infrastructure enhancements; (5) comprehensive degree planning to ensure viable programs that meet regional needs; and (6) efforts to increase the number of Floridians with degrees in areas such as STEM, Education, Health Professions (including building on the success UWF has had in its outreach to students in the K-12 sector to create and encourage their interests in these critical areas).

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. Foster student learning and development to include the knowledge, skills, and dispositions that optimize students’ prospects for personal and professional success.
  - a. Garner broad-based involvement by the UWF community to develop a Quality Enhancement Plan that addresses a well-defined and focused topic or issue vital to the long-term improvement of student learning at UWF, while fulfilling a requirement of the regional accrediting body (SACSCOC).
  - b. Collaborate with business, educational, and community partners to expand opportunities for students to engage in high-impact, experiential learning activities that educational research indicates improve student engagement, learning, retention, and subsequent job placement and professional success (e.g., internships, research, service learning, study abroad, practicum placements, and related professional experiences).
2. Facilitate students’ access to and choice of UWF to meet their higher education needs, and improve student persistence and timely progression to degree attainment.
  - a. Continue to refine and execute the University-wide coordinated and strategic recruitment and enrollment plans that define an optimal student profile within the context of UWF’s mission and available resources.



- b. Continue implementation of the University-wide comprehensive plan to improve undergraduate student persistence and timely degree completion (e.g., hire Chief Diversity Officer, maintain strong academic programs, enhance academic and student support services like improved academic advising and career services, develop more experiential learning opportunities, provide support for students in high-risk courses, enhance student life, leverage financial aid for students with demonstrated need, improve customer service, etc.)
- 3. Maximize the acquisition and deployment of resources, and strategically align and integrate planning, budgeting, assessment, and continuous improvement efforts.
  - a. As UWF's 50th Anniversary approaches in 2017, embark on an historic and ambitious multi-million comprehensive campaign to help raise funds and awareness for the strategic priorities of the University and to ensure the University's place among the nation's top comprehensive universities, further raise UWF's visibility nationally and internationally, and maintain UWF's legacy and heritage as a center of higher education excellence for the future.
  - b. Through Business Enterprises, Inc., enter into agreements to finance, design and construct, lease, lease-purchase, and/or purchase the operations and facilities necessary and desirable to meet UWF's mission and strategic priorities (e.g., East Campus Development, University Park, NW Retirement Village).

## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
<ul style="list-style-type: none"> <li>Maintain recognition from Forbes Magazine as one of America's Top Colleges, from The Princeton Review as one of the best colleges in the Southeast and as a "Green College," from U.S. News and World Reports as one of the Top Online Education Programs, from The Chronicle of Higher Education as one of the "Great Colleges to Work For," and from G.I. Jobs Magazine as a Military Friendly School.</li> <li>Increase success in fielding student competitors who win in state, regional, and national academic competitions (e.g., logistics; Model UN, forensics).</li> <li>Continue success in documenting through Program Reviews that UWF academic programs and institutes and centers deliver on the promises of their respective mission and vision statements.</li> <li>Continue to refine an academic program master plan that, within the context of UWF's mission and available resources, includes strategies for moving select academic and research programs to greater levels of distinction; and aligns resources to support these initiatives.</li> <li><a href="http://66.7.202.18/index.php/uwf-facts/uwf-rankings-designations/">http://66.7.202.18/index.php/uwf-facts/uwf-rankings-designations/</a></li> </ul>					
Avg. SAT Score (for 3 subtests) <sup>1</sup>	24 points <sup>1</sup>	1550	1537	1565	1621 <sup>2</sup>
Avg. High School GPA <sup>3</sup>	-0.1 point	3.4	3.47	3.49	3.52 <sup>2</sup>
Professional/Licensure Exam First-time Pass Rates <sup>4</sup>					
Exams Above National/State Benchmark	n/a	1	1	1	1
Exams Below National/State Benchmark	n/a	0	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	
<b>Operational Efficiency</b>					
Freshman Retention Rate	-2.0% pts	71.1%	74.2%	74.5%	75.2%
FTIC Graduation Rates					
In 4 years (or less)	6.9% pts	26.0%	26.3%	26.6%	27.2%
In 6 years (or less)	-1.0% pt	44.0%	45.0%	46.0%	48.1%
AA Transfer Graduation Rates					
In 2 years (or less)	0.9% pt	31.0%	31.3%	31.7%	32.3%
In 4 years (or less)	0.3% pt	66.0%	66.9%	67.9%	69.8%
Percent of Bachelor's Degrees Without Excess Hours <sup>5</sup>	3.0% pts <sup>5</sup>	70%	70.5%	71.0%	72.0%
Average Time to Degree (for FTIC)	-0.2 yrs	4.7 yrs	4.67 yrs	4.63 yrs	4.57 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	

Notes: (1) SAT trends are based on 4 years (2007-08 to 2011-12); 2011-12 SAT down from 2010-11 score of 1614, which reflected an adjustment to 2012 Work Plan number based on final data. (2) Goals will be adjusted later based on analyses conducted by UWF Strategic Enrollment Planning Team. (3) UWF HS GPA data under review to align with BOG definitions and policies. (4) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that span multiple time periods. (5) Percent of Bachelor's Degrees Without Excess Hours based on 4 years (2007-08 to 2011-2012).





	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	24.8%	2,053	2,023	2,109	2,208
Percent of Bachelor's Degrees in STEM	1.9%	16.3%	18.0%	18.2%	18.6%
Graduate Degrees Awarded	31.2%	581 <sup>1</sup>	603	604	619
Percent of Graduate Degrees in STEM	6.2%	13.2%	15.8%	15.9%	16.1%
Percent of Baccalaureate Graduates Employed in Florida <sup>2</sup>	-2.9% <sup>2</sup>	61.1% <sup>2</sup>	62.3%	62.8%	64.0%
Percent of Baccalaureate Graduates Continuing their Education (in FL) <sup>2</sup>	-0.3% <sup>2</sup>	17.7% <sup>2</sup>	18.6%	19.0%	20.0%
Annual Gifts Received (\$M) <sup>3</sup>	-15.2% <sup>3</sup>	\$ 3.0 M <sup>3</sup>	\$ 3.7 M	\$ 3.8 M	\$ 4.2 M
Endowment (\$M)	-25.7%	\$ 47.7M	\$ 63.0 M	\$ 65.0 M	\$ 70.0 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>4</b>		<b>7</b>	<b>8</b>	<b>8</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>10</b>		<b>16</b>	<b>18</b>	<b>18</b>

Notes: (1) One degree added late for 2011-12. (2) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP. (3) Reflects returned donations. May not match earlier reports.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Number of Adult (age 25+) Undergraduates Enrolled	0.4%	2,931	3,017	3,090	3,242
Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)	45.2%	318	322	328	342
Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)	N	UWF continues to develop and refine implementation of the institutional plan to coordinate and focus the University's efforts in identifying community stakeholders, cultivating partnerships, and learning more about specific economic, workforce, educational, research, and cultural needs and opportunities. UWF will continue to collaborate with partners to promote engagement and service opportunities through a broad array of programs, research, and other activities to address identified needs within the context of UWF's mission and available resources. Activities will include student, faculty, and staff participation in identified community and business engagement activities. UWF will complete documentation for submission to Carnegie.			

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

#### Goal 1. Improve student engagement as measured on the National Survey of Student engagement (NSSE).

NSSE Results on five select subsections for seniors: (1) Level of Academic Challenge, (2) Active and Collaborative Learning, (3) Student-Faculty Interaction, (4) Enriching Educational Experiences, and (5) Supportive Campus Environment [Metric: Number of five subsections showing improvement]	NA	x	5	5	NA
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#### Goal 2. Facilitate student's access to UWF by increasing donor support for student financial aid.

Total Privately Funded Scholarships Awarded	-1.5%	\$1,104,208	\$1,197,000	\$1,210,000	\$1,300,000
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# OPERATIONS

## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13* Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 65,006,959	\$ 61,440,568	\$ 63,019,452	\$ 52,917,530	\$ 45,257,447*	\$ xx.x
Tuition	\$ 26,633,995	\$ 31,331,183	\$ 36,055,946	\$ 40,048,403	\$ 44,213,716	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 91,640,954</b>	<b>\$ 92,771,751</b>	<b>\$ 99,075,398</b>	<b>\$ 92,965,933</b>	<b>\$ 89,471,163</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
<b>TOTAL HSC</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
<b>TOTAL IFAS</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 91,640,954</b>	<b>\$ 92,771,751</b>	<b>\$ 99,075,398</b>	<b>\$ 92,965,933</b>	<b>\$ 89,471,163</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year. \* FOR 2012-2013 ONLY, state recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 14,675,742	\$ 14,648,590	\$ 16,202,669	\$ 17,541,096	\$ 16,000,000	n/a
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#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 16,897,264	\$ 20,167,307	\$ 19,619,573	\$ 18,183,284	\$ 33,200,635	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 50,478,974	\$ 72,296,518	\$ 78,825,868	\$ 85,727,233	\$ 92,071,481	n/a
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#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 82,051,980</b>	<b>\$ 107,112,415</b>	<b>\$ 114,648,110</b>	<b>\$ 121,451,613</b>	<b>\$ 141,272,116</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 173,692,934</b>	<b>\$ 199,884,166</b>	<b>\$ 213,723,508</b>	<b>\$ 214,417,546</b>	<b>\$ 230,743,279</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60
Tuition Differential Fee	\$642.60	\$1,166.40	\$1,166.40	\$1,806.30	\$2,541.90
Percent Increase	15%	15%	0%	15% <sup>2</sup>	15% <sup>2</sup>
Required Fees <sup>1</sup>	\$1,683.00	\$1,972.50	\$2,074.50	\$2,181.60	\$2,181.60
<b>TOTAL TUITION AND FEES</b>	<b>\$5,425.20</b>	<b>\$6,238.50</b>	<b>\$6,340.50</b>	<b>\$7,087.50</b>	<b>\$7,823.10</b>

Notes: (1) For more information regarding required fees, see list of per credit hour fees and block fees on page 14. (2) After base tuition is set by the Legislature and subject to approval of the UWF Board of Trustees, the cumulative increase in base and differential tuition is capped at 15% by statute. UWF's projections are intended to preserve that statutory authority, because, although additional revenues will be needed, the University is unable to determine the source (legislative allocation, tuition differential, or tuition increase) at this time.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	49%	50%	48%	52%	54%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$15,015	\$15,717	\$17,511	\$18,899	\$19,934
Student Loan Cohort Default Rate (2nd Year)	5.5%	5.8%	8.7% (draft)		n/a
Student Loan Cohort Default Rate (3rd Year)	7.3%	10.7% (draft)	n/a	n/a	n/a

Note: Student Loan cohort default data include undergraduate and graduate students. [Year corrected from previous University Work Plan.]

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,238	\$1,200	\$8,418	\$1,100	\$2,500	\$19,456
AT HOME	\$6,238	\$1,200	\$3,114	\$1,800	\$2,200	\$14,552

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	2,239	39.18%	\$10,510	(\$2,369)	\$7,834	\$5,309	
\$40,000-\$59,999	678	11.86%	\$12,362	(\$118)	\$5,680	\$4,409	
\$60,000-\$79,999	498	8.71%	\$13,917	\$1,501	\$4,102	\$4,911	
\$80,000-\$99,999	488	8.54%	\$13,927	\$1,868	\$3,712	\$4,108	
\$100,000 Above	1,211	21.19%	\$14,284	\$2,091	\$3,527	\$3,280	
Missing	601	10.52%	n/a	\$3,000	\$2,584	\$209	
TOTAL	5,715	100%	AVERAGE	\$12,307*	\$107	\$5,437	\$4,099

Notes: These data only represent Fall and Spring financial aid data and are accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data are finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
1. Support for the Student Persistence and Completion Initiative (\$82,418)	A new position for a Director of Student Retention Initiatives is being hired in May 2013 as a result of a national search, and this position will be responsible for implementing the "Student Persistence and Completion Initiative" and evaluating the effectiveness of these efforts. Also, a technology coordinator has been hired for the Career Services Office.
2. Recruit and Hire Additional Full-Time Faculty (\$1,931,057)	An additional 21 new faculty were hired. UWF now has 63 faculty funded on tuition differential.
3. Enhance Support for the Office of Financial Aid (\$82,433)	A Financial Aid position was funded using these resources.
4. Enhance Support for the Marine Sciences Center (\$120,000)	UWF's Marine Services Center provides diving platforms, research vessels, and support staff for academic programs including Marine Biology and Underwater Archaeology. Funds have been used to hire the Dive Safety Officer on permanent funding and for expenses related to the ongoing operation of Marine Services Center.
5. Provide Funding for the 2UWF Program (\$70,000)	An advisor position has been funded with these resources and is located at Gulf Coast State College (GCSC). Having an advisor at this location helps to provide a seamless transition from GCSC to UWF.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	63
Total Number of Advisors Hired or Retained (funded by tuition differential):	1
Total Number of Course Sections Added or Saved (funded by tuition differential):	540
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
1. Provided need-based aid for students who demonstrated need on FAFSA evaluation	1,291
2. Provided need-based aid to low-income, first-generation college students	457
<b>Additional Information (estimates as of April 30, 2013):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,291
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,407
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$127
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,500



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

SF/Fund: 2 164070 (Student and Other Fees Trust Fund)

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	63	63
Advisors	1	1
Staff	5	5
Total FTE Positions:	69	69
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$26,062	360,501
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$26,062	\$360,501
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$7,831,488	8,356,296
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$7,831,488	\$8,356,296
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$4,787,938	\$5,421,807
Other Personal Services	242,821	336,818
Expenses	90,782	90,782
Operating Capital Outlay	-	-
^^Student Financial Assistance	2,349,446	2,506,889
++Expended From Carryforward Balance	26,062	360,501
**Other Category Expenditures	-	-
Total Expenditures:	7,497,049	8,716,797
Ending Balance Available:	\$ 360,501 -	\$ -

\*Because the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.

^^Est. Actual 2012-13-The full 30% required for Need-Based Financial Aid has been transferred from E&G to the Scholarship Fund. The current remaining balance as of 04/26/13 is \$956,829 and has been awarded in the 2013/2014 financial aid process for Fall 2014 admissions.





## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<b><i>Undergraduate Students</i></b>	<b>Actual</b>			<b>Projected</b>			
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%) <sup>4</sup>	\$12.80	\$21.42	\$38.88	\$38.88	\$60.21	\$84.73	\$112.94
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$108.47</b>	<b>\$124.74</b>	<b>\$142.20</b>	<b>\$142.20</b>	<b>\$163.53</b>	<b>\$188.05</b>	<b>\$216.26</b>
% Change		15.0%	14.0%	0.0%	15.0%	15.0%	15.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$8.76	\$10.33	\$10.33	\$10.33
Activity & Service <sup>5</sup>	\$12.67	\$13.30	\$13.30	\$13.47	\$13.47	\$13.47	\$13.47
Health <sup>5</sup>	\$6.62	\$7.23	\$7.23	\$7.41	\$7.41	\$7.41	\$7.41
Athletic <sup>5</sup>	\$15.91	\$17.49	\$19.39	\$20.44	\$20.44	\$20.44	\$20.44
Transportation Access	\$1.80	\$3.00	\$8.00	\$8.00	\$10.00	\$10.00	\$10.00
Technology <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)			0.75	0.75	0.75	0.75	0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$51.32</b>	<b>\$56.10</b>	<b>\$65.75</b>	<b>\$69.15</b>	<b>\$72.72</b>	<b>\$72.72</b>	<b>\$72.72</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$159.79</b>	<b>\$180.84</b>	<b>\$207.95</b>	<b>\$211.35</b>	<b>\$236.25</b>	<b>\$260.77</b>	<b>\$288.98</b>
% Change		13.2%	15.0%	1.6%	11.8%	10.4%	10.8%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change							
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,266.00</b>	<b>\$4,266.00</b>	<b>\$4,905.90</b>	<b>\$5,641.50</b>	<b>\$6,487.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,539.60</b>	<b>\$1,683.00</b>	<b>\$1,972.50</b>	<b>\$2,074.50</b>	<b>\$2,181.60</b>	<b>\$2,181.60</b>	<b>\$2,181.60</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,793.70</b>	<b>\$5,425.20</b>	<b>\$6,238.50</b>	<b>\$6,340.50</b>	<b>\$7,087.50</b>	<b>\$7,823.10</b>	<b>\$8,669.40</b>
\$ Change		\$631.50	\$813.30	\$102.00	\$747.00	\$735.60	\$846.30
% Change		13.2%	15.0%	1.6%	11.8%	10.4%	10.8%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45
Total per credit hour	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,522.30</b>	<b>\$16,010.40</b>	<b>\$16,534.20</b>	<b>\$16,534.20</b>	<b>\$17,174.10</b>	<b>\$17,909.70</b>	<b>\$18,756.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,153.12</b>	<b>\$2,296.59</b>	<b>\$2,586.09</b>	<b>\$2,688.09</b>	<b>\$2,795.19</b>	<b>\$2,795.19</b>	<b>\$2,795.19</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$17,675.42</b>	<b>\$18,306.99</b>	<b>\$19,120.29</b>	<b>\$19,222.29</b>	<b>\$19,969.29</b>	<b>\$20,704.89</b>	<b>\$21,551.19</b>
\$ Change		\$631.58	\$813.30	\$102.00	\$747.00	\$735.60	\$846.30
% Change		3.6%	4.4%	0.5%	3.9%	3.7%	4.1%
<b>Housing/Dining<sup>4</sup></b>	<b>\$7,856.00</b>	<b>\$8,006.00</b>	<b>\$8,852.00</b>	<b>\$9,324.00</b>	<b>\$9,830.00</b>	<b>\$10,352.00</b>	<b>\$10,904.00</b>
\$ Change		\$150.00	\$846.00	\$472.00	\$506.00	\$522.00	\$552.00
% Change		1.9%	10.6%	5.3%	5.4%	5.3%	5.3%

<sup>1</sup> can be no more than 5% of tuition.**\*All projections are estimates and subject to change within statutory limits.**<sup>2</sup> capped in statute.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>4</sup> After base tuition is set by the Legislature and subject to approval of the UWF Board of Trustees, the cumulative increase in base and differential tuition is capped at 15% by statute. UWF's projections are intended to preserve that statutory authority, because, although additional revenues will be needed, the University is unable to determine the source (legislative allocation, tuition differential, or tuition increase) at this time.<sup>5</sup> Any increase in the Activity and Service, Health, and Athletic Fee is capped at 5% per year in the aggregate and the overall total is capped at 40% of tuition, unless otherwise authorized in the General Appropriations Act.<sup>6</sup> UWF has authorization to charge \$50 for the Orientation Fee.





## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	27%Δ	4,025	42.4%	4,876	47.1%	5,169	47.7%	5,501	48.3%
FTIC (Profile Admit)	56%Δ	361	3.8%	375	3.6%	325	3.0%	275	2.4%
AA Transfers*	23%Δ	2,672	28.1%	2,619	25.3%	2,724	25.1%	2,943	25.9%
Other Transfers	4%Δ	2,436	25.7%	2,488	24.0%	2,615	24.1%	2,663	23.4%
Subtotal	20%Δ	9,494	100%	10,358	100%	10,832	100%	11,381	100%
GRADUATE STUDENTS									
Master's	50%Δ	1,598	89.7%	1,761	90.4%	1,790	90.4%	1,816	90.4%
Research Doctoral	-11%Δ	183	10.3%	188	9.6%	191	9.6%	194	9.6%
Professional Doctoral	NA	NA	00%	NA	xx%	NA	xx%	NA	xx%
Subtotal	40%Δ	1,781	100%	1,949	100%	1,981	100%	2,010	100%
NOT-DEGREE SEEKING	1%Δ	715		788		713		608	
MEDICAL	NA	NA		NA		NA		NA	
TOTAL	21%Δ	11,990		13,095		13,526		14,000	

Note\*: AA transfers refer only to transfers from the Florida College System. Planned headcount may need to be adjusted following further UWF analysis of the impact of projected changes in the educational pipeline, Bright Futures criteria, capacity for online instruction, etc.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	125%	1,561	24.8%	1,670	24.2%	1,720	23.5%	1,772	22.8%
HYBRID (50%-79%)	%Δ	1,348	21.4%	1,587	23.0%	1,944	26.5%	2,182	28.0%
TRADITIONAL (<50%)	%Δ	3,384	53.8%	3,645	52.8%	3,671	50.0%	3,839	49.3%
TOTAL	%Δ	6,293	100%	6,902	100%	7,335	100%	7,793	100%
GRADUATE									
DISTANCE (80%)	110%Δ	458	50.8%	508	57.7%	534	59.7%	555	61.2%
HYBRID (50%-79%)	%Δ	153	17.0%	158	18.0%	170	19.0%	181	20.0%
TRADITIONAL (<50%)	%Δ	290	32.2%	214	24.3%	190	21.3%	171	18.9%
TOTAL	%Δ	902	100%	880	100%	894	100%	907	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 <sup>st</sup> Year Estimated 2013-14	2 <sup>nd</sup> Year Planned 2014-15	3 <sup>rd</sup> Year Planned 2015-16	4 <sup>th</sup> Year Planned 2016-17	5 <sup>th</sup> Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b><i>Florida Resident</i></b>									
LOWER	1,886	2,566	1,886	2,621	2,775	2,921	3,013	3,102	3.9%
UPPER	3,232	3,365	3,232	3,767	4,004	4,270	4,310	4,407	5.5%
GRAD I	599	609	599	616	626	635	651	667	1.8%
GRAD II	54	60	54	61	62	63	64	66	1.8%
<b>TOTAL</b>	<b>5,771</b>	<b>6,600</b>	<b>5,771</b>	<b>7,064</b>	<b>7,466</b>	<b>7,888</b>	<b>8,038</b>	<b>8,242</b>	<b>4.5%</b>
<b><i>Non- Resident</i></b>									
LOWER	n/a	232	n/a	232	253	275	293	298	5.1%
UPPER	n/a	267	n/a	282	303	327	335	340	5.0%
GRAD I	n/a	183	n/a	185	188	191	196	200	1.8%
GRAD II	n/a	18	n/a	18	18	19	19	20	1.8%
<b>TOTAL</b>	<b>444</b>	<b>700</b>	<b>444</b>	<b>717</b>	<b>762</b>	<b>812</b>	<b>843</b>	<b>858</b>	<b>4.2%</b>
<b><i>TOTAL</i></b>									
LOWER	n/a	2,798	n/a	2,853	3,028	3,196	3,306	3,400	4.0%
UPPER	n/a	3,632	n/a	4,049	4,307	4,597	4,645	4,747	5.5%
GRAD I	n/a	792	n/a	801	814	826	846	868	1.8%
GRAD II	n/a	78	n/a	79	80	81	83	85	1.8%
<b>TOTAL</b>	<b>6,215</b>	<b>7,300</b>	<b>6,215</b>	<b>7,782</b>	<b>8,229</b>	<b>8,700</b>	<b>8,881</b>	<b>9,100</b>	<b>4.5%</b>
<b>TOTAL (US FTE)</b>	<b>8,287</b>	<b>9,732</b>	<b>8,287</b>	<b>10,375</b>	<b>10,972</b>	<b>11,600</b>	<b>11,841</b>	<b>12,133</b>	<b>4.5%</b>

NOTE: Projections may be adjusted following further UWF analyses regarding the potential impact of changes to Bright Futures criteria and other effects of changes to students' course-taking patterns (i.e., taking fewer courses per term).



## ACADEMIC PROGRAM COORDINATION

### New Programs to be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
NA						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
NA						
<b>DOCTORAL PROGRAMS</b>						
NA						

### New Programs to be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Building Construction	15.1001	STEM	FAMU; FIU; UNF; UF	No	55	2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Physician Assistant (SUS Partner Degree)	59.0912	Health	UF	Yes <sup>1</sup>	50	2014
MS in Robotics	14.4201	STEM	None	No	50	TBD
Professional MS in Geographic Information Systems (GIS)	45.0702	STEM	FSU	Yes	150	TBD
<b>DOCTORAL PROGRAMS</b>						
Doctor of Education Instructional Technology <sup>2</sup>	13.0501	STEM	FSU	Yes <sup>3</sup>	50	2014
Doctor of Physical Therapy (USF Degree )	51.2308	Health	FAMU; FGCU; FIU; UCF; UF; UNF; USF	Partially <sup>4</sup>	36	N/A
Doctor of Nursing Practice (SUS Partner Degree)	51.3818	Health	FAU; FIU; FSU; UCF; UF; UNF; USF-T	Yes <sup>5</sup>	30	N/A

<sup>1</sup> Detailed format TBA but most likely will involve some distance learning

<sup>2</sup> Currently a specialization in the Ed.D. in Curriculum and Instruction.

<sup>3</sup> Online delivery with UWF Residency Requirements.

<sup>4</sup> Students will spend first year at USF; second and third years in coursework and clinicals at UWF and locally, respectively. Some distance learning involved.

<sup>5</sup> TBD, but courses will most likely be online with clinical practica to be held locally.



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using student's entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

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STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Facilities Committee**  
**Ballroom, Marshall Student Center**  
**University of South Florida**  
**Tampa, Florida**  
**June 20, 2013**  
**8:30 - 9:30 a.m.**

**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Dick Beard; Vice Chair: Mr. H. Wayne Huizenga, Jr.**  
**Members: Carter, Chopra, Levine, Link, Morton**

1. **Call to Order** **Governor Dick Beard**
2. **Approval of Committee Meeting Minutes** **Governor Beard**  
Minutes, March 27, 2013
3. **State University System Debt Guidelines Update** **Governor Beard**
4. **Survey and Master Planning at USF**  
**Mr. Chris Kinsley**  
*Director, Finance & Facilities*  
*Board of Governors*  
**Mr. Kenneth Ogletree**  
*Senior Architect*  
*Board of Governors*
5. **Approve 2014-15 Fixed Capital Outlay Legislative Budget Request Guidelines** **Mr. Kinsley**



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6. **Approve 2013-14 University Capital Improvement Trust Fund Project Allocations** **Mr. Kinsley**
7. **Debt Approvals** **Mr. Kinsley**
  - a. Resolution of the Board of Governors Authorizing the Issuance by Seminole Boosters, Inc. of Debt to Finance the Construction of a Student Housing Facility
  - b. Resolution of the Board of Governors Authorizing the Issuance by the University of South Florida Financing Corporation of Debt to Reimburse a Portion of the Costs Associated with Financing the Improvements and Renovation of the Existing Arena and Convocation Center
8. **Concluding Remarks and Adjournment** **Governor Beard**

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 20, 2013**

**SUBJECT:** Minutes of Meeting held March 27, 2013

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the meeting held on March 27, 2013 at Florida A&M University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the meeting held on March 27, 2013 at Florida A&M University.

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**Supporting Documentation Included:** Minutes: March 27, 2013

**Facilitators/Presenters:** Governor Dick Beard

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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FACILITIES COMMITTEE  
FLORIDA A&M UNIVERSITY  
TALLAHASSEE, FLORIDA  
March 27, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

Chairman Dick Beard convened the Board of Governors Facilities Committee meeting at 3:32 p.m., March 27, 2013, at Florida A&M University. The following members were present: Vice Chair H. Wayne Huizenga, Jr., Matt Carter, Manoj Chopra, Wendy Link and Edward Morton. Alan Levine attended via telephone.

1. Call to Order

Governor Beard called the meeting of the Facilities Committee to order and welcomed the new members.

2. Approval of Minutes of the Meetings of the Facilities Committee held November 7, 2012 and January 16, 2013

Governor Huizenga moved that the Committee approve the Minutes of the Meetings of the Facilities Committee held November 7, 2012 and January 16, 2013. Mr. Chopra seconded the motion, and members of the Committee concurred.

3. State University System Debt Guidelines Discussion

Governor Beard provided an update to the Committee on the letter received by Chair Colson from the Governor asking the Board to consider some additional items when approving university debt financings. He stated that the Governor's requested changes, along with anything that would come out of session and any modifications made based on the Facilities Task Force recommendations would need to be incorporated into the Board's Debt Management Guidelines and he asked the Chancellor to appoint a working group of university and board staff to make the necessary changes after the legislative session. The Chancellor agreed to do so.

4. A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration to Issue Revenue Bonds on behalf of Florida State University to Finance the Construction of a Student Residence Facility on the Main Campus of Florida State University.

Mr. Beard introduced the debt review process and Mr. Kinsley further summarized the process for the newest Committee members. He described the standard package that the committee members could expect to receive on every debt project. He also brought

attention to the additional items now being included to satisfy the Governor's requirements.

He then reviewed Florida State University's proposal to issue debt to construct a new student residence facility. Governor Morton asked that future consideration be given to having the university bonds be fully guaranteed by the state instead of just carrying an implied guarantee to save on interest costs. Mr. Kinsley stated that the high interest rate being used in the pro forma for the project was a state established rate for deals going to Governor and Cabinet and hadn't been updated in some time. He said that the actual rate being received when the deals went to market was significantly lower. Governor Morton stressed that he really felt strongly about having the state work towards a full guarantee to create value and save the state money. Governor Carter moved that the Committee approve the request from Florida State University. Mr. Huizenga seconded the motion. The committee unanimously approved the resolution as presented.

5. A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration to Issue Revenue Bonds on behalf of Florida International University to Finance the Construction of a Parking Facility on the Main Campus of Florida International University.

Mr. Kinsley reviewed Florida International University's proposal to issue debt to construct a new parking facility. He reviewed the University's plan to raise the parking fees as well as their ongoing plans to find alternative solutions to their growing parking problems. Vice Chair Huizenga asked about the involvement of the Facilities Committee in the long term capital planning by the universities. Chair Beard stated that they were very involved in the Master Planning process as is the University Boards of Trustees. Mr. Kinsley said that the involvement of staff in the planning of academic construction was through the educational plant survey process. He stated that the involvement of staff in other types of facilities was really only fiscal. Chancellor Brogan pointed out the opportunity to reevaluate the process of approving fixed capital projects now that PECO funding had dried up. Governor Huizenga asked if he could have the schedule of upcoming university construction and said that the long term planning at the university should enable them to see the need for these projects ahead of time. Governor Chopra clarified that approving the parking project was not also giving approval for the rate increases shown in the pro forma. Mr. Kinsley said that the rate increases would still need approval by the University Board of Trustees and that the first year of rate increase was the only one that was minimally required to make the coverage ratio on the debt. Committee members discussed fees and their approval process as well as mixed use purposes for the garages and privatization possibilities. Mr. Carter moved that the Committee approve the request. Mr. Huizenga seconded the motion. The committee unanimously approved the resolution as presented.

6. Legislative and Budgetary Update

Chair Beard asked Mr. Kinsley to update the Committee on the status of legislation being proposed by the Facilities Task Force. He stated that all five recommendations of the



task force were going to be introduced in a House Bill but that they would also need support in the Senate and in the Governor's office.

7. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 4:42 p.m., March 27, 2013.

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Dick Beard, Chair

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Stephanie Stapleton,  
Financial Analyst, Finance & Facilities

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 20, 2013**

**SUBJECT:** Survey and Master Planning at USF

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**PROPOSED COMMITTEE ACTION**

Information only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board staff will give a presentation to the Committee on the education plant survey process and master planning at USF.

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**Supporting Documentation:**

None

**Facilitators/Presenters:**

Chris Kinsley; Kenneth Ogletree

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 20, 2013**

**SUBJECT:** 2014-2015 Legislative Budget Request (LBR) Guidelines

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**PROPOSED COMMITTEE ACTION**

Approve the 2014-2015 LBR guidelines for the fixed capital outlay budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2014-2015 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2014-2015 operating and fixed capital outlay LBR at the September 2013 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. Operating LBR** - There is one primary change:
  - a. Replaces the list of specific strategic plan goals with a Board approved performance funding model allocation. The primary funding included in the 2014-15 LBR will be centered on a performance funding model to allocate resources to meet the goals of the strategic plan.
- II. Fixed Capital Outlay LBR** - There are four primary changes:
  - a. Specialized space for newly approved academic programs has been removed as a funding priority.
  - b. Joint-use projects have been removed as a funding priority.
  - c. New Florida initiative projects have been removed as a funding priority and replaced with an anticipated new performance funding model.

- d. The requirement to designate each project by strategic type has been removed.

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**Supporting Documentation Included:** 2014-2015 LBR Guidelines

**Facilitators/Presenters:** Chris Kinsley

## **State University System of Florida Board of Governors 2014-15 Legislative Budget Request Development Policy Guidelines**

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2014-2015 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan, address specific institutional issues as outlined in the university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives outlined in university work plans, should be incorporated into the following priorities, which will be reflected in the LBR:

### **Operating and Specialized Program Funds:**

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs.
  - a. Administered Funds – Funds will be requested for the annualization associated with the 2013-2014 change in employee salary and benefits appropriated by the 2013 Legislature.
  - b. Major Gift Program – Although this program was suspended on June 30, 2011, \$286 million in unmatched gifts exist. Funds will be requested to match these eligible donations.



- c. Plant operations and maintenance for new and existing buildings –
    - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2013-2014;
    - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2014-2015.
    - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.
  - d. Faculty and Staff Retention – Keeping qualified faculty and staff is paramount to student success, and ensuring that the universities continue to be included in administered funds will be closely monitored.
  - e. Medical Education – Funding will be requested for continued implementation of the FIU and UCF medical schools and for Board approved issues at existing medical schools.
2. Strategic Plan Goals – System and university funding requests should focus on system priorities, with funds being allocated to universities pursuant to a Board approved performance model.
  3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
  4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.
  5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 2014-2015 LBR for operations:

- June: Board approves the LBR Policy Guidelines.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.

- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.

### Fixed Capital Outlay Funds<sup>1</sup>:

1. Public Education Capital Outlay (PECO) funding for Remodeling/Renovation/Maintenance/Repair will be requested pursuant to the provisions of Section 1013.64(1)(a), Florida Statutes.
2. The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended<sup>2</sup> PECO projects in the following priority order:

- a. Continuation projects
  - i. Funded by the Legislature in the amount and in the year as last included on the Board adopted three year list.
  - ii. Funded by the Legislature, but not on the Board adopted three year list.

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<sup>1</sup> Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2012-13. This standard applies both to the university as a whole and on a site-specific basis.

<sup>2</sup> Specific survey recommendation is not required for infrastructure and matching funds projects.

- iii. Require additional funding to complete project as originally requested.
  - b. Utilities/infrastructure/capital renewal/roofs needs.
  - c. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation for demolition and technology upgrades that are in accordance with Section 1013.64(4)(a), Florida Statutes.
  - d. Land or building acquisition in accordance with university board of trustees adopted master plans.
  - e. New facilities, as needed to meet instructional and support space needs.
  - f. Non-survey recommended projects.
3. State matching funds for the facilities enhancement matching program will continue to be requested for eligible projects that met the eligibility requirements of Section 1013.79, Florida Statutes prior to suspension of the program.
  4. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62, Florida Statutes.

The following represents the timeline for submission of the SUS 2014-15 Fixed Capital Outlay LBR:

- May: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs to include proposed projects and authorizations.
- June: Board approves the LBR Policy Guidelines.
- August: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required.
- September: Board approves the fixed capital outlay (FCO) LBR.
- October: Fixed capital outlay LBR is submitted to the Governor and Legislature.
- December: Universities submit amended FCO requests to Board.
- January: Board approves amended FCO requests.
- March: If necessary, potential PECO amendments to reflect March PECO revenue estimating conference allocations.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 20, 2013**

**SUBJECT:** 2013-14 Capital Improvement Trust Fund Projects

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**PROPOSED COMMITTEE ACTION**

Approve the 2013-14 university project allocations.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; 2013 General Appropriations Act

**BACKGROUND INFORMATION**

The 2013 General Appropriations Act included funding of \$70,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

*Funds in Specific Appropriation 17 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved November 8, 2012. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

This language stems from the fact that the Board requested an allocation of approximately \$200 million. Accordingly, attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting. In some instances, completion of the desired project will require additional funding, which will be requested during the 2014-15 LBR cycle.

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<b>Supporting Documentation Included:</b>	Capital Project Allocation
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<b>Facilitators/Presenters:</b>	Chris Kinsley
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STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
2013/2014 CAPITAL PROJECT ALLOCATION  
Pursuant to Chapter 2013-40, Laws of Florida

Univ	Capital Improvement Trust Fund Projects	Board request	GAA Pro rata
UF	Reitz Union	\$ 20,000,000	11,621,124
	Newell Hall Remodeling/Restoration	13,262,391	0
		<b>33,262,391</b>	<b>11,621,124</b>
FSU	Student Union Expansion (Phase I)	23,272,828	0
	Barron Building Improvements (Panama City Campus)	250,000	0
	Project Selection Pending		8,218,342
		<b>23,522,828</b>	<b>8,218,342</b>
FAMU	New Student Union	8,590,273	2,600,246
	Student Union Minor Renovations		401,000
		<b>8,590,273</b>	<b>3,001,246</b>
USF	Tampa Phyllis P. Marshall Student Center (MSC) Expansions	14,768,388	950,000
	Tampa Campus Recreation Center Health & Safety Improvements	1,500,000	1,600,000
	Tampa Library Remodeling and Learning Enhancements	3,500,000	1,491,320
	Health Student Union Annex Facility	5,237,663	4,695,337
	St. Petersburg - Safety, Environmental and Co-Curricular/Wellness Upgrades	3,247,321	1,134,805
	Sarasota-Manatee Wellness Support Facilities	1,301,488	454,335
		<b>29,554,860</b>	<b>10,325,797</b>
FAU	Student Union Renovation and Expansion	14,812,231	
	Breezeway Renovation and Repairs	2,500,000	2,500,000
	Recreational Field Lights, Jupiter Campus	200,000	200,000
	Project Selection Pending		3,418,375
		<b>17,512,231</b>	<b>6,118,375</b>
UWF	Tennis Courts- East Athletic Complex	5,346,465	1,117,311
	Recreational Field Improvements	1,000,000	1,100,000
		<b>6,346,465</b>	<b>2,217,311</b>
UCF	John C. Hitt Library Renovation, Phase I	32,657,160	12,457,801
	Recreation and Wellness Outdoor Improvements	3,000,000	0
		<b>35,657,160</b>	<b>12,457,801</b>
FIU	Student Academic Support Center - MMC	4,500,000	0
	Wolfe University Center Renovations	1,108,352	1,108,352
	Graham Center Expansion	22,165,591	8,595,233
		<b>27,773,943</b>	<b>9,703,585</b>
UNF	Student Assembly Center/Performance Hall (Interfaith Chapel)	4,999,673	0
	Recreational Program Venues	4,999,672	3,493,544
		<b>9,999,345</b>	<b>3,493,544</b>
FGCU	Student Recreation Center	7,482,921	0
	Project Selection Pending		2,614,363
		<b>7,482,921</b>	<b>2,614,363</b>
NEWC	Fitness Center Improvements	\$150,000	0
	Four Winds Café Improvements	\$100,000	0
	Hamilton Student Center Improvements	\$250,000	0
	Waterfront Recreation Improvements	\$154,055	0
	Capital Renewal and Maintenance Student Life Facilities		228,512
		<b>654,055</b>	<b>228,512</b>
University CITE Projects Total		<b>\$200,356,472</b>	<b>\$70,000,000</b>

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 20, 2013**

**SUBJECT:** A Resolution of the Board of Governors Authorizing the Issuance by Seminole Boosters, Inc. of Debt to Finance the Construction of a Student Housing Facility and Related Improvements near the Main Campus of the Florida State University

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**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving the issuance of fixed rate debt by Seminole Boosters, Inc (the "DSO"), in an amount not to exceed \$6,500,000 (the "Debt") for the purpose of financing a portion of the construction of a student housing facility (the "Project"), which will be located near the main campus of Florida State University (the "University").

Staffs of the Board of Governors, State University System of Florida and the Division of Bond Finance have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7(d), Florida Constitution

**BACKGROUND INFORMATION**

The DSO has submitted a proposal for financing the construction of a student housing facility near the main campus of Florida State University. The Project will include one building consisting of approximately 91,629 square feet and 145 beds. The Project also includes 100 parking spaces. The Project will be located on land owned by the DSO near the southwest corner of the main campus. The total Project cost is expected to be approximately \$11,600,000.

The Project is not required to be included in the University's Campus Master Plan because it is located off campus.

The DSO, a direct support organization of Florida State University, proposes to obtain a \$6,500,000 fixed rate, taxable bank loan (the "Debt") to finance a portion of the Project, fund capitalized interest and pay costs of issuance on the Debt. The Debt will mature twenty five (25) years after issuance with level debt service payments with the first principal payment occurring October 1, 2015 and a final maturity date of October 1, 2038. There will not be a debt service reserve fund. The DSO also plans to contribute \$5,100,000 cash to the cost of the Project.

The Debt is payable from the Project revenues, which are derived primarily from rental income, after deducting operating expenses. The pledged security also includes a mortgage on the subject property as well as a covenant by the DSO to maintain an 80% occupancy rate for the Project at all times. Projections provided by the University indicate revenues are expected to be sufficient to pay debt service on the Debt. There is no parity debt, but the DSO has unconditionally guaranteed approximately \$61,000,000 of subsidiary debt, which is senior to the Debt.

It appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines.

The Florida State University Board of Trustees, at its March 8, 2013 meeting, approved the Project and the financing thereof. The Seminole Boosters, Inc. Board of Directors, at its April 12, 2013 meeting approved the Project and the financing thereof.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. University Cover Letter
3. Project Summary
4. Attachment I – Estimated Sources and Uses
5. Attachment II – Historical and Projected Pledged Revenues and Debt Service Coverage
6. Feasibility Study

**Facilitators/Presenters:** Chris Kinsley

**A RESOLUTION APPROVING THE ISSUANCE BY  
THE SEMINOLE BOOSTERS, INC. (THE  
"BOOSTERS"), A UNIVERSITY DIRECT SUPPORT  
ORGANIZATION, OF DEBT, IN AN AMOUNT NOT  
TO EXCEED \$6,500,000 AND PROVIDING AN  
EFFECTIVE DATE.**

The duly acting and appointed Board of Governors (the "Board of Governors") of the State of Florida at a meeting duly held pursuant to notice and a quorum being present, do hereby make the following resolutions:

**BE IT RESOLVED:**

**1. Findings.** The Board of Governors hereby finds as follows:

(A) Pursuant to section 7, Article IX of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of debt by a state university or its direct support organization pursuant to section 1010.62(3), Florida Statutes.

(B) The Seminole Boosters, Inc. ("Boosters") was incorporated by the Florida State University Board of Trustees (the "University Board") to provide direct support to Florida State University (the "University") and is designated as a "University Direct Support Organization" by the University Board of Trustees (the "University Board") pursuant to §1004.28, Florida Statutes.

(C) The University Board has requested approval from the Board of Governors for the Boosters to issue debt in an amount not to exceed \$6,500,000 (the "Debt") for the purpose of financing: (i) a portion of the construction of a new student residence facility of approximately 145 beds to be located near the main campus of the University; (ii) providing improvements, equipment, furnishings and site work; (iii) funding a debt service reserve fund, if necessary; (iv) funding capitalized interest; and (v) paying certain costs relating to the Debt (collectively, the "Project"). The foregoing plan to finance the Project is collectively referred to herein as the "Financing Plan".

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Debt is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial management of the University; is secured by revenues adequate to cover debt

service; has been properly analyzed by the staffs of the Board of Governors and the Division of Bond Finance; and is consistent with the Board's Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by providing housing and other necessary facilities at the University.

**2. Approval of the Project.** The project is approved by the Board of Governors as being consistent with the strategic plan of the state university and the programs offered by the state university.

**3. Approval of the Debt.** The Board of Governors hereby approves issuance of the Debt by the Boosters for the purposes described herein, in an amount not to exceed \$6,500,000, said Debt to have a final maturity not to exceed twenty-five (25) years from the date thereof and at a fixed rate of interest acceptable to the Boosters. This approval is subject to the understanding that (i) the Debt shall be secured by a first lien on net housing project revenues, a mortgage on the subject property and an agreement maintaining a minimum 80% occupancy, and (ii) the proceeds of the Debt shall be used exclusively to fund the Financing Plan. The Debt shall be sold by a negotiated private placement.

**4. Compliance.** The Board of Governors will comply, and will require the University and the Association to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the University Board prior to the issuance of the Debt.

(B) All covenants and other legal requirements relating to the Debt.

**5. Repealing Clause.** All resolutions of the Board of Governors, or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

**6. Authorization of Further Actions Consistent Herewith.** The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Debt and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with construction, sale or leasing of the Project for use by the University,

the issuance of the Debt or as necessary to preserve any tax-exemption thereon, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

7.     **Effective Date.** This resolution shall become effective June 20, 2013.

## **CERTIFICATE OF THE CORPORATE SECRETARY**

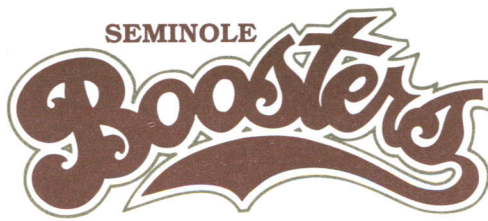
The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Debt by the Seminole Boosters, Inc. is a true and accurate copy as adopted by the Board of Governors on June 20, 2013, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

**BOARD OF GOVERNORS  
OF THE STATE OF FLORIDA**

Dated: \_\_\_\_\_, 2013

By: \_\_\_\_\_  
Corporate Secretary

00537248.1



May 2, 2013

Mr. Chris Kinsley  
Director, Finance and Facilities  
Board of Governors  
325 W. Gaines Street  
Tallahassee, Florida 32399

Dear Mr. Kinsley,

Seminole Boosters, Inc. ("Boosters"), a direct support organization of The Florida State University, respectfully submits the following information in support of our financing requests for the proposed Student Housing Facility Project ("SHF").

Pursuant to the Governor Rick Scott's instruction in his letter dated February 18, 2013, we submit the following information:

#### **Review quantitative metrics justifying the need for construction**

By constructing the SHF, that will allow the Boosters (as a part of the overall athletic financial program) to retain approximately \$40,000 per month of scholarship resources that are used to pay for room and board for our student-athletes. That equates to a conservative estimate of \$480,000 per year that would be received by the Boosters and would help build equity in the SHF, which is an asset of the Boosters and reported as an asset of the consolidated athletics program. Currently, those funds are being paid to private sources and represent a true expense. The construction of the Booster SHF will allow for those funds to be paid to the Boosters, and the long-term impact is that those funds then could become available for other program funding needs.

The Boosters have been in the student-housing business since 1985 when Burt Reynolds Hall ("BRH") was constructed and student-athletes lived in the facility until 2010. BRH is a very dated facility that no longer is set up to address the housing needs of today's sized student-athletes.

#### **Calculate an internal rate of return for revenue generating projects**

The Internal Rate of Return ("IRR") calculation for the Booster SHF has been prepared on project construction costs of \$11,600,000 and the net projected revenues for the 25-year term of the loan. Thus, the IRR is 6.4%.



### **Assess whether the private sector can off a comparable alternative at a lower cost**

We reviewed two similar housing facilities within a one-mile radius of the proposed location. The fiscal analysis is as follows:

Facility Name	Two-Bedroom Monthly Rent	Three-Bedroom Monthly Rent
SBI SHF	\$650.00 per bed	\$625.00 per bed
Campus Circle	\$790.00 per bed	Not Available
GrandMarc	\$670.00 per bed	\$660.00 per bed
Source: Chuck Howell, theapartmentseekers.com		

It is important to note that within the targeted area, we did not find that there were many housing options of the size, scale and quality that would make for a meaningful comparison. The facilities compared above do not share the geographical location advantage that Booster SHF would and would not allow the student-athletes, or the other student residents, to walk to campus in a consistent and time effective manner.

In addition to the required analysis above, we feel that this project has a large qualitative component to it as well.

### **Qualitative Factors & Components**

The needs assessment for the Booster SHF is most compellingly made through a consideration of the major qualitative factors as listed below:

- The Booster SHF will allow the Department of Athletics to have 72 of its student-athletes within 200 yards of the Moore Athletic Center, which will provide for easier access for the student-athletes to obtain academic tutoring and assistance and thus enhance the chances for timely graduation and adherence to the NCAA Academic Progress Rates that are required.
- The Booster SHF will allow for the athletic administration and coaches at FSU to more efficiently and effectively monitor student-athletes as they transition to life on campus. It also allows for a better transition for the student-athletes for life after college as the experience of living “off campus” can be obtained yet in a controlled and monitored atmosphere.
- Other major athletic programs for which FSU competes use our decentralized housing situation and the lack of a housing facility as a negative during the recruiting process. The Booster SHF allows the athletic coaches to turn a perceived negative into a positive and to continue to pursue the top prospective student-athletes in the country. Football Coach Jimbo Fisher has stated that this facility is critical to the recruiting process and it is currently the most needed facility the program must obtain.

### **Qualitative Factors & Components (continued)**

Should the NCAA amend their rules regarding student-athletic dormitories, FSU would be positioned to immediately implement the student-athlete housing administration to take advantage of the rules amendment by having a facility already constructed and operational.

### **Summary**

The Booster SHF is critical to the future success of our student-athletes, both in the classroom and on the athletic field of competition. There are many factors, both quantitative and qualitative; that we believe makes this project viable. Furthermore, the lack of housing options of the scale, size, quality and availability within the targeted area coupled with the fact that we have land that is currently not being utilized available, we believe make the SBI SHF a project that should be approved and constructed.

Please feel free to contact me if we can provide any additional information or clarification of this discussion of this project.

Sincerely,

Andy Miller  
President & Chief Executive Officer  
Seminole Boosters, Inc.

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
Seminole Boosters, Inc.  
Student Housing Facility**

**Project Description:** The proposed project will consist of one building of approximately 91,629 square feet and approximately 145 beds, comprised of 35 two-bedroom units and 25 three-bedroom units (the "Project"). The purpose of the Project is to provide desirable accommodations to meet the needs of today's students as well as address a program facility for the FSU Department of Athletics (the "Department"). Laundry and vending service areas are also expected to be included.

**Facility Site Location:** The Project will be located near the southwest corner of the main campus of the Florida State University (FSU). This site is located in close proximity to academic support and athletic administration buildings. The Project is not required to be included within the FSU campus master plan. While this is an off campus facility, it is proposed to be built on property currently owned by Seminole Boosters, Inc. (the "Boosters").

**Projected Start and Opening Date:** It is anticipated that construction will begin in July 2013. Cook Brothers, Inc. was chosen from a competitive bid process and a Construction Management contract was approved on September 20, 2012. The Project is scheduled to open for the fall term in August 2014.

**Quantitative Demand and Construction Analysis:** The Project will house 145 undergraduate students, with a mix of students and student-athletes. NCAA rules stipulate that fewer than 50% of available beds in any one housing facility may be occupied by student-athletes. The Project will allow the Department to have 72 of its student-athletes within 200 yards of the Moore Athletic Center, which will provide for easier access for the student-athletes to obtain academic tutoring and assistance and thus enhance the chances for timely graduation and adherence to NCAA Academic Progress Rates that are required. The Project will also allow the athletic department administration to more efficiently and effectively monitor the student-athletes as they transition to life away from home and ultimately off-campus.

The Boosters have been in the student-housing business since 1985 when Burt Reynolds Hall ("BRH") was constructed. Student-athletes

lived in the facility until 2010. BRH is very dated and no longer addresses the housing needs of today's student-athletes. As a result, freshmen athletes are currently distributed about the local area in various apartments.

The Boosters intend to retain the services of a property management firm to maintain the facility and market the remaining beds through normal rental channels. Seminole Student Boosters, with over 10,000 members, has already expressed an interest in marketing the remaining beds to their members. The Boosters hired a consultant, Cureton-Johnson & Associates, to perform a market study to determine the feasibility of the Project. The study reviewed similar housing facilities within a close proximity of the proposed project location. The comparison analysis is as follows:

<b>Facility Name</b>	<b>Two-Bedroom Monthly Rent</b>	<b>Three-Bedroom Monthly Rent</b>
Facility A	\$790.00 per bed	Not Available
Facility B	\$705.00 per bed	Not Available
Facility C	\$700.00 per bed	\$566.67 per bed
Facility D	\$670.00 per bed	\$660.00 per bed
<b>Proposed Project</b>	<b>\$650.00 per bed</b>	<b>\$625.00 per bed</b>
Facility E	\$625.00-\$675.00 per bed	Not Available
Facility F	\$515.00 per bed	Not Available

The higher end of the range is occupied by those properties with better quality, newer construction; the lower end of the range is mostly occupied by older projects. All of the projects were determined to be within a reasonable proximity to campus.

Demand for on-campus housing is high, with FSU receiving 9,100 applications for 6,400 beds in fall 2012. They maintain a waiting list of 600 students and the remaining students are forced to seek off-campus housing options. As a result, the consultant's review of vacancy rates found that occupancy is typically 92% or better for facilities within a 5 block radius from campus. Given the high demand for newly constructed units near campus and the strong historical performance of pre-leasing units in the market area, Cureton-Johnson found the project to be financially feasible.

#### **Available Private Sector Alternatives:**

While the Boosters could have the opportunity to engage the private market for the establishment of a partnership with the private sector, it would be required to give up some financial benefits associated with ownership. Booster ownership provides long-term strategic

and financial benefits, as well as increased flexibility for the Department.

**Project Cost and  
Financing Structure:**

The construction of the Project is estimated at a total cost of \$11,600,000. Construction costs are estimated at \$10,700,000, with planning and design estimated at \$500,000 and equipment estimated at \$400,000.

The Project will be financed with a \$5.1 million equity contribution and a fixed rate, taxable bank loan (the "Loan") in an amount not exceeding \$6,500,000. The Loan will finance a portion of the cost of the Project, fund capitalized interest, and pay costs of issuance. The Loan will be structured with a 25-year final maturity and level annual debt service payments with the first principal payment occurring October 1, 2015 and a final maturity date of October 1, 2038. The interest rate on the Loan is estimated to be 3.25%.

Choosing a taxable bank loan allows the Boosters to repay the Loan without penalty at any time after two years from closing and locks the rate for a 90-day period. The terms of the Loan also allow the bank to reset the interest rate at 7 years, which could introduce some interest rate risk. However, it is the intent of the Boosters to either fix the rate for the full term of the Loan once some operating history has been established, or to pay the loan in full through a capital campaign prior to the 7 year "put."

(See Attachment I for an estimated sources and uses of funds).

**Security/Lien Structure:** Net project revenues will be pledged for the payment of debt service. These revenues are derived primarily from rental income, after deducting operating expenses. The pledged security also includes a mortgage on the subject property as well as a covenant by the Boosters to maintain an 80% occupancy rate for the Project at all times. Because of its amenities and proximity to campus, the 80% occupancy covenant is not anticipated to be difficult to maintain. In the event of vacancies, the Boosters will pay the necessary shortfall from their funds to meet the requirement.

**Pledged Revenues,  
Debt Service Coverage &  
Return on Investment:**

For fiscal year 2014-15, pledged revenues are projected at \$871,974, producing an estimated debt coverage ratio of 4.13x. The full annual debt service payments for the new bonds, including principal and interest, will begin in fiscal year 2015-16. Pledged revenues for that

year are projected to be \$879,839 with debt service coverage projected to be 2.22x. Debt service coverage is estimated to exceed 2.25x for fiscal years 2016-17 through 2023-24.

The projected rental rate for the Project is \$1,300 per month (\$650 per bed) for two bedroom units and \$1,875 per month (\$625 per bed) for three bedroom units. As noted in the Cureton-Johnson analysis above, this is competitive with other local complexes. The Project also includes 100 parking spots to be rented for \$75 per month each. The revenue projections include annual 1% increases in rent for the apartments and no increase in parking space rental. Expenses are also estimated to increase by 1% annually. The Boosters have assumed a 95% occupancy rate.

The Project is also expected to provide a positive return with an internal rate of return estimated at 6.4%, based upon the assumptions provided by the Boosters.

While there is no parity debt, the Boosters have unconditionally guaranteed approximately \$61,000,000 of debt issued by their subsidiaries. All of this debt is senior to this loan and should be considered when evaluating the Project.

(See Attachment II for a table of projected pledged revenues and debt service coverage prepared based upon revenue and expense information supplied by the Boosters).

**Type of Sale:**

The method of sale will be a bank loan. Sun Trust bank was selected as a result of an RFP in December 2012.

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided FSU with respect to the request for Board of Governors approval for the subject financing. Project Revenues are projected to provide adequate debt service coverage in the future based on what appear to be reasonable assumptions as to revenue and expenditure growth. Also, it appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines. Accordingly, staff of the Board of Governors recommends adoption of the resolution authorizing the proposed financing.



STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FLORIDA STATE UNIVERSITY  
SEMINOLE BOOSTERS, INC.  
Estimated Sources and Uses of Funds  
Boosters Housing Facility

<u>Sources of Funds</u>		<u>Basis for Amounts</u>
Bond Par Amount	\$ 6,500,000	Estimated loan amount based on an interest rate of 3.25% for 25 years.
Cash Contribution from Boosters	5,100,000	
Total Sources of Funds	<u>\$ 11,600,000</u>	
 <u>Uses of Funds</u>		
Project Cost	\$ 11,235,938	Planning, Design, Construction & Equipment
Capitalized Interest	\$ 264,063	Estimated through 10/1/14
Costs of Issuance	100,000	Estimated Bond Counsel (\$17,500); financial advisor (\$30,000); bank counsel (\$20,000); general counsel (\$10,000), appraisal & survey (\$7,500); closing (\$10,000); and other misc. (\$5,000).
Total Uses of Funds	<u>\$ 11,600,000</u>	

State University System of Florida  
Board of Governors  
Seminole Boosters, Inc.  
Student Housing Facility  
Pledged Revenues and Debt Service Coverage

Attachment II

Fiscal Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Project Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>Rental Income</b>								
35 Two-Bedroom Units at \$1,300 per month	546,000.00	551,460.00	556,974.60	562,544.35	568,169.79	573,851.49	579,590.00	585,385.90
25 Three-Bedroom Units at \$1,875 per month	562,500.00	568,125.00	573,806.25	579,544.31	585,339.76	591,193.15	597,105.08	603,076.14
100 Parking Spaces at \$75 per month	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00
Total Potential Gross Income	1,198,500.00	1,209,585.00	1,220,780.85	1,232,088.66	1,243,509.55	1,255,044.64	1,266,695.09	1,278,462.04
Less: Estimated Vacancy and Collection Loss (5%)	(59,925.00)	(60,479.25)	(61,039.04)	(61,604.43)	(62,175.48)	(62,752.23)	(63,334.75)	(63,923.10)
<b>Effective Gross Income</b>	1,138,575.00	1,149,105.75	1,159,741.81	1,170,484.23	1,181,334.07	1,192,292.41	1,203,360.33	1,214,538.94
<b>Operating Expenses</b>								
Insurance (\$0.40/SF Total)	30,528.00	30,833.28	31,141.61	31,453.03	31,767.56	32,085.23	32,406.09	32,730.15
Management (7% of EGI)	79,700.00	80,497.00	81,301.97	82,114.99	82,936.14	83,765.50	84,603.16	85,449.19
Personnel (3% of EGI)	34,157.00	34,498.57	34,843.56	35,191.99	35,543.91	35,899.35	36,258.34	36,620.93
Maintenance/Repairs (\$0.50/SF Total)	38,160.00	38,541.60	38,927.02	39,316.29	39,709.45	40,106.54	40,507.61	40,912.69
Legal, Audit, Miscellaneous	2,000.00	2,020.00	2,040.20	2,060.60	2,081.21	2,102.02	2,123.04	2,144.27
Advertising/Leasing (\$0.15/SF)	11,448.00	11,562.48	11,678.10	11,794.89	11,912.83	12,031.96	12,152.28	12,273.81
Utilities (\$0.15/SF of Residential)	11,448.00	11,562.48	11,678.10	11,794.89	11,912.83	12,031.96	12,152.28	12,273.81
Service Contracts (\$0.50/SF of Residential)	38,160.00	38,541.60	38,927.02	39,316.29	39,709.45	40,106.54	40,507.61	40,912.69
Replacement Reserves (\$350/Unit x 60 Units)	21,000.00	21,210.00	21,422.10	21,636.32	21,852.68	22,071.21	22,291.92	22,514.84
<b>Total Operating Expenses (23.42% of EGI)</b>	266,601.00	269,267.01	271,959.68	274,679.28	277,426.07	280,200.33	283,002.33	285,832.36
<b>Net Operating Income Before Debt Service</b>	871,974.00	879,838.74	887,782.13	895,804.95	903,908.00	912,092.08	920,358.00	928,706.58
<b>Debt Service Calculations:</b>								
<i>Proposed Scenario:</i>								
25-Year Term - 7-Year Put Option - 3.25%	211,250.00	396,250.00	395,237.50	394,062.50	392,725.00	396,225.00	394,400.00	392,412.50
Net Cash Flow Provided After Debt Service	660,724.00	483,588.74	492,544.63	501,742.45	511,183.00	515,867.08	525,958.00	536,294.08
Debt Service Coverage Ratio	4.13	2.22	2.25	2.27	2.30	2.30	2.33	2.37
Cost of Construction	11,600,000.00	11,600,000.00	11,600,000.00	11,600,000.00	11,600,000.00	11,600,000.00	11,600,000.00	11,600,000.00
Net Cash Flow Provided	660,724.00	483,588.74	492,544.63	501,742.45	511,183.00	515,867.08	525,958.00	536,294.08

**Notes**

<sup>1</sup> Projections assume 1% annual increases in rental rates and expenses.

<sup>2</sup> Projections assume 95% occupancy rates for the proposed project.

State University System of Florida  
Board of Governors  
Seminole Boosters, Inc.  
Student Housing Facility  
Pledged Revenues and Debt Service Coverage

Attachment II

<b>Fiscal Year</b>	2022-2023	2023-2024
<b>Project Year</b>	Year 9	Year 10
<b>Rental Income</b>		
35 Two-Bedroom Units at \$1,300 per month	591,239.76	597,152.16
25 Three-Bedroom Units at \$1,875 per month	609,106.90	615,197.97
100 Parking Spaces at \$75 per month	90,000.00	90,000.00
Total Potential Gross Income	1,290,346.66	1,302,350.12
Less: Estimated Vacancy and Collection Loss (5%)	(64,517.33)	(65,117.51)
<b>Effective Gross Income</b>	1,225,829.33	1,237,232.62
<b>Operating Expenses</b>		
Insurance (\$0.40/SF Total)	33,057.45	33,388.02
Management (7% of EGI)	86,303.68	87,166.72
Personnel (3% of EGI)	36,987.14	37,357.01
Maintenance/Repairs (\$0.50/SF Total)	41,321.81	41,735.03
Legal, Audit, Miscellaneous	2,165.71	2,187.37
Advertising/Leasing (\$0.15/SF)	12,396.54	12,520.51
Utilities (\$0.15/SF of Residential)	12,396.54	12,520.51
Service Contracts (\$0.50/SF of Residential)	41,321.81	41,735.03
Replacement Reserves (\$350/Unit x 60 Units)	22,739.99	22,967.39
<b>Total Operating Expenses (23.42% of EGI)</b>	288,690.68	291,577.59
<b>Net Operating Income Before Debt Service</b>	937,138.64	945,655.03
<b>Debt Service Calculations:</b>		
<i>Proposed Scenario:</i>		
25-Year Term - 7-Year Put Option - 3.25%	395,262.50	392,787.50
Net Cash Flow Provided After Debt Service	541,876.14	552,867.53
Debt Service Coverage Ratio	2.37	2.41
Cost of Construction	11,600,000.00	11,600,000.00
Net Cash Flow Provided	541,876.14	552,867.53

**Notes**

<sup>1</sup> Projections assume 1% annual increases in rental rate

<sup>2</sup> Projections assume 95% occupancy rates for the prop

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A CONSULTING ASSIGNMENT

OF

FUTURE DEVELOPMENT PROPERTY  
(*Heritage Hall - FSU Athletic Dormitory Project*)

LOCATED AT  
THE SW CORNER OF OVERSTREET STREET & HAYDEN ROAD  
TALLAHASSEE, LEON COUNTY, FL

FOR

SEMINOLE BOOSTERS, INC.  
ATTN: MR. ANDY MILLER, CEO  
P.O. BOX 1353  
TALLAHASSEE, FL 32302

BY

W.R. "CHIP" JOHNSON, MAI  
STATE CERTIFIED GENERAL REAL ESTATE APPRAISER NO. 0002407

CURETON - JOHNSON & ASSOCIATES  
REAL ESTATE SERVICES  
1358 THOMASWOOD DRIVE  
TALLAHASSEE, FLORIDA 32308

DATE OF REPORT  
MAY 11, 2012

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# CURETON- JOHNSON & ASSOCIATES, LLC

REAL ESTATE SERVICES

1358 Thomaswood Drive, Tallahassee, Florida 32308

Ph. 850-386-3720 Fax 850-385-7626

PAUL T. CURETON, CREA  
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STATE-CERTIFIED GENERAL APPRAISER  
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NO. R20001073

BENJAMIN L. FAULK  
REGISTERED TRAINEE APPRAISER  
NO. R200003

CLINTON J. HARRIS  
REGISTERED TRAINEE APPRAISER  
NO. R20001745

May 11, 2012

Seminole Boosters, Inc.  
Attn: Mr. Andy Miller, Chief Executive Officer  
P.O. Box 1353  
Tallahassee, FL 32302

Re: Consulting assignment regarding a future development parcel (*Heritage Hall/FSU Athletic Dormitory Project - Seminole Boosters*), situated on 1.21 acres +/-, and located at the southwest intersection of Overstreet Street & Hayden Road; in Tallahassee, Leon County, FL.

Dear Mr. Miller:

Upon your request, we have completed the consulting assignment for the aforementioned subject property. You have asked that we provide an estimated pro-forma and operating income statement for the proposed *Heritage Hall - FSU Dormitory Project*, located in Tallahassee, FL.

Our assignment encompassed a search of recent comparable lease rates (for student-oriented apartment units). Data provided in this document was extracted from the market via review/analysis of comparable rental properties, via interviews with market participants (local brokers, investors, owners, etc.) and through our inspection of the subject market area.

*It should be noted that this is not an appraisal assignment, as no value has been estimated. Data provided may very well be correlated or converted to value. However, the purpose of this assignment is to determine the feasibility of the proposed project, based upon the proposed building and unit configurations and based upon the projected costs to complete the project (based on preliminary information provided by the client). In summary, we have determined that since the value (based on Income Approach) of the project exceeds the necessary costs to develop/build, that the project appears to be financially feasible to the client/owner.*

We hope you find the report clear and concise and pertinent to your request. Should you have any questions, please contact us at your convenience. We appreciate having had the opportunity to be of service to you.

Respectfully submitted,



W.R. "Chip" Johnson, MAI  
State-Certified General Appraiser RZ2407



## CERTIFICATION

We certify that, to the best of our knowledge and belief, . . .

- the statements of fact contained in this report are true and correct.
- the reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions, and are our personal, unbiased professional analyses, opinions and conclusions.
- We have no present or prospective interest in the property that is the subject of this report, and we have no personal interest or bias with respect to the parties involved.
- our compensation is not contingent on an action or event resulting from the analyses, opinions, or conclusions in, or the use of, this report.
- our analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics and the Standards of Professional Practice of the Appraisal Institute.
- the use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
- as of the date of this report, W.R. "Chip" Johnson, has completed the requirements of the continuing education program as required by the Florida Department of Business and Professional Regulation (Department of Real Estate) and for the Appraisal Institute.
- We have made a personal inspection of the property that is the subject of this report.
- No personal property, unless specifically indicated, has been included in our value conclusion. Only the real estate has been considered.
- No engineering survey was made or caused to be made by the appraisers, and any estimates of fill or other site work are based on visual observation. Therefore, accuracy is not guaranteed.
- No soil tests were made or caused to be made by the appraisers. Soil of the subject parcel appears to be firm and solid, typical of the area; and subsidence in the area is unknown or uncommon. The appraisers, however, cannot warrant against such condition or occurrence.
- The description and condition of physical improvements, if any, described in this valuation are based on visual observation. Since engineering tests were not conducted, no liability can be assumed for soundness of structural members.
- All value estimates are contingent on zoning regulations and land-use plans in effect as of the date of appraisal and based on information provided by governmental authorities and employees.

- A concerted effort was made to verify each comparable sale noted in this report. Since many principals, however, reside out of the area, or entities for which no agent could be contacted within the allotted time for completion of this report, certain sales may not have been verified.
- No responsibility is assumed for legal matters concerning this report, nor is any opinion rendered concerning title, which is assumed to be good and merchantable. The property is assumed to be free and clear of all liens or encumbrances, unless specifically enumerated within this report.
- The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand.
- No responsibility is assumed for the flood maps used in this report. These maps lack detail. Only licensed surveyor can determine the subject property's flood zone status with precise accuracy.
- It is assumed that the utilization of the land and improvements is within the boundaries of property lines of the property described and that there is no encroachment or trespass unless in the report.
- The value estimated in this report is based on the assumption that the property is not negatively affected by any hazardous substances or detrimental environmental conditions. The appraiser is not an expert in the identification of hazardous substances or detrimental environmental conditions. The appraiser's routine inspection of, and inquiries about the subject property, did not develop any information that indicated any apparent, significant hazardous substances or detrimental environmental conditions which would affect the property negatively. It is possible that the test and inspections made by a qualified hazardous substance and environmental expert would reveal the existence of hazardous materials and environmental conditions on, or around, the property that would negatively affect its value.
- this certificate is in accordance with the Uniform Standards of Professional Appraisal Practice Standard Rule 2-3, and with the Appraisal Institute's Supplemental Standards of Professional Practice. It is not certification under Florida Real Estate License Law Chapter 475. W.R. Johnson, however, is a Florida State Certified Real Estate Appraiser, No. 2407.

Certification (Continued)

This is to certify that, upon request for valuation by client, we have personally inspected, collected, and analyzed data concerning the subject property.



---

W.R. "Chip" Johnson, MAI  
State-Certified General Appraiser RZ2407

## SUMMARY OF SALIENT FACTS AND CONCLUSIONS

<b>DATE OF REPORT:</b>	May 11, 2012
<b>PROPERTY TYPE:</b>	Future (Student-Oriented Multi-Family Residential Housing) Development Property
<b>CLIENT:</b>	Andy Miller, CEO; Seminole Boosters, Inc.
<b>PURPOSE OF ASSIGNMENT:</b>	<p>To provide a consulting assignment to assist the client in analyzing the potential net operating income, based on the proposed improvements.</p> <p>This is a consulting assignment, with no value implications assigned to any specific property. <i>This is not an appraisal assignment.</i></p>
<b>SCOPE OF WORK:</b>	Our investigation included a search of Leon County Public Records, Tallahassee Board of Realtors Multiple Listing Service, and a survey of the local Tallahassee apartment market (brokers, investors, owners, leasing agents, etc).
<b>MARKET AREA:</b>	This area is delineated as the student-oriented multi-family residential housing market for Florida State University and Tallahassee Community College.
<b>ZONING CATEGORY:</b>	UT, University Transition
<b>FUTURE LAND USE CATEGORY:</b>	UT, University Transition
<b>HIGHEST &amp; BEST USE:</b>	All properties used in this study would have a highest and best use of multi-family residential use, all oriented towards the local student market.
<b>MARKETING/EXPOSURE PERIOD:</b>	<p>Typical marketing periods for vacant development land in this market range from 6-18 months.</p> <p>Typical marketing periods for improved property ranges from 6-18 months as well.</p>

## SUBJECT MARKET STUDY

### Overview of Parcel

The subject property is represented as a 1.21 acre +/- parcel of future development land. The property is comprised of multiple contiguous lots, and the property is situated at the southwest intersection of Overstreet Street and Hayden Road. The site is proposed to eventually be developed into a student-oriented multi-family residential project, proposed to be a Florida State University Athletics Dormitory facility (a.k.a. Heritage Hall).

We have been provided information (by Seminole Boosters) which depicts the subject project as being a 60-unit project, configured with 35 - 2BR units, and 25- 3BR units, for a total of 145 total beds. Typical subject units are 2 Bedroom/2 Baths, with 850 to 1,050 SF and 3 Bedroom/3 Baths, with 1,300 to 1,500 SF.

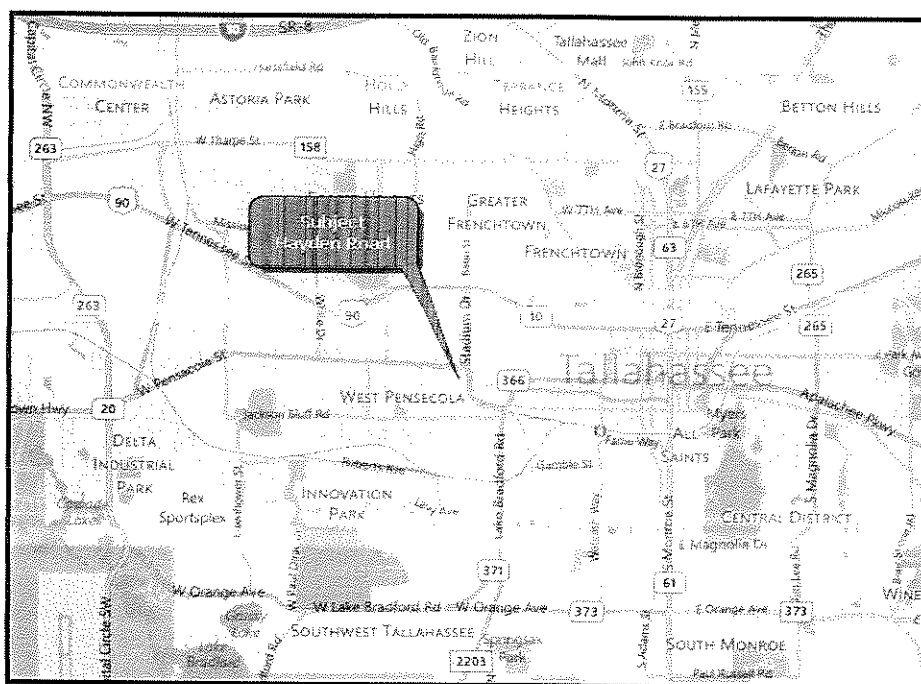
Based on information provided by the architect, the project is proposed to be of "good" quality construction, relative to most student-oriented complexes around F.S.U. The architect has estimated a 19 month construction duration for the project. As noted above, the property is located at the southwest intersection of Overstreet Street and Hayden Road. The property is located only one block west of Florida State University and Doak Campbell Stadium. More generally, the property is situated approximately ½ mile west of downtown Tallahassee (Capitol of Florida).

The subject site encompasses approximately 196.30 feet of linear road frontage along Overstreet Street and approximately 356.00 linear feet along Hayden Road. Both roads are asphalt-paved, city maintained, and two-lanes. Just one block north is West Pensacola Street. West Pensacola is four-lane roadway, heavily traveled by pedestrians and automobiles, and offers east-west access across west Tallahassee towards the FSU Campus. It should be note that the subject site has good proximity to this roadway. More importantly, the subject is within walking distance of the F.S.U. Campus, as many of the students in the immediate subject area walk to campus.

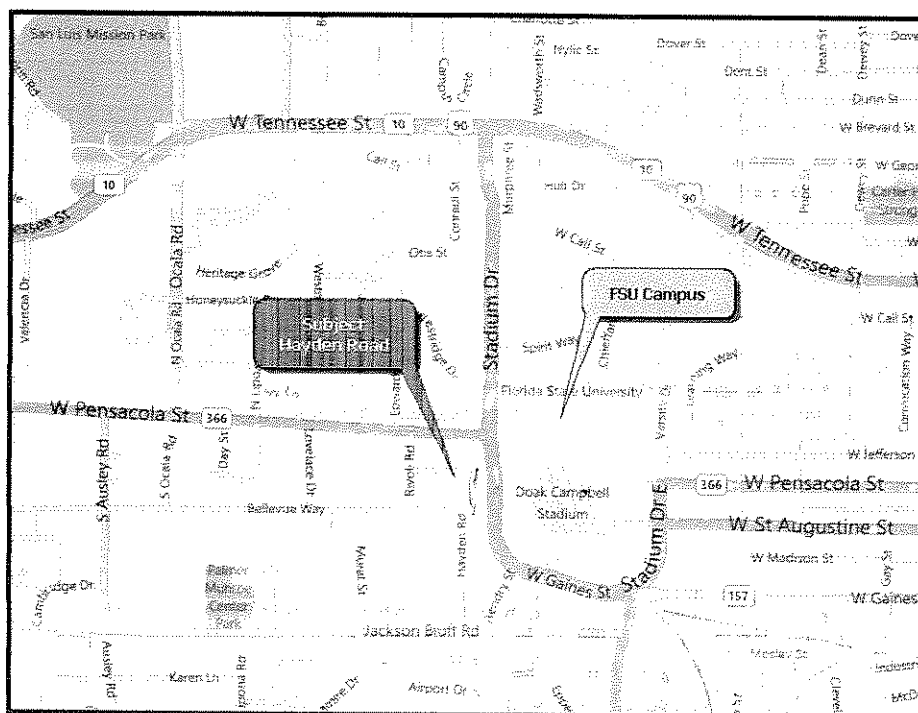
Overall, the site appears to be reasonably conducive to new development, given the proximity of utilities and given the existing site conditions. Moreover, the site shape and topography also lend itself to new development. *Based on the provided architectural and engineering renderings and conclusions, we assume the subject site can accommodate the proposed development (as outlined in the provided architectural documents). If found otherwise, this analysis is subject to revision.*

With respect to zoning and land use, the subject property is zoned UT, University Transition (general zoning and future land use). These zonings allow for a diversity of land usage, including: residential (varying densities), office, and commercial (restaurant, retail, etc.).

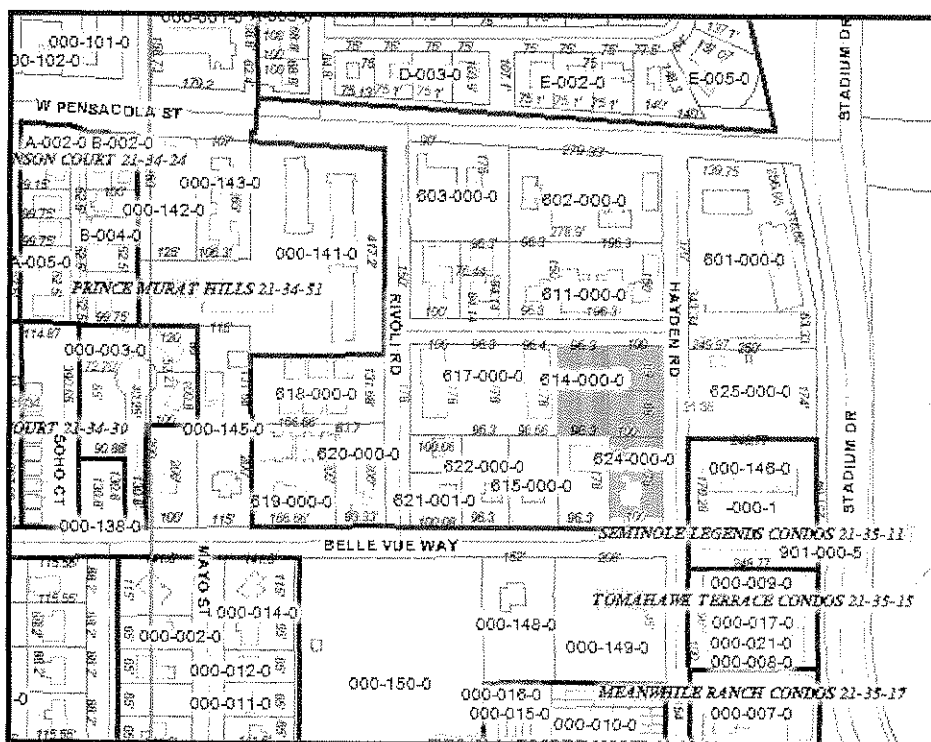
The following maps show the location of the subject and show the pertinent site characteristics.



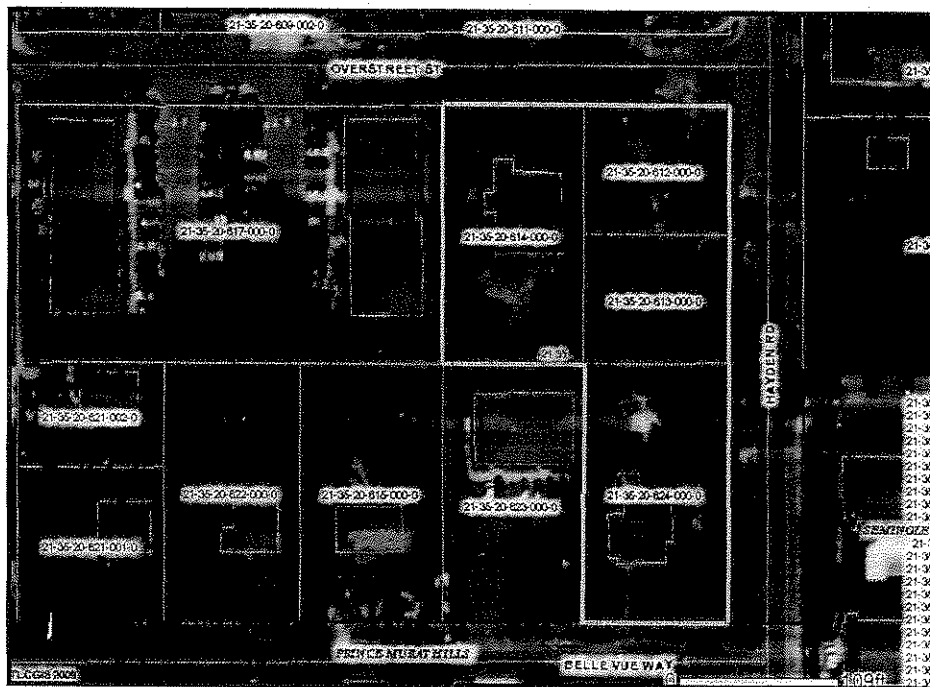
**Subject Location Map - General**



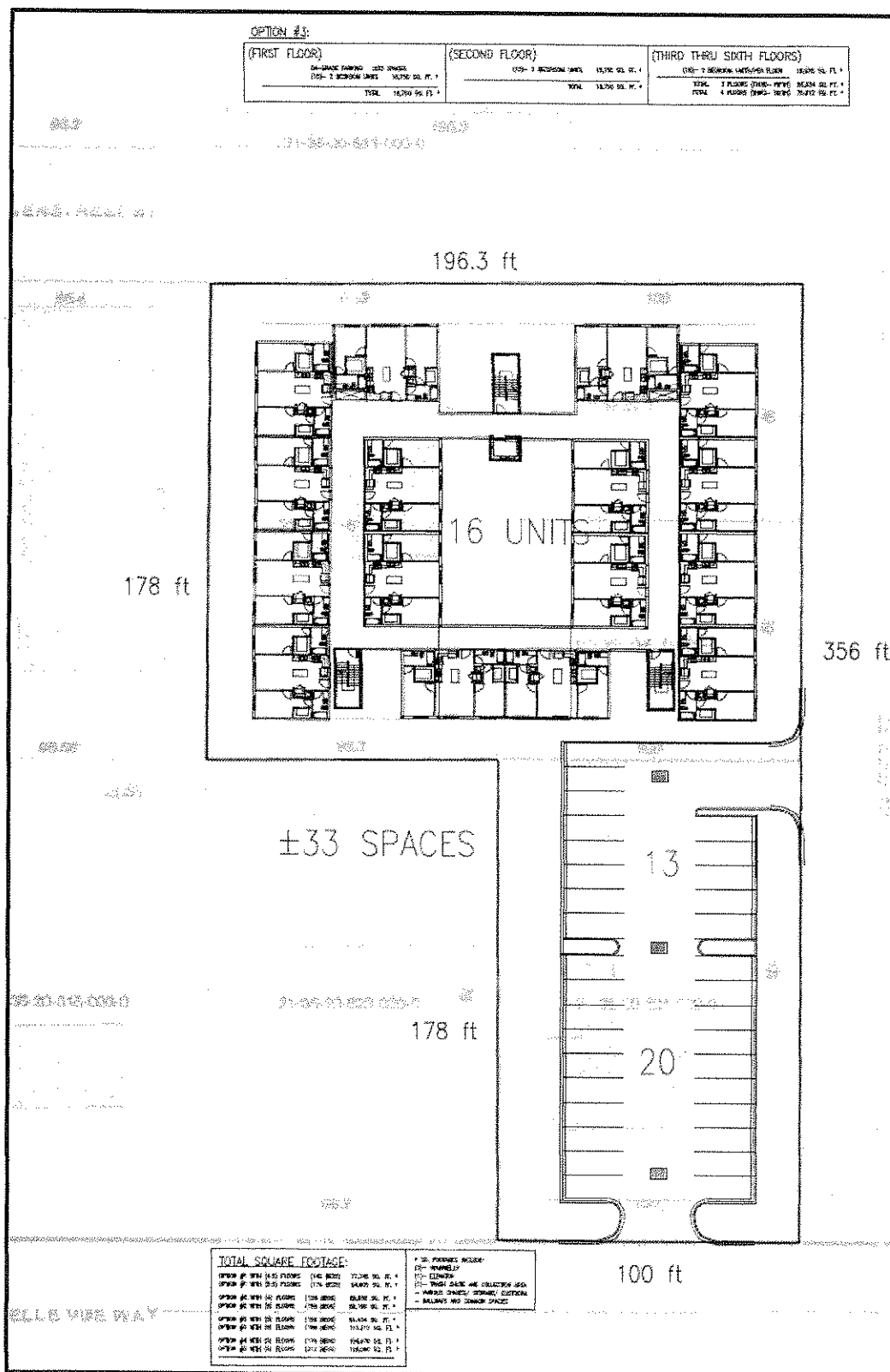
**Subject Location Map - Specific**



Subject Property Plat Map



Subject Aerial Photo Map





### Overview of Assumed Buildout

The following table summarizes the assumed build-out, based on information provided by the client. These assumptions will be used in estimated the future income-producing potential of the site.

Summary of Project Buildout		
Area Type	Intensity/Density	Total Square Footage
Residential-Student	60 Units - 145 Beds 4 Floors	76,320 SF (1,272 SF/Unit)

### Additional Assumptions

We have perused the cost breakdown (see appendix) submitted by Will Butler of Real Estate In-Sync, and completed by Elliott Marshall Innes P.A.. Based on the aforementioned, we are of the understanding the proposed project will be of good quality and design, and most probably one of the nicer student-oriented projects around Florida State University. It should be noted that it is critical that the reader understand that the quality of the project be expressed, since the (assumed) quality of the project will affect the potential rental rates for the project. In fact, the estimated cost of the project is \$9,000,000 +/- (or \$117.92/GSF).

### Overview of Current Market (All Components)

The following is a brief overview of our conclusions regarding the leasing/rental market for each component of the subject property.

**Student-Oriented Multi-Family:** We conducted a search of recent completed multi-family projects, with close proximity to the F.S.U. Campus. Examples of such include various recently completed project (Arrowhead Apartments-Phase II, Loft on Gaines, Terraces @ Woodgate, 302 Stadium Drive, Dean Development Apartments, Chance Development Properties, etc.). Our research revealed that typical Per Bedroom rates range from: \$600 to \$750 Per Bedroom/Per Month, for 2-4 BR units and \$700 to \$900 Per Bedroom/Per Month for 1BR units.

The higher end of this range of rates is occupied by those properties with very close proximity to campus, better-than-typical quality construction, and generally including water and sewer.

Recent examples of leased units include: 400 Hayden Road - Villa Dylano (leased for \$1,030/month, for 2BR/2B units), 302 Stadium Drive (leased for \$1,410/month, for 2BR/2B units), 325 Hayden Road - Arrowhead Apartments (\$1,250 - \$1,350/month, for 2BR/2B units) and Loft on Gaines (leased at \$1,400/month for 2BR/2B units and \$1,700/month for 3BR/2B units). The lower end of the range is occupied by older projects, while the upper end of the range is occupied by newer projects. Most of these projects offer exceptional location, with limited amenities needed or offered.

Given the subject's location, on-site parking and high-end quality, we would conclude that a reasonable lease rate would be: **\$650 Per BR/Per Month For 2BR/2Bath units.**

In light of the aforementioned, we would conclude that a reasonable lease rate would be: **\$625 Per BR/Per Month For 3BR/3Bath units.**

**Parking Garage:** Based on a review of existing parking rate rates, we concluded that a reasonable range of rates is from a low of \$75/Month to a high of \$135/Month. The lower end is typically occupied by uncovered (open) space around campus, while the upper end is occupied by the best-located garages in the downtown area. In particular, we conducted an extensive interview with Mr. Wilson Dean of Dean Development. He is currently leasing spaces near the new College Town development for \$50 to \$75 per month (unpaved/uncovered spaces). Based on the subject's proposed location and quality elements, and since the spaces are proposed to be paved (but uncovered), we have estimated the market lease rate for the parking spaces to be **\$75 Per Month.**

#### Summary of Potential Gross Income - Apartments

The following table summarizes the Potential Gross Income of the subject project based on the aforementioned assumptions and current lease/rental rates.

Proposed Range of Rates				
Area Type	# of Units	Rate Per Unit	Total Monthly Rent	Total Yearly Rent
2 Bedroom Units	35 Units	\$1,300/MTH x 35 Units	\$45,500	\$ 546,000
3 Bedroom Units	25 Units	\$1,875/MTH x 25 Units	\$46,875	\$ 562,500
Parking Spaces	100 Units	\$75/MTH X 100 Spaces	\$ 7,500	\$ 90,000
<b>Total Potential Gross Income - Pro Forma</b>				<b>\$1,198,500</b>

### Proforma Operating Statement

With the potential gross income established previously, the only remaining necessary element necessary for consideration are the vacancy rates and analysis of typical operating expenses.

**Vacancy Rates:** Based on our research of vacancy rates for well-located student housing properties, we found that there appeared to be a relatively similar range of rates for each use type. Properties surveyed are generally located within 5 blocks of the F.S.U. campus. This sector is unquestionably yielding lower vacancy rates than most all other areas of Tallahassee. The recession has had minimal impact on these areas, as occupancy rates are generally in excess of 92%. The newer projects are yielding the lower vacancy rates (typically 3-7% vacancy). In light of the aforementioned, we have estimated vacancy to be **5% of PGI (this can be applied to both the apartment rentals and the parking spaces, since both yield similar vacancy rates).**

**Operating Expenses:** Based on our research of operating expense ratios (ratio of operating expenses to effective gross income), we have concluded similarly to the vacancy rate assumptions; that the use in question yields relatively similar operating expense ratios. Our research revealed that OER's for these type uses range from a low of **30% to a high of 40%.** This range would only be applicable to "new" or "newer" complexes.

Of primary significance, however, is the fact that the subject project is proposed to not be responsible for property taxes, since the ownership entity is assumed to be a not-for-profit entity. Our research revealed that line item expenses for property taxes (for newer, upscale, student-housing complexes) typically ranged from 7-10% of effective gross income. Using a rate at or near the middle of this range (30-35% OER) would yield an approximately 9% discount in overall operating expenses. Since the proposed project does not have a pool amenity, the OER range would be pushed slightly slower as well. Using the lower-middle to middle of the expense ratio range, and deducing the 9% for property taxes, would yield an average operating expense ratio of 23-25% of EGI +/-.

The following tables summarize the estimated net operating income for both the pessimistic and optimistic scenarios, given the aforementioned assumptions and market-extracted data.

#### Heritage Hall Student Dormitory Proforma Operating Statement

<b>Potential Gross Income</b>	<b>\$ 1,198,500</b>
Less Vacancy and Collection Loss (5%)	( 59,925)
<b>Effective Gross Income</b>	<b>\$1,138,575</b>
<b>Less Operating Expenses</b>	
Operating Expense Ratio (23.42%)	( 266,601)
<b>NET OPERATING INCOME</b>	<b>\$ 871,974</b>

### Analysis of Operating Expenses

Based on a review of competing properties in the subject market area, we have further analyzed the proforma operating expenses for the proposed subject project. These expenses are estimated using typical market circumstances and assuming adequate & prudent management.

#### PROJECTED OPERATING INCOME STATEMENT WITH DETAILED OPERATING EXPENSES

<b>Potential Gross Income</b>	<b>\$1,198,500</b>
Less Vacancy & Collection Loss (5%)	(\$59,925)
<b>Effective Gross Income</b>	<b>\$1,138,575</b>
<b>Operating Expenses</b>	
Taxes (Estimated - @ \$1.33/SF Total) - Non Profit - N/A	-0-
Insurance (\$0.40/SF Total)	(30,528)
Management (7% of EGI)	(79,700)
Personnel (3% of EGI)	(34,157)
Maintenance/Repairs (\$0.50/SF Total)	(38,160)
Legal, Audit, Miscellaneous	(2,000)
Advertising & Leasing (\$0.15/SF )	(11,448)
Utilities (\$0.15/SF of Residential)	(11,448)
Service Contracts(\$0.50/SF of Residential)	(38,160)
Replacement Reserves (\$350/Unit x 60 Units)	(21,000)
<i>Total Operating Expenses: 23.42% of EGI</i>	<i>(266,601)</i>
<b>NET OPERATING INCOME</b>	<b>\$871,974</b>

\* Expenses assume tenant pays for utilities (electricity, water, sewer), but that landlord provides for grounds maintenance, pest control and (at least) washer/dryer connections.

\* Reserves and maintenance are slightly higher than typical since the parking lot reserves and maintenance were included in these estimates.

### Test of Feasibility

In order to test the feasibility of the project, it is necessary to convert the aforementioned net operating income to a value figure. Once the value figure is established, an comparison can be made between the value of the project (as completed) and the total costs to complete the project. The difference between these two figures represents profit. Assuming the profit is a reasonable return to the developer, then the project is deemed feasible.

The following table summarizes this calculation.

Land Value (52,708 SF x \$25.00/LSF)	\$ 1,300,000
Building, Development Costs (Hard & Soft)	\$ 9,000,000
<b>Total Costs to Develop/Build</b>	<b>\$10,300,000</b>
Net Operating Income (Stabilized)	\$ 871,974
<b>Capitalized at 7.00% Cap Rate</b>	<b>\$12,460,000 (R)</b>
<b>Capitalized at 8.00% Cap Rate</b>	<b>\$10,900,000, (R)</b>

Note: Due to the fact that the subject only consists of 60 units, given the high demand for newly constructed units near the FSU campus, and given the strong historical performance of pre-leasing units in the subject market area, no "lease-up" adjustment is made to the proposed operating statement.

Based upon the aforementioned, and in light of the fact that the value of the project (as completed) is more than the cost to develop/build, the project appears to be financially feasible. The range of entrepreneurial incentive is from a low of \$600,000 to a high of \$2,160,000. It should also be noted that we were not provided a detail list of expenses (within the stated \$9,000,000 cost figure), but assume this figure includes all hard and soft costs associated with the project. The cost figure was provided by and verified with Mr. Will Butler (Real Estate In Sync), as further verified with the project architect Mr. Brad Innes (Elliott, Marshall, & Innes), and represented as the most recent cost figure to date (as of this valuation date).

*Should the actual hard and soft costs for this project differ substantially from that which is provided and assumed for this report, this valuation may be subject to revision.*

## GENERAL ASSUMPTIONS AND LIMITING CONDITIONS

### General Value Conditions

Unless otherwise specifically stated, the value given in this appraisal report represents our opinion of the market value as of the date specified. The market value of the real estate is affected by market and economic conditions, both local and national, and will vary as these conditions change. This value, unless so stated, is gross, without consideration given to any encumbrance, restriction or question of title.

The value for land and improvements as contained within this report are constituent parts of the total value reported and neither is to be used in making a summation appraisal by combination with values derived from other sources.

### Use of the Appraisal

Possession of this report or a copy thereof does not carry with it the right of publication nor may it be used for any purpose by any one but the client for whom it was made without the consent of our office and undersigned or the client. Unauthorized printing, copying or duplication of any part or in total of this report is specifically prohibited by the undersigned, and Cureton & Associates, Inc. Copies may be obtained from the undersigned upon approval of the undersigned, the firm, or our client.

Acceptance of and/or use of this appraisal in any way, constitutes acceptance of the General Assumptions and Limiting Conditions on which it was based. Our responsibilities are complete upon delivery and acceptance of the appraisal report.

### Legal Considerations

The legal description used in this report is assumed to be correct. However, it may not necessarily have been confirmed by survey. No responsibility is assumed in connection with a survey or for encroachments, overlapping or other discrepancies that might be revealed thereby. We have not made a survey and assume no responsibility for any survey which may be presented.

We assume no responsibility for matters legal in nature and title to the property is assumed to be marketable. In addition, unless stated to the contrary, the property is appraised as an unencumbered fee simple estate which is not used in violation of acceptable ordinances, statutes or other governmental regulations.

All mortgages, liens, and any other encumbrances to the title of the subject property have been disregarded unless specified within the appraisal report. The subject property has been appraised as though managed under responsible ownership and competent management.

### Data

The description of the improvements to the property as well as any income and expense information of the subject property as submitted by the client or his assignees for this appraisal or has been obtained by our office is considered to be accurate and reflects the subject as of the date of this appraisal. We assume no responsibility for the accuracy of information supplied by others.

The information contained in this report including any information furnished by others to our office is not guaranteed but was gathered from reliable sources which are believed to be accurate. We reserve the right to reconsider any value estimate to the extent justified by subsequent discovery of any inaccuracies in any data or the discovery of any new data which could result in a revised value estimate.

### Conditions Unapparent to the Appraiser

We assume that no hidden or unapparent conditions of the property, subsoil or structure, contamination by hazardous material of any type exist which would render it more or less valuable than the comparable properties used in this report.

### Zoning and Licenses

It is assumed that all applicable zoning and use regulations and restrictions have been complied with, unless a nonconforming use has been stated, defined and considered in the valuation. Unless otherwise noted, it is assumed that no encroachments or violations exist within the subject property. Furthermore, it is assumed that the subject property complied with all applicable federal, state and local environmental regulations and laws unless noncompliance is stated, defined and considered in the valuation.

This appraisal is based upon the assumption that all required licenses and/or permits, consents or other legislative or administrative authority from any local, state or national governmental or private entity or organization have been or can be obtained or renewed for any use on which the value estimate contained in this report is based in a timely manner and without unusual cost.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee**

June 20, 2013

**SUBJECT:** A Resolution of the Board of Governors Authorizing the Issuance by the University of South Florida Financing Corporation of Debt to Reimburse a Portion of the Costs Associated with Financing the Improvement and Renovation of the Existing Arena and Convocation Center located on the Main Campus of the University of South Florida.

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**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving the issuance by the University of South Florida Financing Corporation (the "Financing Corporation"), a University Direct Support Organization, of debt in an amount not to exceed \$20,000,000 (the "Debt"), for the purpose of reimbursement of costs associated with financing the improvement and renovation of the existing arena and convocation center ("the Project"), on the main campus of the University of South Florida (the "University").

The Debt is to be issued subject to the restriction that proceeds from the Debt cannot be used for operating expenses. The Debt shall only be used to reimburse the University for the portion of the Arena Capital Project capital costs specified. Any further use the proceeds for other capital projects is subject to future approval by the Board of Governors.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation. Based upon this review, the Division has expressed concerns that the proposed Debt is not contemplated by s. 1010.62 F.S. or the SUS Debt Management Guidelines, in as much as the Project is already completed and there is no criteria, by which to analyze whether financing for reimbursement purposes is appropriate. With the exception of this noted concern, the proposed financing appears otherwise to be in compliance with Florida Statutes governing the issuance of university debt and the debt management guidelines adopted by the Board of Governors. For this reason, as well as those stated below in background, staff of the Board of Governors makes no recommendation with regards to adoption of the resolution and authorization of the proposed financing.



## **AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 1010.62, Florida Statutes; and Florida Board of Governors Debt Management Guidelines

## **BACKGROUND INFORMATION**

On March 24, 2011, the Board of Governors (the “Board”) authorized the University to borrow up to \$26.5 million to fund substantial renovations to the existing 250,000 gross square foot arena (the “Project”). However, because the projected net revenues were not sufficient to cover expenses and debt service for the first years of operation or to maintain the required coverage ratio without annual support payments from the USF Foundation Inc. (the “Foundation”), the Board conditioned the approval upon the Foundation setting aside \$20 million in a restricted account to guarantee payment of the debt. The Board provided that the University could later request a reduction or removal of the \$20 million Foundation reserve if it could present documentation, including an opinion of a financial advisor, to support the financial feasibility of the Project.

Rather than issue the debt with the conditions imposed by the Board, the University decided to fund the Project with existing auxiliary cash resources and notified the Board on June 3, 2011, that it had developed “a more efficient financing arrangement that [would] not require external debt.” The Project has been completed, and the University is seeking to reimburse itself \$20 million in project costs to repay a portion of the auxiliary loan.

The Debt will be structured with a 20-year final maturity and level annual debt service payments with the first principal payment occurring in July 1, 2014 and a final maturity date of July 1, 2033. The Debt will be secured by a senior lien on the gross revenues of the Arena. The University is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes.

The projections provided by the University indicate that sufficient revenues will be generated to pay debt service on the Debt as well as cover operating expenses of the Arena. The ability of the Arena to meet all of its obligations is dependent upon the realization of revenue growth and certain additional revenues which are somewhat speculative, such as naming rights. It is uncertain as to whether or not the Project will meet the revenue projections provided and failure to meet projections could create financial challenges. The University and the Financing Corporation have indicated that they are committed to ensuring that sufficient revenues will be generated to fulfill the obligations with respect to the proposed Debt.

The University of South Florida Board of Trustees, at its March 21, 2013 meeting, approved the Project and the financing thereof. The USF Financing Corporation, at its meeting November 6, 2012, approved the Project and the financing thereof.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. University Cover Letter
3. Project Summary
4. Attachment I – Estimated Sources and Uses of Funds
5. Attachment II – Historical and Projected Pledged Revenues and Debt Service Coverage
6. Financial Advisor Opinion

**Facilitators/Presenters:** Chris Kinsley

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**A RESOLUTION APPROVING THE ISSUANCE BY THE UNIVERSITY OF SOUTH FLORIDA FINANCING CORPORATION (THE "FINANCING CORPORATION"), A UNIVERSITY DIRECT SUPPORT ORGANIZATION, OF DEBT TO REIMBURSE COSTS ASSOCIATED WITH FINANCING OF THE IMPROVEMENT AND RENOVATION OF THE EXISTING ARENA AND CONVOCATION CENTER LOCATED ON THE MAIN CAMPUS OF THE UNIVERSITY OF SOUTH FLORIDA IN AN AMOUNT NOT TO EXCEED \$20,000,000 AND PROVIDING AN EFFECTIVE DATE.**

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present, do hereby make the following resolutions:

**BE IT RESOLVED:**

**1. Findings.** The Board of Governors hereby finds as follows:

(A) Pursuant to Section 7, Article IX of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of debt by a state university or its direct support organization pursuant to Section 1010.62(3), Florida Statutes.

(B) The University of South Florida Financing Corporation (the "Financing Corporation") was incorporated by the University of South Florida Board of Trustees (the "University Board") to provide direct support to the University of South Florida (the "University") and designated as a "University Direct Support Organization" by the University Board of Trustees (the "University Board") pursuant to Section 1004.28, Florida Statutes.

(C) The University Board has requested approval from the Board of Governors for the Financing Corporation to issue debt, in an amount not to exceed \$20,000,000 (the "Debt") for the purpose of financing: (i) the reimbursement of a portion of the costs associated with the renovation of the USF Arena and Convocation Center; and (ii) certain costs relating to the Debt (collectively, the "Project"). The foregoing plan to finance the Project, and costs relating to the Debt, is collectively referred to herein as the "Financing Plan".

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Debt is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial management of the University; is secured by revenues adequate to provide for all debt service; has been properly analyzed by the staffs of the Board of Governors and the Division of Bond Finance; and is consistent with the Board's Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by providing necessary facilities at the University.

**2. Approval of the Project.** The Project is approved by the Board of Governors as being consistent with the strategic plan of the state university and the programs offered by the state university.

**3. Approval of the Debt.** The Board of Governors hereby approves issuance of the Debt by the Financing Corporation for the purposes described herein, in an amount not to exceed \$20,000,000, said Debt to have a final maturity not to exceed twenty (20) years from the date thereof and at a fixed rate of interest acceptable to the Financing Corporation. This approval is conditioned upon the Debt being secured by and payable solely from revenues legally authorized for such purpose pursuant to Section 1010.62, Florida Statutes, those being limited hereby to revenues derived from or attributable to operations of the USF Arena and Convocation Center on the Tampa campus of the University which may include but are not limited to event rental revenue, facility fees, concessions, pouring rights, event parking, sponsorships, advertising, novelties, premium seating and naming rights. The Debt may not be secured by or be payable from any revenues or fees derived from or attributable to the Marshall Center on the Tampa campus or any portion of activity and service fees allocable to the Tampa campus. The proceeds of the Debt shall be used exclusively to fund the Financing Plan, and may not be used to fund operating expenses of the University or the Financing Corporation. The Debt may be sold by negotiated sale or private placement consistent with the proposed Financing Plan or by competitive sale. The Board of Governors shall further approve the use of the proceeds of the Debt for any additional capital projects.

**4. Compliance.** The Board of Trustees will comply, and will require the University and the Financing Corporation to comply, with all covenants and other legal requirements relating to the Debt.

**5. Repealing Clause.** All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

**6. Authorization of Further Actions Consistent Herewith.** The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements related to the Debt and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with construction, sale or leasing of the Project for use by the University, the issuance of the Debt , in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

**7. Effective Date.** This resolution shall become effective immediately upon its adoption.

Adopted this 20<sup>th</sup> day of June 2013.

## **CERTIFICATE OF THE CORPORATE SECRETARY**

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Debt by the University of South Florida Financing Corporation is a true and accurate copy as adopted by the Board of Governors on June 20, 2013, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

**BOARD OF GOVERNORS OF THE  
STATE UNIVERSITY SYSTEM OF  
FLORIDA**

Dated: \_\_\_\_\_, 2013

By: \_\_\_\_\_  
Corporate Secretary

00537248.1



April 18, 2013

Mr. Chris Kinsley  
Director, Finance and Facilities  
Board of Governors  
325 W. Gaines Street  
Tallahassee, Florida 32399

**Re: Authorize Issuance of Debt by the USF Financing Corporation to Refinance the Cost to Renovate the USF Arena and Convocation Center**

Dear Chris:

On behalf of the University of South Florida Board of Trustees and the President of the University, I am pleased to submit this letter requesting approval to issue \$20,000,000 of debt by the USF Financing Corporation to refinance the cost to renovate the USF Sun Dome Arena and Convocation Center.

We are resubmitting this Arena financing request pursuant to the resolution adopted by the Board of Governors on March 24, 2011 approving \$26,500,000 in debt to renovate the USF Sun Dome Arena, which stated an understanding that the University could return to the Board of Governors in the future when they had financial information which would support the reduction of a \$20,000,000 set-aside.

The USF Sun Dome Arena is arguably the most iconic structure and one of the most important assets of the University today, and has been for the past 30 years. The Arena is the only facility on campus large enough to accommodate student commencements and other large University events. It is essential that this key structure continue to serve students, faculty, staff and the community.

Due to the age and condition of the USF Arena's core systems, the decision was made to proceed to fully renovate the facility's key infrastructure (electrical, plumbing, HVAC) and add new venues to the Arena to enhance the participant experience and generate new revenue. Due to efficient and sustainable systems built into the Arena, we believe the renovated building will soon receive a LEED certification.

OFFICE OF THE USF SYSTEM SENIOR VICE PRESIDENT OF BUSINESS & FINANCE  
University of South Florida • 4202 East Fowler Avenue, CGS401 • Tampa, FL 33620  
[www.system.usf.edu](http://www.system.usf.edu)



We believe strongly that this proposed Arena financing is both sound and fiscally prudent for the University. We want to stress that this proposed financing has been considerably strengthened, when compared to the previous proposal submitted to the Board of Governors on March 24, 2011, for a number of important reasons described below.

### **Arena Net Revenues Support Appropriate Amount of Debt**

The proposed Arena debt of \$20,000,000 has been reduced from the previous financing proposal (\$26,500,000) to strengthen debt service coverage ratios and eliminate any need for support from non-Arena sources, such as the USF Foundation. We modeled Arena revenues at various levels of debt and also carefully assessed coverage ratios, including and excluding the benefit from the Arena naming rights, in order to be conservative.

The total Arena project cost of \$35,640,000 plus the debt service reserve (\$1,636,000) is being funded by the amount of proposed debt and by equity contributions of \$10,000,000 from the USF Foundation and \$7,354,000 from the University. These USF equity contributions to the Arena project fund the public aspects of the project.

Please note that this financing proposal includes a funded debt service reserve of one year of maximum annual debt service or an estimated \$1,636,000, strengthening this plan of finance.

The University has eliminated the risk of construction costs exceeding the project budget by completing the project prior to seeking financing.

A significant portion of the renovation cost was devoted to adding many new revenue generating capacities to the Arena, such as an interior concourse level surrounding the seating bowl with concession stands to meet today's spectator demands, 10 new loge boxes with premium seating, 3 new club facilities, new television broadcast capabilities, a modern center hung scoreboard with display and ribbon boards for added sponsorships and advertising, and a large retail store at the main entrance. These are all revenue generating enhancements unique to our new Arena.

### **Advantages for Arena Operations**

The Arena's past two years' historical performance was impacted by its closure early in fiscal year 2011, due to poorly functioning mechanical and HVAC systems. The Arena remained closed due to needed renovations until opening for University commencement ceremonies in May 2012. Below are key points to Arena Operations:

The period spent renovating the Arena added three significant advantages for the successful future operation of the Arena:

#### **1) Outsourcing to Leading Private Sector Organizations**

Responsibility to manage the Arena was outsourced to Global Spectrum (a Comcast corporation), the largest and most capable sports and convention venue management firm in the

United States. Global Spectrum has comprehensive relationships with the largest entertainment and talent organizations in the country. The decision to outsource Arena management gives USF confidence that we will meet our revenue and performance expectations for the Arena.

Key Arena concession contracts were outsourced to our longstanding partners Coca-Cola and Aramark, both major national corporations specializing in sports facility concessions, to Ticketmaster for ticket sales, and to IMG Sports Marketing, the premier collegiate and professional sports marketing firm in the United States for marketing Arena sponsorships, advertising and, importantly, the naming rights.

Arena naming rights are being aggressively marketed nationally by IMG and locally by USF. IMG has sold naming rights for many major sports facilities across the country. The Arena naming rights have already been marketed nationally by IMG and locally by USF to dozens of firms, with USF having received serious expressions of interest from a number of major national firms. IMG has told us that we will receive our greatest value for the naming rights if we wait until the renovated Arena is operating and its success is proven.

## 2) Extended Longstanding Concession Contracts

During the past year, we concluded contract negotiations for a 5-year extension to our long-standing Pouring Rights Agreement with Coca-Cola. The extension agreement increased our minimum contracted revenues from Coca-Cola by 50%, from \$800,000 to \$1,200,000.

Last year we also completed an extension of our concession agreement with Aramark. Aramark also committed to contributing \$724,000 in concession equipment to the new Arena.

Concluding contract extensions for these two key contracts also adds confidence in our revenue projections.

## 3) Commenced Operations in Renovated Arena

Importantly, we have commenced operations in the newly renovated Arena, prior to debt issuance, which is an advantage compared to most debt financing proposals.

In 2012-13, the first full year of operations, we expect to realize \$1,432,000 of Arena net income. In 2013-2014, we expect Arena net income to grow to \$2,085,187, based on increased ticket and event pricing, increased attendance, added premium seating revenues, increased sponsorship revenue, increased concession revenue, tight operating expense controls.

## **Governor Scott's Request to Assess the Merits of Financed Projects**

The renovation of the USF Sun Dome Arena was necessary due to major systems having reached the end of their useful life after 30 years. A feasibility study was conducted in 2009 and considered options to renovate or demolish/replace the building. The most cost-effective solution for the Arena was determined to be a complete interior renovation. This study indicated a

conservative cost to completely replace the Sun Dome would have exceeded \$100,000,000, approximately three times the \$35,640,000 renovation cost.

An assessment of return on investment measures for the Arena Project indicated the following:

- The \$35,640,000 Arena Project pro forma IRR of 8.71% exceeds the University's minimum required IRR of 7.36%
- The Arena Project generates a positive net present value of \$5,650,000 over the life of the Project
- The Arena Project achieves a positive cash payback within the 30-year life of the Project

As disclosed in the previous section, the University has extensively engaged the private sector in support of the renovated Arena, in those areas where there was a demonstrated need for nationally recognized private sector operating expertise and an opportunity for private sector financial contributions.

56% of the total cost of the renovation is proposed to be funded by debt, the balance funded by internal cash resources. Very little of the revenues that cover debt service and operations are derived from students.

We believe that this debt proposal meets the Governor's intent to reduce costs, provide tangible benefits for students, generate revenue and not overly rely on debt to fund University construction.

#### **Commercial Bank Loan Commitment for the Arena Project**

The USF Financing Corporation issued an RFP for 20-year privately placed bank term financing for the USF Arena and received five loan proposals from banks in March 2013 to lend \$20,000,000, based on the Arena's pro forma pledged revenues.

We believe that obtaining commitments to lend the requested \$20,000,000 from commercial banks willing to underwrite the Arena's credit risks, on favorable terms, prior to consideration by the Board of Governors, is a significant event that speaks directly to the financial viability of the proposed financing.

The selected bank's loan terms and 20-year fully taxable fixed rate of 4.05% are more favorable than our financing assumption of 5.25% contained in the 2013 Arena financing plan.

#### **Financial Advisor Recommendation and Conclusion – USF Arena Financing**

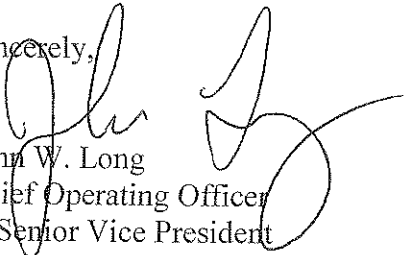
Public Financial Management Group (PFM) was retained as our financial advisor to provide an independent assessment of the proposed USF Arena financing structure.

PFM states the following recommendation and conclusion:

In PFM's opinion the credit structure described herein is conservative, prudent and well crafted, with adequate bondholder protections in the event that Pledged Revenues are not generated as outlined in the pro forma. In addition, the structure does not introduce unreasonable risks to the University. Based on PFM's thorough review of the credit structure and loan proposals received, we have recommended that the University select SunTrust Bank as the loan provider and move forward expeditiously with the closing to lock in the favorable terms.

Our requested date to present this request to issue \$20,000,000 in debt to refinance the USF Sun Dome Arena renovation to the Florida Board of Governors is the June 18-20 meeting.

Sincerely,



John W. Long  
Chief Operating Officer  
& Senior Vice President

cc: John Ramil, Chair, University of South Florida Board of Trustees  
Judy Genshaft, President, University of South Florida

Frank Brogan, Chancellor, State University System of Florida  
Richard Beard, Chair, Facilities Committee, Florida Board of Governors

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
University of South Florida  
Reimbursement of USF Arena and Convocation Center Renovation**

**Project Description:** The USF Arena and Convocation Center (the “Arena”) Renovation Project (the “Project”) included modifications to the existing 250,000 gross square foot arena aimed at improving the building’s overall functionality. The modifications extended the useful life of the Arena for an additional 30 years which included the replacement of the 10,000-seat bowl structure, added new seating with retractable sections at the lower level, enhanced life safety and energy efficient HVAC, added a new concourse level with concession stands and restrooms, added ten new loge boxes with premium seating, added new student, upscale hardwood and arena clubs, added a new retail area, added a new center hung scoreboard with ribbon and display boards and a 4-cluster sound system, added new NCAA broadcast capabilities including level C lighting and a large media conference room, enhanced the southeast, northeast and southwest entries, modified the temporary hurricane shelter, and restored the plaza, loading dock, broadcast and performer staging areas, sidewalks, parking, landscaping and exterior concrete. The upgrades allowed the Arena to be on par and competitive with other NCAA Division I and Big East collegiate basketball arenas. The Project is consistent with the mission of the University.

The Project is complete and the University of South Florida (the “University”) is seeking to be reimbursed \$20 million of the \$35.64 million Project costs. Amounts reimbursed with the proposed financing will be re-deposited in the accounts from which they were transferred and used for their permitted lawful purposes.

**Financing History:**

On March 24, 2011, the Board of Governors (the “Board”) authorized the University to borrow up to \$26.5 million to fund a portion of the Project. However, because the projected net revenues were not sufficient to cover expenses and debt service for the first years of operation or to maintain the required coverage ratio without annual support payments from the USF Foundation Inc. (the “Foundation”), the Board conditioned the approval upon the Foundation setting aside \$20 million in a restricted account to guarantee payment of the debt. The Board provided that the University could later request a reduction or removal of the \$20 million Foundation reserve if it

could present documentation, including an opinion of a financial advisor, to support the financial feasibility of the Project.

Rather than issue the debt with the conditions imposed by the Board, the University decided to fund the Project from the University's Auxiliary Fund Internal Loan Program and a \$10 million equity contribution from the Foundation. On June 3, 2011, the University's president sent a letter advising the Board of the University's decision, stating that it had developed "a more efficient financing arrangement that [would] not require external debt." The letter provided that the financial support of the USF Foundation and USF Athletics "combined with a judicious use of existing University auxiliary resources, enables the University to accomplish [its] goal in a fiscally prudent manner." The letter further explained that the Project was expected to generate sufficient revenues to replenish the internal funds used.

Subsequently, on November 1, 2011 the Financing Corporation adopted a Resolution, stating its intent to do an interim financing of the Project from internal University resources and reimburse the internal funds with a tax-exempt or taxable financing in the future if it was determined to be the most fiscally prudent and efficient course of action. The University did not advise the Board of its modified financing plans.

Now that the Project is complete, the University is seeking to reimburse itself \$20 million in Project costs to repay a portion of the internal auxiliary loan. The balance of the loan from the University's Auxiliary Fund Internal Loan Program after the reimbursement will be \$7.354 million (after including financing costs and the funding of a debt service reserve account into the overall Project costs). The University plans for the balance of the loan to be repaid in the future from Project net revenues, after the payment of debt service.

The use of University funds eliminated construction cost risk and enables the University to show actual revenues for a partial year. However, revenue growth, as well as some of the pledged revenues (e.g. naming rights revenues), remain speculative. Additionally, the projected net revenues for Fiscal Year 2012-13 (the first year of operation of the renovated Arena) are not yet final and, as projected, would be insufficient to cover future maximum annual debt service. Accordingly, the ability to meet future debt service obligations is dependent on additional revenue growth.

The University has provided the opinion of a financial advisor stating that the proposed credit structure is “conservative, prudent and well crafted, with adequate bondholder protections in the event that Pledged Revenues are not generated as outlined in the proforma.” However, the University’s financial advisor did not prepare a financial feasibility report on the operations of the Arena and relied solely on the University’s proforma in reaching its opinions with respect to the proposed credit structure.

**Facility Site Location:** The Project is located on the Tampa Campus of the University in the USF athletic district. The Arena is reflected on the approved master plan of the University.

**Projected Start and Opening Date:** Design of the Project commenced December 2010 and the Project was completed for occupancy in May 2012.

**Quantitative Demand  
And Construction  
Analysis:**

In 2009, the University engaged a consultant to perform an assessment of the Arena. The existing Arena had reached the end of its effective service life partly due to its age. The existing mechanical infrastructure was inefficient and obsolete. Additional building systems that needed replacement included the electrical and retractable seating systems. The electrical system was unable to accommodate the increasing electrical needs for NCAA Division I sound, broadcasting, and lighting standards. The state of the retractable seating system warranted replacement. Moisture infiltration had become a problem for the Arena. Water penetrated the lower roof membranes resulting in damage to ceiling and walls. The exterior of the Arena was in fair to poor condition. Though the existing Arena was structurally sound, moderate to large size sections of concrete continued to spall, exposing the steel reinforcements to the elements.

The renovation enhanced the southeast, northeast and southwest entries and restored the plaza, loading dock, broadcast and performer staging areas, sidewalks, parking, landscaping and exterior concrete, as well as other exterior improvements, which greatly improved the exterior appearance of the Arena. Through permanent and interactive signage, the upgraded entries allow for Arena and event identification. Enhancing the patron experience and providing increased participation in events has been achieved by providing a fixed seating bowl from the main concourse. The uninterrupted bowl design allows for improved sightlines with an intimate atmosphere and has resolved accessibility and seating



issues. The fixed bowl provides an interior concourse, concessions, restrooms, club rooms, and loge boxes which all provide increased revenue.

Based on total gross sales, total attendance and number of shows in 2012, the renovated Arena was ranked 5<sup>th</sup> in the nation in “2012 University Top Stops” by Venues Today Magazine. This honor was achieved after only 6 months of post-renovation operations.

**Study of Private Sector  
Alternatives:**

The University looked at various options before deciding to renovate the Arena. The feasibility study conducted in 2009 considered various levels of renovation, including complete demolition and reconstruction at an estimated cost of \$100 million, which was not financially feasible. The University did not consider demolishing the Arena and using other venues because the University believes that the Arena is strategically important for a university the size and stature of USF.

The University has outsourced the management of the Arena to a professional arena management firm. In addition, they have outsourced key contracts to outside partners, including concessions, ticket sales, marketing and advertising. The University is also using a national marketing firm to market the naming rights for the Arena.

**Project Cost and  
Financing Structure:**

The construction costs and associated soft costs for the Project totaled \$35.64 million and were initially funded by a \$10 million equity contribution from the Foundation and \$25.64 million borrowed from internal central auxiliary funds. The central auxiliary funds were provided pursuant to the University’s Auxiliary Fund Internal Loan Program.

The University is seeking to reimburse a portion of the central auxiliary funds borrowed for the Project with the proceeds of a fixed rate, taxable bank loan (the “Debt”) issued by the USF Financing Corporation (the “Financing Corporation”), a direct support organization of the University, in an amount not to exceed \$20 million. The balance of the borrowed auxiliary funds equaling \$7.354 million (after including financing costs and the funding of a debt service reserve), will be considered an equity contribution of excess auxiliary funds of the University. The University anticipates that the \$7.354 million will be repaid over time from net revenues of the operation of the Arena after payment of debt service on the Debt.

The Debt will be structured with a 20 year final maturity and level annual debt service payments with the first principal payment occurring in July 1, 2014 and a final maturity date of July 1, 2033. The interest rate on the Debt has been estimated at 5.25%. The actual terms from SunTrust specify a rate based on the Federal Reserve's 10-year swap rate plus a 1.94% bank rate spread, which as of 5/14/13 was calculated at a total of 3.99%. The Project has an estimated useful life of 30 years, which is beyond the anticipated final maturity of the Debt.

A taxable bank loan was chosen by the University after assessment of the Arena's revenue generating activities determined that less than 10% of the total debt could be attributed to tax-exempt use. The University concluded that any potential savings from issuing a portion of the Debt as tax-exempt would be consumed by tax compliance costs.

(See Attachment I for an estimated sources and uses of funds).

**Security/Lien Structure:** In consideration of the Financing Corporation borrowing the funds necessary to refinance the Project costs, the University will enter into an operating agreement with the Financing Corporation pursuant to which the University will manage and operate the Arena and agree to make payments to the Financing Corporation required to make the debt service payments on the Debt. The University's payments will be secured by a senior lien on Arena event rental revenue, facility fees, concession revenue, pouring rights revenue, event parking revenue, premium seating revenue, sponsorships, naming rights, premium charges on events and novelties. The University is currently marketing the naming rights but does not yet have a contract for those revenues. The current pouring rights contract with Coca Cola expires in 2017 and will have to be renewed.

The University is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes. The University and the Financing Corporation are committed to ensuring that sufficient revenues will be generated to fulfill the obligations with respect to the proposed Debt. The Debt will not be repaid by student fees and thus will not be a cost borne by students.

**Pledged Revenues,  
Debt Service Coverage  
And Return on  
Investment:**

For fiscal years 2007-08 through 2011-12 gross revenues of the Arena declined from \$1,204,500 to \$195,200 and, after payment of operating

expenses, a net loss was realized in each of those years varying from (\$59,500) to (\$473,483) per year. This was due first to a decline in events held in the Arena, and then due to the closure of the Arena during fiscal year 2010-11 as a result of poorly functioning mechanical and structural elements. The Arena was closed for most of fiscal year 2011-12 for renovation. For fiscal year 2012-13, the first year of operation after renovation, pledged revenues are estimated to be \$2,956,000 and net revenues are estimated to be \$1,432,000.

Although gross Arena Revenues before operating expenses are pledged, the ability of the Arena to pay its expenses, as well as meet its debt obligations, should be considered in analyzing whether the proposed financing is feasible. When looking at debt service coverage based on net revenues of the Arena, the estimated net revenues for fiscal year 2012-13 would be insufficient to cover future maximum annual debt service of \$1,639,046, with coverage of only 0.87x. For fiscal years 2013-14 to 2017-18, net revenues of the Arena are projected to grow from \$2,085,187 to \$2,788,499, with projected maximum annual debt service coverage from net Arena revenues of 1.27x in 2013-14 and 1.70x in 2017-18. The projected debt service coverage has been calculated using an assumed interest rate of 5.25% on the Debt through the assumed maturity date of July 1, 2033.

The University anticipates growth in revenues sufficient to cover debt service payments. If projected revenue growth is not realized, the University will adjust rates and expenses accordingly to cover the debt payments. To help ensure repayment of the debt, the University is setting aside a debt service reserve fund equal to maximum annual debt service on the Debt.

The internal rate of return of the Project has been estimated by the University to be 8.71%

(See Attachment II for a table of historical and projected pledged revenues and debt service coverage prepared based upon revenue information supplied by the University of South Florida. See Attachment III for the Project internal rate of return calculation prepared by the University).

**Type of Sale:**

The Debt will be structured as a privately placed bank loan with SunTrust, which was selected through a competitive RFP process.

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided by the University with respect to

the request for Board of Governors approval for the subject financing. The projections provided by the University indicate that sufficient revenues will be generated to pay debt service on the Debt as well as cover operating expenses of the Arena; however, the ability of the Arena to meet all of its obligations is dependent upon the realization of revenue growth and certain additional revenues which are somewhat speculative, such as naming rights. It is uncertain as to whether or not the Project will meet the revenue projections provided and failure to meet projections could create financial challenges. The University believes it has sufficient financial flexibility to absorb any operating deficits without creating a materially adverse effect on its athletic programs or student athletic activities.

The Board's prior issues associated with construction risk have been addressed in as much as the Project is complete. However, financial feasibility continues as a concern, with projected revenue growth, remaining speculative. The Debt is to be issued subject to the restriction that proceeds from the Debt cannot be used for operating expenses. The Debt shall only be used to reimburse the University for the portion of the Arena Capital Project capital costs specified. Any further use the proceeds for other capital projects is subject to future approval by the Board of Governors.

The Division of Bond Finance has analyzed the proposed transaction. One issue that must be appropriately considered is the Division's assertion that the proposed Debt, which is a reimbursement of internal funds expended for a completed project, is not contemplated by S. 1010.62 or the SUS Debt Management Guidelines. Both the statute and the Guidelines provide for financing of new projects and refunding of outstanding debt. Neither provides criteria by which to analyze whether a financing for reimbursement purposes is appropriate or address permissible uses of reimbursement proceeds. Approval of the University's proposal, as presented, would essentially permit the University to draw upon its equity in the Arena, creating liquidity that could be used for whatever purposes the University deems appropriate, without any oversight from the Board.

S. 1010.62, F.S. gives the Board the final authority to make the determination as to whether to authorize the issuance of the proposed Debt. Board staff opinion is that the proposed financing appears to be in compliance with the Florida Statutes governing the issuance of university debt and is in compliance with the Board of

Governors' Debt Management Guidelines. However, for the reasons state above, staff of the Board of Governors makes no recommendation for or against adoption of the resolution authorizing the proposed financing.

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**USF Financing Corporation**  
**Estimated Sources and Uses of Funds**  
**Refinancing - USF Arena and Convocation Center Renovation Project**

**Sources of Funds****Basis for Amounts**

Bond Proceeds	\$ 20,000,000	Anticipated par amount of fixed-rate tax-exempt, or taxable, Debt to be issued by USF Financing Corporation at an assumed interest rate of 5.25% for 20 years
Cash equity contributions to the Project	\$ 17,354,046	Cash equity contributed by the USF Foundation (\$10 M) and the University of South Florida (\$7.3 M)
<b>Total Sources of Funds</b>	<b>\$ 37,354,046</b>	

**Uses of Funds**

Project Costs	\$ 35,640,000	Cost of design (\$2.8 M), construction (\$31.8 M) and furniture & equipment (\$1.0 M)
Debt Service Reserve	\$ 1,639,046	Represents one year of estimated debt service to be paid from bond proceeds
Delivery Date Expenses (Costs of Issuance)	\$ 75,000	Includes: \$25-30k bond counsel, \$20k bank counsel, \$10k printing costs, and \$15-20k for other misc. costs
<b>Total Uses of Funds</b>	<b>\$ 37,354,046</b>	

STATE OF FLORIDA, BOARD OF GOVERNORS  
University of South Florida  
USF ARENA AND CONVOCAION CENTER RENOVATION PROJECT - USF Financing Corporation Bank Term Loan  
GROSS PLEDGE BASIS  
5-YEAR HISTORICAL AND PROJECTED DEBT SERVICE COVERAGE (1)

USF Arena Renovation Project	Historical					Current FY 2012-13	Projected				
	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12		FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
<b>Arena Revenues (2)(3)</b>											
Event Rent (4)	472,000	433,500	418,000	217,000	34,000	640,000	764,000	802,200	842,310	884,426	928,647
Facility Fees (5)	74,000	71,500	71,000	25,000	0	140,000	198,800	229,200	261,000	294,200	328,800
Concessions (6)	182,000	166,000	156,000	97,000	8,000	173,000	181,650	190,733	200,269	210,283	220,797
Pouring Rights (7)						1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
Parking (8)	253,000	317,000	342,000	135,500	0	195,000	217,350	228,218	239,628	251,610	264,190
Premium Seating (net) (9)	0	0	0	0	0	65,000	227,000	300,000	313,000	327,000	341,000
Sponsorship / Advertising (10)	155,500	222,000	240,000	228,500	140,500	210,000	260,000	273,000	286,650	300,983	316,032
Naming Rights (net) (11)	0	0	0	0	0	0	255,000	468,650	551,668	568,218	585,265
Premium Charges on Event Expenses (12)	40,000	40,000	11,000	27,000	5,500	205,000	225,107	231,860	238,815	245,980	253,359
Novelties and Other Revenues (13)	28,000	39,000	41,000	11,500	4,500	128,000	134,400	141,120	148,176	155,585	163,364
<b>Total Arena Pledged Revenues</b>	<b>1,204,500</b>	<b>1,289,000</b>	<b>1,279,000</b>	<b>741,500</b>	<b>192,500</b>	<b>2,956,000</b>	<b>3,663,307</b>	<b>4,064,980</b>	<b>4,281,517</b>	<b>4,438,283</b>	<b>4,601,453</b>
<b>Arena Annual Debt Service:</b>											
Proposed \$20 M Fixed Rate Loan (20 Yr @ 5.25%) (14)	0	0	0	0	0	0	1,376,546	1,639,046	1,639,046	1,639,046	1,639,046
<b>Available for Arena Operations after Pledge</b>	<b>1,204,500</b>	<b>1,289,000</b>	<b>1,279,000</b>	<b>741,500</b>	<b>192,500</b>	<b>2,956,000</b>	<b>2,286,761</b>	<b>2,425,934</b>	<b>2,642,471</b>	<b>2,799,238</b>	<b>2,962,408</b>
<b>Gross Coverage Ratios - Arena</b>							<b>2.66x</b>	<b>2.48x</b>	<b>2.61x</b>	<b>2.71x</b>	<b>2.81x</b>
<b>Gross Coverage Ratios (MADS) - Arena</b>						<b>1.80x</b>	<b>2.24x</b>	<b>2.48x</b>	<b>2.61x</b>	<b>2.71x</b>	<b>2.81x</b>
<b>Total Arena Pledged Revenues</b>	<b>1,204,500</b>	<b>1,289,000</b>	<b>1,279,000</b>	<b>741,500</b>	<b>192,500</b>	<b>2,956,000</b>	<b>3,663,307</b>	<b>4,064,980</b>	<b>4,281,517</b>	<b>4,438,283</b>	<b>4,601,453</b>
<b>Arena Operating Expenses (2)(3)(15)</b>											
Salaries, Wages and Benefits	839,000	846,000	858,000	673,000	372,500	816,000	840,480	865,694	891,665	918,415	945,968
Event Expenses (12)	757,000	746,000	709,000	495,000	56,500	1,457,000	1,500,710	1,545,731	1,592,103	1,639,866	1,689,062
Reimbursable Event Expenses (12)	(757,000)	(746,000)	(709,000)	(495,000)	(56,500)	(1,457,000)	(1,500,710)	(1,545,731)	(1,592,103)	(1,639,866)	(1,689,062)
Scoreboard Contribution (16)	0	296,144	181,921	163,172	132,483	150,000	157,500	165,375	173,644	182,326	191,442
General & Administrative	356,000	359,500	317,500	266,000	305,000	483,000	497,490	512,415	527,787	543,621	559,929
Maintenance / Utilities (17)	263,000	415,000	105,000	80,500	31,500	255,000	262,650	270,530	278,645	287,005	295,615
University Management Fee to Offset Expenses (18)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)	(175,000)
<b>Total Arena Operating Expenses</b>	<b>1,283,000</b>	<b>1,741,644</b>	<b>1,287,421</b>	<b>1,007,672</b>	<b>666,483</b>	<b>1,529,000</b>	<b>1,583,120</b>	<b>1,639,014</b>	<b>1,696,742</b>	<b>1,756,367</b>	<b>1,817,954</b>
Operating Income (Loss)	(78,500)	(452,644)	(8,421)	(266,172)	(473,983)	1,427,000	2,080,187	2,425,966	2,584,775	2,681,917	2,783,499
<b>Add: Interest Income</b>	<b>19,000</b>	<b>2,500</b>	<b>1,500</b>	<b>500</b>	<b>500</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>
<b>Net Income</b>	<b>(59,500)</b>	<b>(450,144)</b>	<b>(6,921)</b>	<b>(265,672)</b>	<b>(473,483)</b>	<b>1,432,000</b>	<b>2,085,187</b>	<b>2,430,966</b>	<b>2,589,775</b>	<b>2,686,917</b>	<b>2,788,499</b>
<b>Total Arena Debt Service</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,376,546</b>	<b>1,639,046</b>	<b>1,639,046</b>	<b>1,639,046</b>	<b>1,639,046</b>
<b>Net Income After Debt Service and Operations (19)</b>	<b>(59,500)</b>	<b>(450,144)</b>	<b>(6,921)</b>	<b>(265,672)</b>	<b>(473,483)</b>	<b>1,432,000</b>	<b>708,641</b>	<b>791,920</b>	<b>950,730</b>	<b>1,047,871</b>	<b>1,149,454</b>
<b>Implied Net Coverage Ratios - Arena</b>							<b>1.51x</b>	<b>1.48x</b>	<b>1.58x</b>	<b>1.64x</b>	<b>1.70x</b>
<b>For Information Purposes Only, Pledge is Gross</b>							<b>1.27x</b>	<b>1.48x</b>	<b>1.58x</b>	<b>1.64x</b>	<b>1.70x</b>
<b>Net Coverage Ratios - Arena</b>						<b>0.87x</b>	<b>1.33x</b>	<b>1.20x</b>	<b>1.24x</b>	<b>1.29x</b>	<b>1.34x</b>
<b>Net Coverage Ratios (MADS) - Arena</b>						<b>0.87x</b>	<b>1.12x</b>	<b>1.20x</b>	<b>1.24x</b>	<b>1.29x</b>	<b>1.34x</b>

### Notes & Assumptions

- (1) The financial information related to revenues and expenses was provided by the University of South Florida.
- (2) The decrease in revenues and operating expenses from FY 2008-09 to FY 2011-12 was due to a steady decline in events held in the arena. During FY 2010-11, the arena was closed due to poorly functioning mechanical and structural elements. The arena was closed for most of FY 2011-12 for renovation.
- (3) The significant increase in revenues and expenses in FY 2012-13 is due to the opening of the renovated arena which can now accommodate additional, higher margin events - details provided below, and also due to the recent hiring of Global Spectrum to manage the arena. Global Spectrum is a worldwide leader in the venue management industry and the world leader in managing university arenas. Current figures and projections for the arena were provided by Global Spectrum; guidance was also provided in a feasibility study performed by Conventions, Sports & Leisure in April 2009 that assessed the market and financial potential for a renovated or new Sun Dome Arena.
- (4) The increased event rent revenue in FY 2012-13 is due to an increase in the number of larger events that will be charged a full market rate. At an average of approximately 175 events per year, average event rent will increase from \$2,500 to \$3,700 per day. Event rent is projected to increase to an average of \$4,400 per day in FY 2013-14 due to an additional increase of \$2,000 to \$6,000 per day for University events. Projections for FY 2014-15 and thereafter are based on an assumed growth rate of 5% per annum.
- (5) The increased facility fee revenue in FY 2012-13 is due to an increase in facility fee per ticket for basketball events, from \$1.00 to \$2.25, and an increase in facility fee per ticket for concerts and other external events, from \$1.00 to \$2.50. Projections are based on an annual increase of \$0.25 per ticket.
- (6) The increased concessions revenue in FY 2012-13 is due to an increase in the number of concessions stands on the new concourse level and due to an increase in realized revenue per attendee related to new and enhanced premium food/beverage offerings, an increase in the number of events and attendance at each event. The University recently partnered with Aramark Corporation for its concessions program. Aramark supports more than 200 premier sports, entertainment, recreational, and educational sports facilities in the U.S. Projections are based on an assumed growth rate of 5% per annum.
- (7) The Coca-Cola pouring rights / sponsorship contract was extended for five years in August 2012 at a negotiated per annum amount of \$1,200,000 through FY 2016-17, up \$400,000 per annum from the expiring contract at \$800,000 per annum.
- (8) The event parking revenue in FY 2012-13 is based on the anticipated event mix, whereby patrons are charged for event parking reflecting the current availability and ability to charge for parking. Projections are based on an assumed growth rate of 5% per annum.
- (9) Premium seating projections are based on net revenue from loge suite sales (i.e. loge suite gross sales less basketball ticket fulfillment costs) and an annual club access contribution from USF Athletics for donor club seating sections. Loge suites are estimated to net \$28,000 to \$32,000 per suite per annum and USF Athletics contribution for club access is \$40,000 per annum. Projections are based on an escalating level of loge suite sales to FY 2014-15 and are also based on an assumed growth rate of 5% per annum.
- (10) The increased sponsorship revenue in FY 2012-13 is due to the increased value and inventory of sponsorship opportunities: increased number of events, spectators and visibility (over 300,000 in annual attendance, over 150 annual events, member of The Big East Conference which nationally televises all men's basketball games). Projections are based on an assumed growth rate of 5% per annum.
- (11) Projected naming rights revenues in FY 2013-14 are based on an initial value of \$650,000 (excluding other sponsorship components) less applicable annual commission fees to third party sales agent and one-time/upfront fulfillment costs associated with implementing naming rights. The University Athletics Department also has a longstanding relationship with IMG, the world's leading sports talent and licensing management company. IMG has valued and will be marketing the Naming Rights for the Arena. Projections thereafter are based on a growth rate of 3% per annum.
- (12) Event expenses typically include expenses directly associated with providing ticket takers, ushers, security, event changeover crews, materials, supplies and other such expenses. The costs are passed through to the event promoters plus a premium rate, an average of 15 percent. The premium charges generate net revenue to the arena and can be pledged to pay debt service. The expense reimbursements are included under expenses as an offset to direct costs and indirect operating costs of the arena. The costs are based on the type of event and number of people in attendance. Event expenses are projected to grow at a rate of 3% per annum.
- (13) Novelties, ticket fees (e.g. convenience charge rebates, box office fees) and other revenues are each expected to increase due to the a new team merchandise store and increased number of events and attendance; projections are based on an assumed growth rate of 5% per annum. Convenience charge rebates are rebates that the arena receives from the third-party ticket agents, such as Ticketmaster, who is contracted to sell tickets. It is estimated that third-party ticket sellers will sell 60 percent of market-driven event tickets. Box office fees are fees charged on transactions directly fulfilled at the ticket office point of sale.
- (14) Projected debt service is calculated based on the assumed par amount of \$20 million, financed over a period of 20 years at an assumed interest rate of 5.25%. The proceeds of the debt will be used to refinance a portion of the costs of the Project, to fund a Debt Service Reserve Fund and also to pay for costs of issuance.
- (15) Unless otherwise indicated, all projected expenses are based on an assumed growth rate of 3% per annum.
- (16) Scoreboard contribution represents an annual cash outflow to a scoreboard manufacturer based on percentage share of sponsorship / advertising revenues related to certain corner scoreboard units. Contribution amount beginning in FY 2013-14 is based on the five year historical average. Projections are based on an assumed growth rate of 5% per annum.
- (17) Maintenance & Utilities represent routine maintenance and utility costs for operating the facility.
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- (19) The University is restricting arena net income after operations and debt service to a dedicated account to accumulate cash funds for future operating support (if needed) and future renovation and replacement reserves.



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## The PFM Group

Public Financial Management, Inc.  
PFM Asset Management LLC  
PFM Advisors

Lincoln Plaza  
Suite 1170  
300 S. Orange Avenue  
Orlando, FL  
32801-3470

407 648-2208  
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April 1, 2013

## Memorandum

**To:** Fell Stubbs, Executive Director – University of South Florida Financing Corporation  
**From:** David Moore, Managing Director – Public Financial Management  
Jay Glover, Managing Director – Public Financial Management  
**Re:** University of South Florida Arena and Convocation Center Project –  
Financing Structure Review

---

Public Financial Management (“PFM”) has been retained by the University of South Florida (the “University” or “USF”) to serve as financial advisor on its proposed issuance of \$20,000,000 of debt to refinance a portion of the cost to renovate the USF Arena and Convocation Center Project (the “Project”) and to fund a debt service reserve fund equal to one year’s debt service. The scope of this review did not involve PFM preparing a feasibility report on the operations of the Arena including the revenue and expenses expected to be generated by the Project. Rather, PFM reviewed the financial proforma prepared by the University and assisted with the development of the plan of finance and credit structure as well as review of the bank loan proposals received by the University.

### Project Description

Based on information provided to PFM by the University, it is our understanding that the Project included modifications to the existing 250,000 gross square foot arena aimed at improving the building’s overall functionality. The modifications extended the useful life of the Arena for an additional 30 years which included the replacement of the 10,000-seat bowl structure, added new seating with retractable sections at the lower level, enhanced life safety and energy efficient HVAC, added a new concourse level with concession stands and restrooms, added ten new loge boxes with premium seating, added new student, upscale hardwood and arena clubs, added a new retail area, added a new center hung scoreboard with ribbon and display boards and a 4-cluster sound system, added new NCAA broadcast capabilities including level C lighting and a large media conference room, enhanced the southeast, northeast and southwest entries, modified the temporary hurricane shelter, and restored the plaza, loading dock, broadcast and performer staging areas, sidewalks, parking, landscaping and exterior concrete. The project was completed in May of 2012 at a total cost of \$35.6 million, which was initially funded from legally available auxiliary cash resources of the University. From the outset it has been the University’s intention to reimburse itself for a portion of the cost via an external financing and as such a reimbursement Resolution was adopted by the University of South Florida Financing Corporation (USFFC) Board of Directors on November 6, 2012. Subsequently, the University Board of Trustees adopted the reimbursement Resolution authorizing the issuance of the debt by USFFC on March 21, 2013.



the University generated proforma included as Exhibit A. Specifically, the proforma relies on increased Arena Revenues (Pledged Revenues) from \$2.96 MM in 2013 to \$4.6 MM in 2018 (55% increase). The most significant portion of this revenue stream (\$1.2 MM) is related to a recently renewed pouring rights/sponsorship agreement with Coca-Cola that provides for a 50% increase in payments and has a revised expiration date of 2017. It is vital to the ongoing operation of the Arena as well as the timely payment of debt service that this agreement be extended or re-negotiated prior to its expiration date. Based on conversations with the University, it is their expectation that Coca-Cola will enter into negotiations to extend this longstanding agreement prior to its expiration, as well as match any offers from competitors. Another element of the Pledged Revenues that warrants discussion is the Arena naming rights (\$255,000 in FY 2014 increasing to \$585,265 in FY 2018). Currently there is not a contract in place for these naming rights, but the University has engaged IMG Sports Marketing to accurately value and actively market them on a national basis. As such, PFM has recommended to USSFC that the proforma debt service coverage calculations be shown with and without naming rights revenues.

Preliminary revenue projections were prepared by Convention Sports & Leisure ("CSL") in its 2009 Feasibility Assessment: Sun Dome Renovation or New Arena Development. While CSL was not retained to update their feasibility study based on the final project configuration, the Project is generally consistent with the recommendations in the feasibility report. Due to the competitive environment for similar facilities, it is impossible to determine whether the additional revenues will materialize as projected, but the study demonstrates that similar facilities are able to generate similar revenues. It is worth noting in the study that the Arena's geographic location, anticipated renovation and link to the University will likely be a significant asset in the effort to draw new, more lucrative activities to the Arena.

Based on the revenue and expense estimates included in the proforma, the Arena is projected to generate positive net income in FY 2013. These projections represent six months of actual performance and a forecast for the balance of the year. Upon issuance of the contemplated debt, the Arena is projected to continue operating at a surplus in FY 2014-FY 2018. In addition, gross debt service coverage ranges from 2.48 times to 2.81 times over this timeframe. When analyzed on a net coverage basis (after payment of operating expenses) the debt service coverage ranges from 1.48 times to 1.70 times (with naming rights included) and 1.20 times to 1.34 times (without naming rights included). The University has indicated its intention that the Arena will be operated in such a manner that will allow the net debt service coverage ratio to be maintained at a minimum of 1.30 times.

Given the uncertainty regarding the magnitude of certain revenue streams and expense projections, it is important to have additional liquidity for bondholder protection. As such, PFM recommended that USSFC fund a debt service reserve equal to one year's debt service. In the event of unforeseen circumstances, the DSRF would be available to make debt service payments and allow the University time to make strategic long-term decisions regarding changes in the operating parameters required to return the Arena to profitability. This reserve will remain in place through the duration of the financing and, if ever used, would be replenished from next available Pledged Revenues.

## Notes & Assumptions

- (1) The financial information related to revenues and expenses was provided by the University of South Florida.
- (2) The decrease in revenues and operating expenses from FY 2008-09 to FY 2011-12 was due to a steady decline in events held in the arena. During FY 2010-11, the arena was closed due to poorly functioning mechanical and structural elements. The arena was closed for most of FY 2011-12 for renovation.
- (3) The significant increase in revenues and expenses in FY 2012-13 is due to the opening of the renovated arena which can now accommodate additional, higher margin events - details provided below, and also due to the recent hiring of Global Spectrum to manage the arena. Global Spectrum is a worldwide leader in the venue management industry and the world leader in managing university arenas. Current figures and projections for the arena were provided by Global Spectrum; guidance was also provided in a feasibility study performed by Conventions, Sports & Leisure in April 2009 that assessed the market and financial potential for a renovated or new Sun Dome Arena.
- (4) The increased event rent revenue in FY 2012-13 is due to an increase in the number of larger events that will be charged a full market rate. At an average of approximately 175 events per year, average event rent will increase from \$2,500 to \$3,700 per day. Event rent is projected to increase to an average of \$4,400 per day in FY 2013-14 due to an additional increase of \$2,000 to \$6,000 per day for University events. Projections for FY 2014-15 and thereafter are based on an assumed growth rate of 5% per annum.
- (5) The increased facility fee revenue in FY 2012-13 is due to an increase in facility fee per ticket for basketball events, from \$1.00 to \$2.25, and an increase in facility fee per ticket for concerts and other external events, from \$1.00 to \$2.50. Projections are based on an annual increase of \$0.25 per ticket.
- (6) The increased concessions revenue in FY 2012-13 is due to an increase in the number of concessions stands on the new concourse level and due to an increase in realized revenue per attendee related to new and enhanced premium food/beverage offerings, an increase in the number of events and attendance at each event. The University recently partnered with Aramark Corporation for its concessions program. Aramark supports more than 200 premier sports, entertainment, recreational, and educational sports facilities in the U.S. Projections are based on an assumed growth rate of 5% per annum.
- (7) The Coca-Cola pouring rights / sponsorship contract was extended for five years in August 2012 at a negotiated per annum amount of \$1,200,000 through FY 2016-17, up \$400,000 per annum from the expiring contract at \$800,000 per annum.
- (8) The event parking revenue in FY 2012-13 is based on the anticipated event mix, whereby patrons are charged for event parking reflecting the current availability and ability to charge for parking. Projections are based on an assumed growth rate of 5% per annum.
- (9) Premium seating projections are based on net revenue from loge suite sales (i.e. loge suite gross sales less basketball ticket fulfillment costs) and an annual club access contribution from USF Athletics for donor club seating sections. Loge suites are estimated to net \$28,000 to \$32,000 per suite per annum and USF Athletics contribution for club access is \$40,000 per annum. Projections are based on an escalating level of loge suite sales to FY 2014-15 and are also based on an assumed growth rate of 5% per annum.
- (10) The increased sponsorship revenue in FY 2012-13 is due to the increased value and inventory of sponsorship opportunities: increased number of events, spectators and visibility (over 300,000 in annual attendance, over 150 annual events, member of The Big East Conference which nationally televises all men's basketball games). Projections are based on an assumed growth rate of 5% per annum.
- (11) Projected naming rights revenues in FY 2013-14 are based on an initial value of \$650,000 (excluding other sponsorship components) less applicable annual commission fees to third party sales agent and one-time/upfront fulfillment costs associated with implementing naming rights. The University Athletics Department also has a longstanding relationship with IMG, the world's leading sports talent and licensing management company. IMG has valued and will be marketing the Naming Rights for the Arena. Projections thereafter are based on a growth rate of 3% per annum.
- (12) Event expenses typically include expenses directly associated with providing ticket takers, ushers, security, event changeover crews, materials, supplies and other such expenses. The costs are passed through to the event promoters plus a premium rate, an average of 15 percent. The premium charges generate net revenue to the arena and can be pledged to pay debt service. The expense reimbursements are included under expenses as an offset to direct costs and indirect operating costs of the arena. The costs are based on the type of event and number of people in attendance. Event expenses are projected to grow at a rate of 3% per annum.
- (13) Novelities, ticket fees (e.g. convenience charge rebates, box office fees) and other revenues are each expected to increase due to the a new team merchandise store and increased number of events and attendance; projections are based on an assumed growth rate of 5% per annum. Convenience charge rebates are rebates that the arena receives from the third-party ticket agents, such as Ticketmaster, who is contracted to sell tickets. It is estimated that third-party ticket sellers will sell 60 percent of market-driven event tickets. Box office fees are fees charged on transactions directly fulfilled at the ticket office point of sale.
- (14) Projected debt service is calculated based on the assumed par amount of \$20 million, financed over a period of 20 years at an assumed interest rate of 5.25%. The proceeds of the debt will be used to refinance a portion of the costs of the Project, to fund a Debt Service Reserve Fund and also to pay for costs of issuance.
- (15) Unless otherwise indicated, all projected expenses are based on an assumed growth rate of 3% per annum.
- (16) Scoreboard contribution represents an annual cash outflow to a scoreboard manufacturer based on percentage share of sponsorship / advertising revenues related to certain corner scoreboard units. Contribution amount beginning in FY 2013-14 is based on the five year historical average. Projections are based on an assumed growth rate of 5% per annum.
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STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Budget and Finance Committee  
Ballroom, Marshall Student Center  
University of South Florida  
Tampa, Florida  
June 20, 2013  
9:30 a.m. – 11:00 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach  
Members: Beard, Colson, Huizenga, Levine, Rood, Tripp

1. Call to Order Governor Tom Kuntz
2. **Approval of Committee Meeting Minutes** Governor Kuntz  
Minutes, March 28, 2013
3. **Performance Funding Update** Governor Kuntz
4. **2014-2015 Legislative Budget Request Guidelines** Mr. Tim Jones  
Chief Financial Officer,  
Board of Governors
5. **Collegiate License Plate Expenditure Modification** Mr. Jones  
Requested by FSU

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|-----|--|---|
| 6.  | <b>Capital Improvement Fee Increase Requested by FAU, FGCU, FIU, NCF, UCF, UNF, USF and UWF</b>  | <b>Mr. Chris Kinsley</b><br><i>Director, Finance &amp; Facilities,<br/>Board of Governors</i> |
| 7.  | <b>Orientation Fee Increase Requested by FAU, FIU, FSU and UCF</b>   | <b>Governor Kuntz</b>   |
| 8.  | <b>New Green Fee Requested by FAMU and FSU</b>   | <b>Governor Kuntz</b>   |
| 9.  | <b>Approve Public Notice of Intent to Amend Regulation 18.002, Notice and Protest Procedures for Protests Related to a University's Contract Procurement Process</b> | <b>Ms. Vikki Shirley</b><br><i>General Counsel,<br/>Board of Governors</i>                    |
| 10. | <b>Concluding Remarks and Adjournment</b>  | <b>Governor Kuntz</b>   |



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** Approval of Minutes of Meeting held March 28, 2013

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of meeting held on March 28, 2013.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the meeting held on March 28, 2013 at Florida A&M University.

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**Supporting Documentation Included:** Minutes: March 28, 2013

**Facilitators/Presenters:** Governor Kuntz

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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
BUDGET AND FINANCE COMMITTEE  
FLORIDA A&M UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 28, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

Mr. Tom Kuntz, Vice-Chair, convened the meeting of the Budget and Finance Committee at 9:08 AM. Members present were Ned Lautenbach; Norman Tripp; Dick Beard; Cortez Whatley; John D. Rood; H. Wayne Huizenga, Jr.; Alan Levine and Dean Colson. Other Board members present included Mori Hosseini, Matt Carter, Manoj Chopra, Ed Morton, Pat Frost and Wendy Link.

**1. Call to Order**

Mr. Kuntz called the meeting to order.

**2. Approval of January 17, 2013, Meeting Minutes**

Mr. Colson moved that the Committee approve the minutes of the meeting held January 17, 2013 as presented. Mr. Beard seconded the motion, and members of the Committee concurred.

**3. Committee Calendar of Primary Activities**

Mr. Kuntz reviewed the primary activities calendar with the Committee.

**4. Performance Funding Update**

Mr. Kuntz recapped the discussion held at the January meeting. After the January meeting, the Governor released his budget recommendation for the universities which included the distribution of \$167 million based on only three metrics. Mr. Kuntz stated that it is too early to know what will happen with the budget, but based on the work this Committee and staff has done, that we are in a position to move forward in whichever direction we need.

Mr. Jones provided an update on the meetings being held by the Provosts as they work to establish the weights and rubrics. Mr. Jones also provided an update on the work of the Cost per Degree Workgroup created by the Chancellor.

Mr. Kuntz directed Committee members to page 223 of the agenda packet that focuses on tuition differential metrics that would help guide this Committee when universities submit requests for tuition differential increases. Mr. Kuntz reviewed the tuition differential process.

Mr. Kuntz reminded the Committee that the June meeting is when presentations are made by the universities on their annual work plans, which will include any university tuition differential increases that may come from the local Board of Trustees. There are several weeks left in session and we do not know what the Legislature will do with base tuition, nor do we know if any university Board of Trustees will request a tuition differential increase. However, in an abundance of caution we need to be prepared just in case a Board of Trustees brings forward a tuition differential request.

Mr. Kuntz asked that staff and the universities have the tuition differential metrics finalized by June 1. He further indicated that the Committee may need to schedule a meeting in early June to review the metrics. Mr. Kuntz asked Chair Colson if a full Board meeting could be scheduled in early June as well to consider the metrics that may be approved by the Committee. Chair Colson would look at scheduling an early June meeting.

## **5. Auxiliary Facilities 2013-2014 Operating Budget**

Mr. Kuntz asked Mr. Jones to present the approval of 2013-14 operating budgets for certain auxiliary facilities.

Mr. Jones indicated that specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety (90) days preceding the beginning of the fiscal year. Staff has reviewed the income and expenditure statements and there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2013-2014.

Mr. Levine questioned why FIU's ending fund balances were declining. Ms. Aime Martinez, FIU, indicated that the drop in cash in the housing auxiliary during fiscal year 2012-2013 was primarily related to the increase in operating expenses, of which \$1.6 million was budgeted for furniture upgrades, repairs and maintenance. The second component was the significant transfers-out, of which \$6.7 million related to housing auxiliary cash contribution to the construction of the new Parkview project and additional projects also budgeted during the year.

Mr. Tripp moved that the Committee approve the operating budgets as presented. Mr. Beard seconded the motion, and members of the Committee concurred.

6. **Concluding Remarks and Adjournment**

Having no further business, the meeting was adjourned at 9:30 AM.

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Tom Kuntz, Chair

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Tim Jones,  
Chief Financial Officer

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** Performance Funding Update

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**PROPOSED COMMITTEE ACTION**

For Information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Governor Kuntz and staff will provide an update on work that has transpired since the March Committee meeting.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Governor Kuntz



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** 2014-2015 Legislative Budget Request (LBR) Guidelines

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**PROPOSED COMMITTEE ACTION**

Approve the 2014-2015 LBR guidelines for the operating budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2014-2015 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2014-2015 operating and fixed capital outlay LBR at the September 2013 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. Operating LBR** - There is one primary change:
  - a. Replaces the list of specific strategic plan goals with a Board approved performance funding model allocation. The primary funding included in the 2014-15 LBR will be centered on a performance funding model to allocate resources to meet the goals of the strategic plan.
- II. Fixed Capital Outlay LBR** - There are four primary changes:
  - a. Specialized space for newly approved academic programs has been removed as a funding priority.
  - b. Joint-use projects have been removed as a funding priority.
  - c. New Florida initiative projects have been removed as a funding priority and replaced with an anticipated new performance funding model.

- d. The requirement to designate each project by strategic type has been removed.

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**Supporting Documentation Included:** 2014-2015 LBR Guidelines

**Facilitators/Presenters:** Tim Jones

## **State University System of Florida Board of Governors 2014-15 Legislative Budget Request Development Policy Guidelines**

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2014-2015 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan, address specific institutional issues as outlined in the university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives outlined in university work plans, should be incorporated into the following priorities, which will be reflected in the LBR:

### **Operating and Specialized Program Funds:**

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs.
  - a. Administered Funds – Funds will be requested for the annualization associated with the 2013-2014 change in employee salary and benefits appropriated by the 2013 Legislature.
  - b. Major Gift Program – Although this program was suspended on June 30, 2011, \$286 million in unmatched gifts exist. Funds will be requested to match these eligible donations.

- c. Plant operations and maintenance for new and existing buildings –
    - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2013-2014;
    - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2014-2015.
    - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.
  - d. Faculty and Staff Retention – Keeping qualified faculty and staff is paramount to student success, and ensuring that the universities continue to be included in administered funds will be closely monitored.
  - e. Medical Education – Funding will be requested for continued implementation of the FIU and UCF medical schools and for Board approved issues at existing medical schools.
2. Strategic Plan Goals – System and university funding requests should focus on system priorities, with funds being allocated to universities pursuant to a Board approved performance model.
  3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
  4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.
  5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 2014-2015 LBR for operations:

- June: Board approves the LBR Policy Guidelines.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.

- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.

### Fixed Capital Outlay Funds<sup>1</sup>:

1. Public Education Capital Outlay (PECO) funding for Remodeling/Renovation/Maintenance/Repair will be requested pursuant to the provisions of Section 1013.64(1)(a), Florida Statutes.
2. The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended<sup>2</sup> PECO projects in the following priority order:

- a. Continuation projects
  - i. Funded by the Legislature in the amount and in the year as last included on the Board adopted three year list.
  - ii. Funded by the Legislature, but not on the Board adopted three year list.

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<sup>1</sup> Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2012-13. This standard applies both to the university as a whole and on a site-specific basis.

<sup>2</sup> Specific survey recommendation is not required for infrastructure and matching funds projects.

- iii. Require additional funding to complete project as originally requested.
  - b. Utilities/infrastructure/capital renewal/roofs needs.
  - c. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation for demolition and technology upgrades that are in accordance with Section 1013.64(4)(a), Florida Statutes.
  - d. Land or building acquisition in accordance with university board of trustees adopted master plans.
  - e. New facilities, as needed to meet instructional and support space needs.
  - f. Non-survey recommended projects.
3. State matching funds for the facilities enhancement matching program will continue to be requested for eligible projects that met the eligibility requirements of Section 1013.79, Florida Statutes prior to suspension of the program.
  4. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62, Florida Statutes.

The following represents the timeline for submission of the SUS 2014-15 Fixed Capital Outlay LBR:

- May: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs to include proposed projects and authorizations.
- June: Board approves the LBR Policy Guidelines.
- August: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required.
- September: Board approves the fixed capital outlay (FCO) LBR.
- October: Fixed capital outlay LBR is submitted to the Governor and Legislature.
- December: Universities submit amended FCO requests to Board.
- January: Board approves amended FCO requests.
- March: If necessary, potential PECO amendments to reflect March PECO revenue estimating conference allocations.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** FSU Collegiate License Plate Revenue Expenditure Plan Modification

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**PROPOSED COMMITTEE ACTION**

Consider approval of a revised Florida State University expenditure plan for funds received from the sale of collegiate license plates.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 320.08058(3), Florida Statutes

**BACKGROUND INFORMATION**

Section 320.08058(3)(b), Florida Statutes, states that the Board of Governors shall require each state university to submit a plan for approval of the expenditure of all revenues collected from the sale of collegiate license plates. The funds may only be used for academic enhancement, including scholarships and private fundraising activities.

During fiscal year 2011-12 over \$5.9 million was generated from the sale of collegiate license plates for the universities.

	Gross Revenues
FAMU	\$468,000
FAU	\$58,700
FGCU	\$39,675
FIU	\$73,425
FSU	\$1,729,650
NCF	\$22,125
UCF	\$362,975
UF	\$2,696,150
UNF	\$44,125
USF	\$402,200
UWF	\$29,550



On March 15, 1996 the Board of Regents approved expenditure plans for nine universities, and modified FSU's expenditure plan on July 11, 1997. The Board of Governors approved expenditure plans for FGCU and NCF and a revised plan for FAMU on June 20, 2011. These expenditure plans indicate the percentage of funds that would be expended for scholarships, fundraising and academic enhancements. These plans would be in effect indefinitely unless the university wished to deviate from the approved plan.

	Scholarships	Fundraising	Academic Enhancement
FAMU	85%	15%	
FAU	75%	25%	
FGCU	100%		
FIU	75%	25%	
FSU	96%	4%	
NCF	50%	10%	40%
UCF	20%	30%	50%
UF	60%	40%	
USF	20%	66%	14%
UNF	70%	30%	
UWF		100%	

On May 29, 2009, the Florida State University Board of Trustees authorized the President to modify their expenditure plan to slightly increase fundraising in order to maximize marketing and try to increase revenues, which would add to student financial aid:

	Scholarships	Fundraising	Academic Enhancement
FSU - Current	96%	4%	
FSU - Proposed	90%	10%	

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**Supporting Documentation Included:** 1. March, 1996 Board of Regents action  
2. July, 1997 Board of Regents action  
3. Florida State University letter

**Facilitators/Presenters:** Tim Jones



**STATE UNIVERSITY SYSTEM OF FLORIDA**

325 West Gaines Street, Tallahassee, Florida 32399-1950

March 21, 1996

M E M O R A N D U M

TO: Members, Council of Presidents

FROM: Charles B. Reed

SUBJECT: Collegiate License Plate Program

This is to advise that the Board of Regents, at its meeting on March 15, 1996, approved the use of Collegiate License Plate funds as depicted on the attached Supplemental Agenda Item 12 and Certificate of the Secretary. Pursuant to Chancellor's Memorandum 88-05.1, this approval will remain in effect indefinitely. Submission of a revised expenditure plan will be required only if the university wishes to deviate from the approved plan.

CBR/dgs

Attachment

cc: University Foundation Directors

**AN EQUAL ACCESS/OPPORTUNITY—AFFIRMATIVE ACTION SYSTEM**

University of Florida • Florida State University • Florida A&M University • University of South Florida • Florida Atlantic University  
Gainesville Tallahassee Tallahassee Tampa Boca Raton

University of West Florida • University of Central Florida • Florida International University • University of North Florida • Florida Gulf Coast University  
Pensacola Orlando Miami Jacksonville Ft. Myers

BOARD OF REGENTS  
March 15, 1996

SUBJECT: Approval of Collegiate License Plate Revenue Expenditure Plans

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BOR COMMITTEE REVIEW: Finance/Facilities  
UNIVERSITIES AFFECTED: All Except FGCUPROPOSED BOARD ACTION

Approve expenditure plans for funds received from the sale of Collegiate License Plates as outlined on the attachment.

BACKGROUND INFORMATION

Pursuant to Section 320.08058, Florida Statutes, revenues received from the sale of Collegiate License Plates shall be utilized for academic enhancement purposes, including scholarships and fund-raising activities, as approved by the Board of Regents. Since Florida Statutes stipulate the type of activities for which Collegiate License Plate revenues can be utilized, the Board could approve a continuing plan that meets the statutory requirements. Such approval would eliminate paperwork and make Collegiate License Plate revenues available for use by the universities immediately upon the receipt of funds from the Department of Highway Safety and Motor Vehicles. The attached summary reflects each university's proposed expenditure plan for the use of funds for which expenditure plans have not been previously approved. The universities propose to utilize these revenues as outlined in statute. Future expenditure plans will be submitted for Board of Regents approval only if the university wishes to deviate from the approved plan. As indicated on the summary, some universities are proposing to utilize a large portion or all of their available funds on fund-raising activities.

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Supporting Documentation Included: Summary of University Plans

Other Support Documents Available: Individual University Plans

Legal Review Required: Yes No X

EEO Impact Studies Required: Yes No X

Council Review: N/A

Date Submitted: 3/04/96

Prepared by: Ron Stubbs/Bob Henker

Phone: 904/488-6370

SC 278-6370

Submitted by: Carl W. Blackwell C.W.B.

Phone: 904/487-0862

SC 277-0862



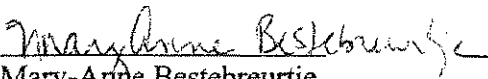
**STATE UNIVERSITY SYSTEM OF FLORIDA**  
325 West Gaines Street, Tallahassee, Florida 32399-1950

March 19, 1996

**FLORIDA BOARD OF REGENTS**

**CERTIFICATE OF THE SECRETARY**

I, Mary-Anne Bestebreurtje, Corporate Secretary of the Florida Board of Regents, do hereby certify that the Florida Board of Regents at a meeting on March 15, 1996, authorized each university to utilize Collegiate License Plate Revenues as defined in Item 12 of the Amended Agenda.

  
Mary-Anne Bestebreurtje  
Corporate Secretary

In witness thereof, I have  
hereunto set my hand and  
seal this 19th day of March,  
1996.

**AN EQUAL ACCESS/OPPORTUNITY—AFFIRMATIVE ACTION SYSTEM**

University of Florida • Florida State University • Florida A&M University • University of South Florida • Florida Atlantic University  
Gainesville Tallahassee Tallahassee Tampa Boca Raton

University of West Florida • University of Central Florida • Florida International University • University of North Florida • Florida Gulf Coast University  
Pensacola Orlando Miami Jacksonville Ft. Myers

STATE UNIVERSITY SYSTEM  
UNIVERSITY EXPENDITURE PLANS  
EFFECTIVE MARCH 15, 1996  
COLLEGIATE LICENSE PLATE REVENUES  
RESIDUAL BALANCES NOT PREVIOUSLY SUBMITTED FOR APPROVAL  
AND  
REVENUES RECEIVED AFTER JULY 1, 1995

	<u>UF</u>	<u>FSU</u>	<u>FAMU</u>	<u>USE</u>	<u>FAU</u>	<u>UWF</u>	<u>UCF</u>	<u>FIU</u>	<u>UNF</u>
SCHOLARSHIPS	60.00%	18.00%	85.00%	20.00%	75.00%		50.00%	75.00%	70.00%
FUNDRAISING	40.00%	82.00%	15.00%	66.00%	25.00%	100.00%	30.00%	25.00%	30.00%
ACADEMIC ENHANCEMENT				14.00%			20.00%		

NOTE: AN EXCEPTION TO THE ABOVE EXPENDITURE PLANS: THE PLAN FOR THE UNIVERSITY OF CENTRAL FLORIDA WILL BECOME EFFECTIVE JULY 1, 1996



*Presidential*

STATE UNIVERSITY SYSTEM OF FLORIDA  
325 West Gaines Street, Tallahassee, Florida 32399-1950

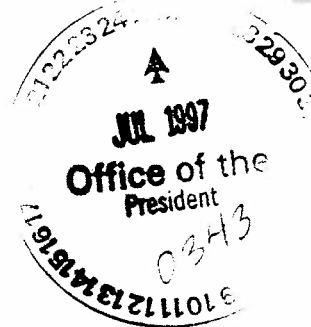
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Abele  
Dalton  
Bookout  
Robison

JUL 29 1997

University Relations

July 23, 1997



M E M O R A N D U M

TO: President Sandy D'Alemberte

FROM: Charles B. Reed *Charles B. Reed*

SUBJECT: Collegiate License Plate Expenditure Plan

This is to advise that the Board of Regents, at its meeting on July 11, 1997, approved the change in expenditure plan for utilization of Collegiate License Plate funds as depicted on the attached Agenda Item 8A.

CBR/dgs

Attachment

AN EQUAL ACCESS/OPPORTUNITY—AFFIRMATIVE ACTION SYSTEM

University of Florida • Florida State University • Florida A&M University • University of South Florida • Florida Atlantic University  
Gainesville Tallahassee Tallahassee Tampa Boca Raton

University of West Florida • University of Central Florida • Florida International University • University of North Florida • Florida Gulf Coast University  
Pensacola Orlando Miami Jacksonville Ft. Myers

## BOARD OF REGENTS

July 11, 1997

SUBJECT: Approval of Change in Plan for Expenditure of Collegiate License Plate Revenue

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BOR COMMITTEE REVIEW: Finance/Facilities  
UNIVERSITIES AFFECTED: FSU

PROPOSED BOARD ACTION

Approve change to expenditure plan for utilization of revenue received from the sale of Collegiate License Plates.

BACKGROUND INFORMATION

Pursuant to Section 320.08058, Florida Statutes, revenues received from the sale of collegiate license plates shall be utilized for academic enhancement purposes, including scholarships and fund-raising activities, as approved by the Board of Regents. At the March 15, 1996 Board of Regents meeting, university expenditure plans for utilization of collegiate license plate revenues were approved with the understanding that future expenditure plans will be submitted for Board of Regents approval only if the university wishes to deviate from the approved plan.

Florida State University's approved plan provided that 18% of the revenue be expended for scholarships and 82% be used for fund-raising. The University now wants to dedicate nearly all of its license plate proceeds to support scholarship students and wishes to change the plan of expenditure, effective July 1, 1997, to provide 96% for scholarships and 4% for fund-raising.

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Supporting Documentation Included:	None
Other Support Documents Available:	University's Request March 15, 1996 Approved Plan
Legal Review Required:	Yes                      No X
EEO Impact Studies Required:	Yes                      No X
Council Review: N/A	Date Submitted: 6/18/97
Prepared by: Ron Stubbs	Phone: 904/487-8005 SC 277-8005
Submitted by: Carl Blackwell <i>C.W.B.</i>	Phone: 904/487-0862 SC 277-0862



THE FLORIDA STATE UNIVERSITY  
OFFICE OF THE PRESIDENT

April 16, 2013

Mr. Tim Jones  
Chief Financial Office  
Florida Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Mr. Jones,

The purpose of this letter is to request approval of a change in the Collegiate License Plate allocation at Florida State University in accordance with Florida statutes. Section 320.08058(3)(b), F.S., states the Board of Governors of the State University System shall require each state university to submit a plan for approval of the expenditure of all funds so designated.

The expenditure plan currently in effect was implemented on July 1, 2009. As authorized by the Florida State University Board of Trustees, the President approved a change in the allocation on May 29, 2009 as noted below:

	Allocation Effective July 1, 1997 Approved by the Board of Regents July 11, 1997	Revised Allocation Effective July 1, 2009
Scholarships	96%	90%
Marketing/Fundraising	4%	10%

If you have questions, please contact Liz Maryanski, Vice President for University Relations at 644-1000 or [lizm@fsu.edu](mailto:lizm@fsu.edu).

Sincerely,

Eric J. Barron  
President

c: Garnett S. Stokes, Provost, Florida State University  
Tom Jennings, Vice President for University Advancement, Florida State University  
Liz Maryanski, Vice President for University Relations, Florida State University  
Andy Jhanji, Executive Vice President, Florida State University Foundation



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** 2013-2014 Capital Improvement Fee

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**PROPOSED COMMITTEE ACTION**

Review and take action on universities' request to increase the capital improvement fee effective with the fall 2013 semester.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Board Regulation 7.003

**BACKGROUND INFORMATION**

Pursuant to Regulation 7.003 (16) university boards of trustees may submit capital improvement fee increase proposals for consideration by the Board. The fee cannot exceed 10 percent of tuition for resident students or 10 percent of the sum of tuition and out-of-state fees for non-resident students. The fee for resident students is limited to an increase of \$2 per credit hour over the prior year. The regulation also requires a fee committee to meet and make recommendations with regards to the amount of the proposed increase and project selection.

The fee, paid by students, is remitted to the state by each university on a monthly basis. The proceeds are used to 1) satisfy annual debt service requirements, 2) subsidize costs at university child development centers in accordance with law and 3) support those facilities recommended by the students. Historically, CITF has been the primary and in many cases only source of funding for student life facilities, such as student unions, recreation centers and wellness/fitness spaces.

The Florida College System has a parallel program, with a weighted mean per credit hour charge of \$8.72 for fall 2012. (See Attachment II) The requested fee increases, if approved for fall 2013, would still be lower than the fees charged last year for all but a few Florida Colleges.

The following institutions have requested increases to the CITF fee, as follows:

	<b>Current Per Credit Hour Fee</b>	<b>Proposed Increase Per Credit Hour</b>	<b>Total Per Credit Hour</b>
USF	\$ 6.76	\$ 1.24	\$ 8.00
NCF	\$ 6.14	\$ 2.00	\$ 8.14
USF/SP	\$ 6.76	\$ 2.00	\$ 8.76
FAMU	\$ 6.76	\$ 2.00	\$ 8.76
FAU	\$ 6.76	\$ 2.00	\$ 8.76
FIU	\$ 6.76	\$ 2.00	\$ 8.76
FGCU	\$ 6.76	\$ 2.00	\$ 8.76
UCF	\$ 6.76	\$ 2.00	\$ 8.76
UNF	\$ 6.76	\$ 2.00	\$ 8.76
UWF	\$ 6.76	\$ 2.00	\$ 8.76
*FPU	\$ 4.76		\$ 4.76
*FSU	\$ 4.76		\$ 4.76
*UF	\$ 6.76		\$ 6.76
*USF Sarasota	\$ 6.76		\$ 6.76

\*FPU, FSU, UF and USF Sarasota are not requesting CITF increases.

Estimated revenue available for the 2014-2015 legislative budget request:

- \$ 35 M                      No fee increase, no bonding
- \$ 48 M                      Fee increase as requested, no bonding
- \$200 M                     No fee increase, maximum bonding
- \$300 M                     Fee increase as requested, plus bonding

Although the revenue from the CITF fee is not state dollars, the requested amount must be appropriated by the Legislature and approved by the Governor. Final calculations can be made once work plan enrollment projections are approved, 2012-13 remittances are complete and fall 2013 CITF fees are established. The maximum amount available from both cash and bonds will be provided to the Facilities Committee at the September Board meeting.

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**Supporting Documentation Included:** 1. Florida College System Fees  
2. CIFT Summary  
3. University CITF Increase Requests

**Facilitators/Presenters:** Chris Kinsley

**Florida College System**  
**Capital Improvement Fee for Lower Level Credit Programs**  
**Resident Students Colleges by Fee Type Fee per Credit Hour Fall 2012**

<b>College</b>	<b>Capital Improvement Fee</b>
<b>Brevard</b>	\$7.88
<b>Broward</b>	\$9.50
<b>Central Florida</b>	\$9.58
<b>Chipola</b>	\$9.00
<b>Daytona</b>	\$9.88
<b>Edison</b>	\$7.88
<b>Fla SC at Jax</b>	\$9.50
<b>Florida Keys</b>	\$9.88
<b>Gulf Coast</b>	\$7.29
<b>Hillsborough</b>	\$8.23
<b>Indian River</b>	\$9.50
<b>Florida Gateway</b>	\$7.89
<b>Lake Sumter</b>	\$7.88
<b>State College FL</b>	\$7.88
<b>Miami Dade</b>	\$9.88
<b>North Florida</b>	\$8.20
<b>Northwest FLA</b>	\$9.52
<b>Palm Beach State</b>	\$8.62
<b>Pasco-Hernando</b>	\$9.29
<b>Pensacola</b>	\$9.54
<b>Polk</b>	\$9.88
<b>St. Johns River</b>	\$9.83
<b>St. Petersburg</b>	\$9.10
<b>Santa Fe</b>	\$7.66
<b>Seminole State</b>	\$7.88
<b>South Florida</b>	\$7.92
<b>Tallahassee</b>	\$9.00
<b>Valencia</b>	\$5.67
<b>Weighted Mean</b>	<b>\$8.72</b>

## Capital Improvement Trust Fund Fee Summary

(Information extracted from the Universities official proposal)

	Current Fee Per Credit Hour	Requested Increase Per Credit Hour	Project(s)	Project(s) Estimated Cost	Allocation with a Fee Increase (Cash Only)	Allocation with no Fee Increase (Cash Only)	Allocation with no Fee Increase (Cash + Bonds)	Allocation with a Fee Increase (Cash + Bonds)
USF - Tampa	\$6.76	\$1.24	Library renovations and health and safety compliance; Marshall Student Center enhancements, renovations, health and safety compliance; wellness/recreation health and safety compliance; USF Health Student Union annex	\$19.9 M	\$6.9 M	\$5.1 M	\$29.1 M	\$43.6 M
NCF	\$6.14	\$2.00	Capital renewal & deferred maintenance supporting existing facilities	\$6 M	\$2 M	\$1 M	\$6 M	\$10 M
USF-SP	\$6.76	\$2.00	Safety, environmental and co-curricular/wellness upgrades	\$4.2 M				
FAMU	\$6.76	\$2.00	Student union	\$9.4 M	\$2 M	\$1.5 M	\$8.4 M	\$12.7 M
FAU	\$6.76	\$2.00	Student union	\$18.5 M	\$4 M	\$2.9 M	\$16.6 M	\$24.9 M
FIU	\$6.76	\$2.00	MMC recreation center expansion	\$30.7 M	\$6.6 M	\$4.8 M	\$27.6 M	\$41.5 M
FGCU	\$6.76	\$2.00	Student recreation and wellness	\$30 M	\$1.9 M	\$1.4 M	\$7.9 M	\$11.9 M
UCF	\$6.76	\$2.00	John C. Hitt library renovation phase 1; recreation and wellness outdoor improvements	\$46.1 M	\$8.5 M	\$6.2 M	\$35.3 M	\$52.9 M
UNF	\$6.76	\$2.00	Recreational venues, student assembly center/performance hall, athletic facilities	\$11 M	\$2.4 M	\$1.7 M	\$9.9 M	\$14.9 M
UWF	\$6.76	\$2.00	Phase 1 student union; recreation sports complex	\$24.5 M	\$1.6 M	\$1.2 M	\$6.8 M	\$10.2 M

**State University System  
Capital Improvement Fee  
Fall 2013 – Fee Increase Proposal**

University: University of South Florida Tampa

Approval Dates			
Fee Committee Recommendation Date:		February 21, 2013	
University Board of Trustees Approval Date:		March 21,2013	
Capital Improvement Fee Amount			
	Resident Student	Non-Resident Student	
Current Per Credit Hour Fee:	\$6.76	\$6.76	
Proposed Increase Per Credit Hour:	\$1.24	\$1.24	
Total Per Credit Hour:	\$8.00	\$8.00	
CITF Revenue Allocation			
Board of Governors Estimated CITF Allocation: (62% of estimate, based on approved increase)	Cash Allocation	Bond Allocation	
	\$2,931,338	\$14,042,491	
Project Information			
Project Name		Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1.	Library Renovations and Health and Safety Compliance	\$847,578	\$4,907,873
2.	Marshall Student Center Enhancements, Renovations, Health and Safety Compliance	\$868,250	\$5,027,578
3.	Wellness/Recreation Health and Safety Compliance	\$847,577	\$4,907,873
4.	USF Health Student Union Annex	\$367,933	\$2,130,505
Justification			

Briefly describe the need for each of the selected projects:

**Library, Marshall Student Center, and Wellness/Recreation Facilities** – Improving health and safety on campus, as well as improving current facilities, enhances the academic experience of the student and is related to student success.

**USF Health Student Union Annex** - In order to stay competitive with other newer medical schools, a survey of Health students revealed a need to offer an area dedicated specifically to health student activities and study space. This project will involve constructing 20,000 square feet of building space to house student union functions or re-propose and renovate existing facilities to produce approximately the same size facility. Two (2) campus sites are being considered for this project, however this submission will focus on constructing the 20,000 SF annex facility. This facility will be constructed near the existing USF Health Library and will house primarily a food service function, along with a wellness center. Administrative offices for student organizations and activities will also be included in this facility.

**State University System  
Capital Improvement Fee  
Fall 2013 – Fee Increase Proposal**

University: New College of Florida

Approval Dates		
Fee Committee Recommendation Date:	May 23, 2013	
University Board of Trustees Approval Date:	June 15, 2013	
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.14	\$6.14
Proposed Increase Per Credit Hour:	\$2.00	\$2.00
Total Per Credit Hour:	\$8.14	\$8.14
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$ 125,697	\$ 602,147
Project Information		
Project Name	Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1. Capital Renewal and Deferred Maintenance Supporting Existing Facilities	\$ 125,697	\$ 602,147
TOTAL	\$ 125,697	\$ 602,147
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p>Current College facilities supported by CITF funds include:            Barn (Four Winds) constructed in 1925            Swimming Pool &amp; Bath House constructed in 1964            Hamilton Center (Union) constructed in 1967            Fitness Center constructed in 1989            Waterfront Recreation constructed in 2000</p> <p>Facilities condition audits have been completed by the ISES Corporation on these aging structures. Significant capital renewal and deferred maintenance needs in excess of \$ 3 million have been documented and classified into different priorities. The FY 2014-15 CITF allocation will be used to address various capital renewal and deferred maintenance priorities that can be accomplished within the allocation made available.</p>		



**State University System  
Capital Improvement Fee  
Fall 2013 – Fee Increase Proposal**

University: Florida A&M University

Approval Dates		
Fee Committee Recommendation Date:	May 22, 2013	
University Board of Trustees Approval Date:	Pending	
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.76	\$6.76
Proposed Increase Per Credit Hour:	\$2.00	\$2.00
Total Per Credit Hour:	\$8.76	\$8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$1,629,751	\$7,807,277
Project Information		
Project Name	Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1. Student Union	--	\$30,000,000
2.		
3.		
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p>The existing student union has become functionally obsolete for the university and does not provide facilities or amenities necessary to satisfy modern college students. The new student union will serve to meet the demands of today's students to support the development of campus life through dedicated student spaces, supporting the engagement and retention of students with spaces to enhance their collegiate experience; to make space flexible to accommodate multiple activities and change over time.</p>		

# State University System Capital Improvement Fee Fall 2013 – Fee Increase Proposal

University: **Florida Atlantic University**

Approval Dates		
Fee Committee Recommendation Date:	March, 29, 2013	
University Board of Trustees Approval Date:	May 7, 2013	
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.76	\$6.76
Proposed Increase Per Credit Hour:	\$2.00	\$2.00
Total Per Credit Hour:	\$8.76	\$8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$3,198,634	\$15,322,683
Project Information		
Project Name	Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1. Student Union	\$ 0	\$15,812,603
2. The Breezeway	\$2,500,000	\$ 2,500,000
3. Recreational Fields	\$ 200,000	\$ 200,000
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p><b>Student Union.</b> The existing Student Union was originally constructed in 1972. In order to accommodate the growing student population and demand, this expansion and renovation project is necessary to both update the existing space and provide additional space for student activities and current needs. If bonding proceeds are not available, this project will wait until sufficient funding is available.</p> <p><b>The Breezeway.</b> The Breezeway is an iconic element within the Boca Raton Campus, and serves as a major student hub for social gathering and student activities. Constructed in the early 1970's, this pedestrian spine is in need of major infrastructure repairs and renovations to accommodate the current student needs. The proposed project will create additional covered gathering nodes, enhanced lighting and provide general upgrades to the existing structure.</p>		

**Recreational Fields.** Jupiter Campus. Increased recreational activities at the Jupiter Campus have extended the use of recreational fields after sundown. The installation of field lights will increase the use of the existing fields to accommodate student recreational needs.

# State University System Capital Improvement Fee Fall 2013 – Fee Increase Proposal

University: Florida International University

Approval Dates			
Fee Committee Recommendation Date:		March 29, 2013	
University Board of Trustees Approval Date:			
Capital Improvement Fee Amount			
		Resident Student	Non-Resident Student
Current Per Credit Hour Fee:		\$6.76	\$6.76
Proposed Increase Per Credit Hour:		\$2.00	\$2.00
Total Per Credit Hour:		\$8.76	\$8.76
CITF Revenue Allocation			
Board of Governors Estimated CITF Allocation:		Cash Allocation	Bond Allocation
		\$5,315,165	\$25,462,150
Project Information			
Project Name		Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1.	MMC Recreation Center Expansion	\$5,315,165	\$25,462,150
2.			
3.			
Justification			
<p>Briefly describe the need for each of the selected projects:</p> <p><b><u>MMC Recreation Center Expansion</u></b></p> <p>Since the day it opened in August of 2005, the Recreation Center, at the Modesto Maidique Campus, has been a huge success with students. So successful, that some students get discouraged and/or inconvenienced because of the crowds and lack of ability to access equipment. The current building includes 50,000 SF and was designed to accommodate about 1,000 users each day. The Center currently serves about 2,000 visits per day; 32,000 per month and 400,000 annually. The demand for indoor recreation space continues to grow, especially with new residence halls coming online. An architectural firm was consulted to assess the needs and the potential expansion and to develop a budget. Discussions held with students revealed their support of the expansion project for the Center. In addition, it is noted that when the existing space is compared to other peer institutions, it is evident that this Center is behind in total indoor square footage for recreation, in areas dedicated to cardio equipment, and other</p>			

March 2013

important activity spaces. The proposed expansion would include: cardio equipment and weights space, racquetball courts, more gymnasium space, a jogging track, group fitness rooms, expanded locker rooms, space for offices, storage and laundry, and an outdoor leisure/activity lap pool. Also in the project is an outbuilding for the recreation field that would provide restroom facilities, water fountains, and concessions for intramural and club sports participants as well as recreational users.

**The estimated CITF need for the total project is \$31,700,000.**

# State University System Capital Improvement Fee Fall 2013 – Fee Increase Proposal

University: Florida Gulf Coast University

Approval Dates		
Fee Committee Recommendation Date:	February 4, 2013	
University Board of Trustees Approval Date:	June 18, 2013	
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.76	\$6.76
Proposed Increase Per Credit Hour:	\$2.00	\$2.00
Total Per Credit Hour:	\$8.76	\$8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$1,519,625	\$7,279,719
Project Information		
Project Name	Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1. Student Recreation and Wellness	\$15,000,000	\$15,000,000
2.		
3.		
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p>Campus Recreation is an important component of the student experience at a residential institution such as FGCU. Students interact with each other in structured and unstructured experiences, gain leadership skills by managing and organizing teams and programs, learn valuable skills in personal health, reduce stress, and improve their personal health while attending the university. Florida Gulf Coast University is currently the only university in the SUS that does not have a comprehensive recreation center for its students. The current fitness facility encompasses only 9,000 square feet and was built for a campus enrollment of approximately 5,000 students. The majority of this facility is for weight training and there is only one small exercise room for instruction and practice, and no gymnasium. Expected enrollment for fall 2014 is over 14,000 and will continue to increase to over 20,000 students over the next 10 years. There are currently no indoor gymnasia or multipurpose spaces available to students for intramurals, sport clubs or open recreation. In addition, summer programs that are used to provide outreach to potential future students, are extremely limited by the lack of a comprehensive recreation center. This facility will permit the university to provide a heavily utilized resource to the community during summer months and increase revenue on campus during low enrollment periods of summer. This is a top priority of the students, and in the event bonding is not permitted the institution will continue to pursue the construction of a recreation center with the help of alternate funding and the available cash proceeds.</p>		

March 2013

# State University System Capital Improvement Fee Fall 2013 – Fee Increase Proposal

University: University of Central Florida

Approval Dates		
Fee Committee Recommendation Date:		05-15-2012
University Board of Trustees Approval Date:		1-24-13
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	6.76	6.76
Proposed Increase Per Credit Hour:	2.00	2.00
Total Per Credit Hour:	8.76	8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$6,782,468	\$32,491,224
Project Information		
Project Name		Estimated 2014-15 Project Cost: Cash + Bond
1.	John C. Hitt Library Renovation Phase I	\$36,273,962
2.	Recreation and Wellness Outdoor Improvements	\$3,000,000
3.		
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p><b>The John C. Hitt Library Renovation Phase I</b>, is inadequate to meet the current and future needs of a growing student population in both the amount and quality of space required for research, study, and collaborative learning, as well as space to accommodate collection growth. As part of the 21st Century Library project, the university explored the use of an automated retrieval system (ARC) that could provide quick access to a computer-managed book storage system with a capacity of 1,500,000 items. ARC allows seldomly used material to be stored and it frees up valuable square footage for occupants and stacks in the library.</p> <p><b>Recreation and Wellness Center (RWC) Outdoor Improvements</b> – completes Phase Two of the Lake Claire Recreation area and Phase Three of the Master Plan for RWC Park (playing facilities) that were not funded in the last CITF allocation because of reduced funding. The Lake Claire Recreation area improvements include the design of a comprehensive boat house which will serve many of the needs for the Outdoor Adventure Program. These needs include storage to protect the various watercrafts which are used for recreation at the lake as well as the outdoor adventure trips program from the Florida elements; completion of all access points within the space to meet the American Disabilities Act; and including a programmatic space where students can meet to recreate. As we have seen a tremendous increase in usage for the space we are no longer able to meet the needs of the current program.</p>		

March 2013

# State University System Capital Improvement Fee Fall 2013 – Fee Increase Proposal

University: University of West Florida

Approval Dates		
Fee Committee Recommendation Date:		January 9, 2013 <sup>i</sup> ; February 13, 2013 <sup>ii</sup>
University Board of Trustees Approval Date:		March 19, 2013
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.76	\$6.76
Proposed Increase Per Credit Hour:	\$2.00 <sup>iii</sup>	\$2.00 <sup>iv</sup>
Total Per Credit Hour:	\$8.76	\$8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$1,313,732.00	\$6,293,399.00
Project Information		
Project Name		Estimated 2014-15 Project Cost: Cash + Bond
1.	Phase I Student Union	\$20,000,000
2.	Recreation Sports Complex	\$3,203,000
3.		
Justification		
Briefly describe the need for each of the selected projects:		
<div>1. Discussions with BOG staff suggest greater flexibility with combining CITF funded projects with other projects and with phased funding. A new Student Union has consistently be the highest priority for students but traditional limitations on CITF funding (both the amount and the restrictions on time to reversion) made inclusion of a Student Union construction project unrealistic. The evolving CITF process now potentially generates more revenue for allocation more frequently making the potential for funding a share of a new Union building via a Public Private Partnership model more likely. A combination of fee increases (up to the statutory cap) and approval from our BOT, the BOG, and the legislature potentially opens a path to funding and building a new Student Union as part of University Park development over the next 3 – 5years.</div> <div>2. Development of University Park, a central feature in the University’s master plan, is contingent on relocating current recreation fields and facilities. Recreation staff reports an unduplicated total of over 6000 students participate in some form of intramural or club sport activity. Student government support of recreation, intramural, and sport</div>		

March 2013



club programming has historically been very strong. Relocation and enhancement of the recreational sports area is supported by students and development of University Park, a central feature in the University's master plan, is contingent on relocating current recreation fields and facilities.

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<sup>i</sup> Committee Approved \$2 increase

<sup>ii</sup> Committee Approved change to increase to statutory limit and approved list revision

<sup>iii</sup> Based on statutory limit at the time of committee action...actual increase will match actual statutory limit in effect at time of fee implementation

<sup>iv</sup> Based on statutory limit at the time of committee action...actual increase will match actual statutory limit in effect at time of fee implementation

**State University System  
Capital Improvement Fee  
Fall 2013 – Fee Increase Proposal**

University: University of South Florida St. Petersburg

Approval Dates		
Fee Committee Recommendation Date:	February 1, 2013	
University Board of Trustees Approval Date:	March 21, 2013	
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.76	\$6.76
Proposed Increase Per Credit Hour:	\$2.00	\$2.00
Total Per Credit Hour:	\$8.76	\$8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$	\$
Project Information		
Project Name	Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1. Safety, Environmental and Co-Curricular/Wellness Upgrades	\$614,116	\$3,556,019
2.		
3.		
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p>This project will address several outstanding needs on the USFSP campus for safety and environmental concerns related to our wellness and recreational facilities.</p>		

**State University System  
Capital Improvement Fee  
Fall 2013 – Fee Increase Proposal**

University: University of North Florida

Approval Dates		
Fee Committee Recommendation Date:	March 26, 2013	
University Board of Trustees Approval Date:	March 19, 2013	
Capital Improvement Fee Amount		
	Resident Student	Non-Resident Student
Current Per Credit Hour Fee:	\$6.76	\$6.76
Proposed Increase Per Credit Hour:	\$2.00	\$2.00
Total Per Credit Hour:	\$8.76	\$8.76
CITF Revenue Allocation		
Board of Governors Estimated CITF Allocation:	Cash Allocation	Bond Allocation
	\$1,907,327	\$9,136,999
Project Information		
Project Name	Estimated 2014-15 Project Cost: Cash	Estimated 2014-15 Project Cost: Cash + Bond
1. Recreational Venues	\$1,907,327	\$4,568,499
2. Student Assembly Center/Performance Hall		\$4,568,499
3. Athletic Facilities		
Justification		
<p>Briefly describe the need for each of the selected projects:</p> <p>Recreational Venues will be the building of recreational basketball courts, moving of recreational tennis courts, recreational fields and potentially an outdoor pool</p> <p>Student Assembly Center/Performance Hall will be used for small events such as chamber music recitals, group discussion, a non-denominational place for meditation and reflections for students, faculty and staff as well as a venue for intimate events.</p> <p>If bonding is available for both 2013-2014:</p> <p>We would add athletic facilities for moving the softball field and softball offices and other athletic facility needs</p>		

March 2013

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT: 2013-14 Orientation Fee Increase Request by FAU, FIU, FSU, and UCF**

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**PROPOSED COMMITTEE ACTION**

Review and take action on four universities' request to increase the orientation fee from \$35 to \$50 effective with the fall 2013 semester.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 7.003

**BACKGROUND INFORMATION**

Four university boards of trustees have requested an increase of \$15 to the Orientation Fee. The Orientation Fee is a one-time fee that supports activities for new incoming students, and their parents, to help transition the student to the university environment. These activities include information on issues such as: advising, course registration, academic expectations, finances, curricular opportunities, and safety and security. These activities are led by university employees and students.

In 2011, the University of West Florida was the first university to request and have the orientation fee increased from \$35 to \$50.

Pursuant to Regulation 7.003 (3) university boards of trustees may submit a request to increase certain statutorily capped fees. All proposals must include the following information:

1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
2. The service or operation currently being funded by the fee.
3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
4. The additional or enhanced service or operation to be implemented.
5. Identification of other resources that could be used to meet this need.
6. The financial impact on students, including those with financial need.

7. The current revenue collected and expenditures from the current fee.
8. The estimated revenue to be collected and expenditures for the fee increase.

In addition, every five years the university board of trustees must review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

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<b>Supporting Documentation Included:</b>	1. Orientation Fee Summary 2. FAU, FIU, FSU and UCF Proposals
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<b>Facilitators/Presenters:</b>	Governor Kuntz University Representatives
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## Orientation Fee Summary

(Information extracted from the Universities official proposal)

FAU, FIU, FSU and UCF are requesting to increase the fee from \$35 to \$50.

	Additional Revenue	Current Revenue	Current Service Provided (excerpts from submitted proposals)	Expanded Service to be Provided (excerpts from submitted proposals)
FAU	\$52,000	\$122,500	Development and printing of Orientation/Resource Guide; Peer Advisors' training workshops; Peer Advisor uniforms; Orientation website maintenance; Orientation bags, supplies, lanyards, pens; Student assistants' salaries; Postage, signage, name tags	Will enhance the student orientation/resource guide; hire additional student workers and peer advisors.
FIU	\$132,180	\$308,420	<p>Orientation and Parent Programs offers two different orientation tracks based upon the students admit type.</p> <p>Freshman Student Orientation- this is a mandatory two day overnight orientation. The program introduces all of the attendees to the various support services available on campus. Academic advising and registration for their classes are part of the orientation process. Nonattendance at this orientation will prevent the student from enrolling for their courses at FIU.</p> <p>Transfer Student Orientation- this is a one day orientation program that aids in a transfer students transition to FIU. The program provides vital information regarding financials, academic expectations, transfer equivalencies, advising, course registration, and rotating sessions that include various topics such as Campus Life, Career Services, Parking and Transportation, FIU Business Services, Housing, Veteran Services, and Student Health Services.</p> <p>Parent and Family Orientation- parent and family members are strongly encouraged to participate in the orientation experience with their student in order to strengthen affinity and success along with setting desired expectations.</p>	<p>Although FIU has successfully run a quality orientation program, due to the increasing costs, they have been limited in expanding or improving the services to keep pace with contemporary students and parent needs.</p> <p>According to the assessment that was given to all of the orientation students, there was a common thread in improvement areas. The results showed: the need to continue current frequency of offerings, increase activities for the overnight stay, more interaction with Athletics, enhanced technology presentations, and an overhaul of the Orientation &amp; Parent Programs website.</p> <p>Increasing the orientation programming fee will allow FIU to expand upon the current services/programs to meet the important needs of our future students.</p>



## Orientation Fee Summary

(Information extracted from the Universities official proposal)

FAU, FIU, FSU and UCF are requesting to increase the fee from \$35 to \$50.

	Additional Revenue	Current Revenue	Current Service Provided (excerpts from submitted proposals)	Expanded Service to be Provided (excerpts from submitted proposals)
FSU	\$243,000	\$324,000	<p>Over the past several years, session facilitation has grown from 15 freshman and transfer orientations to 21 in 2012.</p> <p>Students and parents receive information about the various support services available on campus, campus policies related to safety/student conduct, finances and academic expectations, meet other new students, meet current students/faculty/staff, and learn about the various opportunities available to students for academic enrichment. This is accomplished via large and small group interactions with various members of the university community. Students and parents also receive printed information to assist them in transitioning to the university. Additionally, as part of orientation, students meet with an academic advisor and register for classes.</p> <p>In terms of operational efficiency, over time the growth of the orientation program and related transition programs has continued to be supported entirely by the orientation program fee auxiliary. This includes professional/paraprofessional staff salaries, peer staff stipends, and all program and service costs; no E&amp;G or other funds are used. In 2009, the University discontinued its existing first-year seminar course (First Year Experience) which had been funded via E&amp;G dollars due to institutional budget reductions. Increasing the orientation program fee will allow transition programs and services to return to previous levels and as well as expand to meet the growing needs of new students and family members without impact to other areas of the institution's budget.</p>	<p>Increase resources available for orientation and the expenses of new transition programs (ex. special programming provided to out-of-state students, those with 30+ hours of academic credit from high school dual enrollment, on-line chats, and to meet increased materials/staffing costs associated with growing institutional enrollment and minimum wage changes).</p> <p>Increase professional staffing dedicated to new students programs and the needs of family members (benchmarked to other institutions of similar size, scope, and student population).</p> <p>Revise and reinstate an extended orientation seminar for new undergraduate students.</p> <p>Create limited orientation program fee waivers to assist Pell Grant eligible students and family members in attending the required orientation program without financial hardship (similar waivers are already available at UF and UCF as those institutions also support areas of orientation programming with E&amp;G funding).</p>

## Orientation Fee Summary

(Information extracted from the Universities official proposal)

FAU, FIU, FSU and UCF are requesting to increase the fee from \$35 to \$50.

	Additional Revenue	Current Revenue	Current Service Provided (excerpts from submitted proposals)	Expanded Service to be Provided (excerpts from submitted proposals)
UCF	\$273,090	\$1,541,672	<p>Orientation is required for all new undergraduate students and participation for family members is encouraged. The on-campus sessions are two days for FTIC students and one day for Transfer students. The Orientation Program provides incoming students with a wide-array of academic and co-curricular resources, activities, and information that guides them as they transition to the university. Several steps have been taken to be more efficient with the delivery of the Orientation Program including developing a virtual component to manage the large number of transfer students, utilizing social media and online media to the fullest extent in an effort to save mailing and printing costs, and reducing material and supply costs to manage expenses.</p> <p>Student staff members comprised of the orientation team and peer mentors deliver the large majority of the Orientation Program. Because of the significant increase in enrollment and restrictive funding, orientation team members have taken on additional responsibilities on behalf of the institution, including managing larger groups, participating in more training to understand processes, and working increased hours to meet the demands of the program.</p>	<p>Increase funding for student leaders (orientation leaders, peer mentors).</p> <p>Increase the number of orientation leaders and peer mentors to provide participants a more personalized experience.</p> <p>Increase the programs and services to ease the transition of incoming students and promote a stronger basis for retention and graduation.</p> <p>Additional revenue would allow more intentional support to incoming students and particularly, special populations (first-generation students, out of state students, male students of color, veteran students, Direct Connect students, etc.) with a focus on student engagement, academic support and skills development, leadership development, and the promotion of critical thinking.</p> <p>Support orientation leaders' attendance at the Southern Regional Orientation Workshop. Currently, due to limited funding, members of the orientation team are required to pay for their own registration, which can pose a financial burden.</p> <p>Support the salaries and professional development of a director, associate director, assistant director, two administrative assistants, two graduate assistants, and student office staff.</p>

**State University System  
Florida Board of Governors  
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

**University: Florida Atlantic University**

Date	
University Board of Trustees approval date:	November 15, 2012
Proposed fall implementation date (year):	Fall 2013
Description	
Fee to be increased:	Orientation Fee
Amount of current fee:	\$35.00
Incremental increase to current fee:	\$15.00
Amount of new fee:	\$50.00
Fee Approval Process	
<p>Describe the process used to determine the need for the increase, including any student involvement:</p> <p>Conversation occurred with Student Government through the Student Body President regarding the need to enhance new student orientation through hiring additional peer advisors, facility costs, development and printing of orientation materials, and student assistant salaries.</p>	
Current Service / Operation	
<p>Explain the service or operation currently being funded by this fee. What steps, if any, could or have been taken to become more efficient in an effort to alleviate the need for any increase in the fee?</p> <ul style="list-style-type: none"> <li>Development and printing of Student Orientation/Resource Guide</li> <li>Peer Advisors' training workshops</li> <li>Peer Advisor uniforms</li> <li>Orientation website maintenance</li> <li>Orientation bags, supplies, lanyards, pens, etc</li> <li>Student Assistants' salaries</li> <li>Postage, signage, name tags, etc</li> </ul>	
Expanded Service / Operation	

**State University System  
Florida Board of Governors  
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

Identify the additional or enhanced service or operation to be implemented with the increase and whether other resources were considered to meet this need:

- Enhanced Student Orientation/Resource Guide
- Hiring additional student workers
- Hiring additional peer advisors

**Impact to Student**

Describe the financial impact to the typical student, including those with financial need:  
The orientation fee is a one-time fee that students pay prior to enrolling at the university.

**Revenues / Expenditures**

Current annual revenue collected:

\$122,500

Incremental annual revenue to be collected:

\$52,000

Describe the current expenditures from revenue generated by this fee (attach operating budget expenditure form).

See Attached.

**Other Information**

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Statement of Revenues, Expenditures, and Available Balances**  
**University: \_Florida Atlantic University\_**  
**Fiscal Year 2012-2013 and 2013-14**

**Fee Title: Orientation Fee**

	<sup>2</sup> Estimated Actual 2012-13 -----	Estimated 2013-14 -----
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ 4,550
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 4,550
<b><u>Receipts / Revenues</u></b>		
Fee Collections	\$ 227,500	345,000
Interest Revenue - Current Year	4,550	6,900
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 232,050	\$ 351,900
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 53,975	\$ 88,894
Other Personal Services	24,177	36,616
Expenses	149,348	219,489
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
<sup>1</sup> Other Category Expenditures:	-	-
Total Expenditures:	\$ 227,500	\$ 344,999
Ending Balance Available:	\$ 4,550	\$ 11,451

<sup>1</sup>Provide details for "Other Categories" used.

<sup>2</sup>Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

**State University System  
Florida Board of Governors  
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

**University: Florida International University**

Date	
University Board of Trustees approval date:	March 6, 2013
Proposed fall implementation date (year):	Fall 2013
Description	
Fee to be increased:	Orientation Fee
Amount of current fee:	\$35.00
Incremental increase to current fee:	\$15.00
Amount of new fee:	\$50.00
Fee Approval Process	
<p>Describe the process used to determine the need for the increase, including any student involvement:</p> <p>The orientation program is an essential tool in meeting the strategic mission and goals at Florida International University. A complete review and assessment of current operational costs was completed. This assessment included student input for improving the program. It was determined that the orientation program must provide expanded and enhanced programmatic initiatives to meet the changing needs of our students and families.</p> <p>The maximum Student Orientation Fee has been capped at \$35.00, while inflation has increased 28% since 2002 and direct costs associated with providing orientation programs have increased throughout these years. In addition, with the increased enrollment numbers, the Orientation and Parent Programs office has had to expand the programmatic offerings which also cost more than what the current fee covers.</p> <p>The increased demand on the transitional program has led to additional costs to the Orientation and Parent Programs office. The office does charge students and parents for the direct cost of food and housing that is associated with the program. All additional costs are paid by the orientation fee that is collected.</p>	
Current Service / Operation	
<p>Explain the service or operation currently being funded by this fee. What steps, if any, could or have been taken to become more efficient in an effort to alleviate the need for any increase in the fee?</p> <p>Orientation participation is required for all new degree-seeking undergraduate students entering FIU as research shows that comprehensive orientation programs contribute to the success and retention of students.</p>	

**State University System  
Florida Board of Governors  
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

Orientation and Parent Programs offers two different orientation tracks based upon the students admit type.

Freshman Student Orientation- this is a mandatory two day overnight orientation. The program introduces all of the attendees to the various support services available on campus, as well as informs them of critical information such as curricular and co-curricular opportunities, campus policies, financial aid opportunities, campus safety/security, academic expectations as well as the initial registration, and a setting to meet and network with new and current students/faculty/staff. Academic advising and registration for their classes are part of the orientation process. Nonattendance at this orientation will prevent the student from enrolling for their courses at FIU.

Transfer Student Orientation- this is a one day orientation program that aids in a transfer students transition to FIU. The program provides vital information regarding financials, academic expectations, transfer equivalencies, advising, course registration, and rotating sessions that include various topics such as Campus Life, Career Services, Parking and Transportation, FIU Business Services, Housing, Veteran Services, and Student Health Services.

Parent and Family Orientation- parent and family members are strongly encouraged to participate in the orientation experience with their student in order to strengthen affinity and success along with setting desired expectations. Parent and family members who are in attendance receive vital information on transitional initiatives, support and resources at FIU.

During each orientation, regardless of track, students and family members have the opportunity to experience firsthand the variety of opportunities that students have to get involved with on campus during the Involvement and Resource Fair.

Over the past several years, session facilitation has grown from 15 freshman orientations to 21 in 2012. We also increased the number of transfer orientation sessions from 15 to 21 as well. These additional sessions have and will continue to result in increased facilities cost (i.e.: room rental, cleaning) and student labor costs, which still does not take into account inflation and increases in minimum wage laws, facilities cost, food cost, and material costs.

With the increase in the enrollment numbers as well as the total number of orientations offered, the operations of the department has grown significantly in terms of professional and staff support. Due to this demand, we have seen the addition of a Coordinator, an Assistant Director, and 7 staff support. This additional support is needed for a quality Orientation program.

**State University System  
Florida Board of Governors  
Request to Increase an Existing Fee – Regulation 7.003(2)(a)-(k)**

**Expanded Service / Operation**

Identify the additional or enhanced service or operation to be implemented with the increase and whether other resources were considered to meet this need:

The orientation program is a very important element for all new students who are transitioning to FIU. The program itself must be designed to meet evolving student and parental needs when it comes to academic, transitions and resources.

Although FIU has successfully run a quality orientation program, due to the increasing costs, we have been limited in expanding or improving the services to keep pace with our contemporary students and parent needs.

According to the assessment that was given to all of the orientation students, there was a common thread in improvement areas. The results showed: the need to continue current frequency of offerings, increase activities for the overnight stay, more interaction with Athletics, enhanced technology, and a user-friendly website.

- We are implementing the orientation student's access to the swimming pool during the overnight stay, which will require additional costs for lifeguards and support staff to be present.
- Also, in regard to the request to provide more interaction with Athletics, a portion of the orientation programming will include a tour of the football stadium, and additional activities in the stadium club. This, too, will require additional support staff and room rental fees, event setup fees, and custodial costs. According to our survey results, interaction with Athletics will increase the student's spirit and affinity for FIU.
- Students and parents also requested that the lecture style presentation regarding services and resources needs to include technology (ex. videos, interactive technology).
- The Orientation and Parent Programs website is not user-friendly; we will contract to overhaul the site. Although some of this is a one-time cost, the website will need to be managed and maintained with resources and information that is tailored to the changing needs of the students which will be a recurring cost.
- The Orientation and Parent Programs office will contract to create an online orientation for transfer students. The online Orientation session will include information to assist new students and their guests with an interactive campus tour and overview of university services and policies. The online sessions will cover: Financial Aid, Registration, Career Services, Campus Life, Transfer Equivalencies and graduation requirements. The implementation of the online orientation will allow us to better serve our transfer student population.

Increasing the orientation programming fee will allow FIU to expand upon the current services/programs to meet the important needs of our future students.



**State University System  
Florida Board of Governors  
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

Impact to Student	
<p>Describe the financial impact to the typical student, including those with financial need:</p> <p>The requested \$15 increase will have minimal impact to the students as this is a one-time expense to new students. The total charge for orientation participation includes the orientation program fee (currently \$35.00) and designated direct costs based on student and family member program type.</p> <p>Increasing the orientation program fee will cover the costs of office supplies, routine support operations, orientation leader/peer advisor training, development of new transition initiatives to include additional overnight activities, increased involvement with Athletics, increase the technological presentations, and an efficient Orientation and Parent Programs website. These new programmatic pieces will improve the students' personal success, retention, and affinity for FIU.</p>	
Revenues / Expenditures	
Current annual revenue collected:	<b>\$308,420</b>
Incremental annual revenue to be collected:	<b>\$132,180</b>
<p>Describe the current expenditures from revenue generated by this fee (attach operating budget expenditure form).</p> <p>Current expenditures include professional staff salaries/benefits, peer advisors, professional development/training, supplies, room rentals, signage, parking/transportation, promotional materials, resource materials and general expenses such as postage and office supplies in addition to direct costs associated with overnight programs and meals.</p>	
Other Information	
<p>The University has, to date, accounted for both program and direct fees and expenses in the same department finance recorded for orientation therefore account records show all revenue expenses not just the program fee and program expenses. However, for illustrative purposes, only the orientation fee and related expenses are provided in the attached revenue/expense detail.</p> <p>The orientation program overlaps the fiscal year with the peak of actual sessions occurring in June, July and August.</p>	

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Statement of Revenues, Expenditures, and Available Balances**  
**University:**  
**Fiscal Year 2012-2013 and 2013-14**

**Fee Title:Orientation Fee**

	<sup>2</sup> Estimated Actual 2012-13 -----	Estimated 2013-14 -----
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward		\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Fee Collections	\$ 308,420	440,600
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ 308,420	\$ 440,600
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 141,450	\$ 190,370
Other Personnel Services	79,266	84,605
Expenses	87,704	165,625
Operating Capital Outlay		-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
<sup>1</sup> Other Category Expenditures:	-	-
Total Expenditures:	\$ 308,420	\$ 440,600
Ending Balance Available:	\$ -	\$ -

<sup>1</sup>Provide details for "Other Categories" used.

<sup>2</sup>Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

State University System  
Florida Board of Governors  
Request to Increase an Existing Fee – Regulation 7.003(2)(a)-(k)

**University:** Florida State University

Date	
University Board of Trustees approval date:	March 2, 2012
Proposed fall implementation date (year):	Spring 2014
Description	
Fee to be increased:	Orientation Program Fee
Amount of current fee:	\$35.00
Incremental increase to current fee:	\$15.00
Amount of new fee:	\$50.00
Fee Approval Process	
<p>Describe the process used to determine the need for the increase, including any student involvement:</p> <p>The maximum Student Orientation Fee has been capped at \$35.00. Professional literature provides evidence that a comprehensive orientation program designed to acclimate students and parents to the environment, services, policies, and expectations of the university experience contributes to student success (academic performance, satisfaction, level of engagement, reduced time taken for degree completion) and retention. FSU's transition initiatives have expanded significantly over the past several years to meet the needs of the institution's growing enrollment and expanding needs of constituents.</p> <p>These initiatives, including the orientation program, include significant student leadership involvement along with professional staff. Over time, costs (professional and peer staffing costs, materials and supplies, and other expenses) associated with providing orientation and transition programs have increased along with the needs of entering students and families. These programs are 100% supported by auxiliary fees and receive no funding by E&amp;G or other funding sources. Note that we are allowed to charge students and parents for the direct costs of food and housing associated with the program but all other costs must be absorbed by the orientation fee collected.</p>	
Current Service / Operation	
<p>Explain the service or operation currently being funded by this fee and what steps, if any, could or have been taken to become more efficient in an effort to alleviate the need for any increase.</p> <p>Orientation participation is required for all new degree-seeking undergraduate students who are entering the University. Participation is also strongly encouraged for family members of entering students. Professional literature in the field of student engagement, retention, and transition provides evidence that participation in a high impact student orientation program</p>	

State University System  
Florida Board of Governors  
Request to Increase an Existing Fee – Regulation 7.003(2)(a)-(k)

and supplemental transition initiatives and services are critical elements which support student retention and persistence.

During Orientation, students and parents receive information about the various support services available on campus, campus policies related to safety/student conduct, finances and academic expectations, meet other new students, meet current students/faculty/staff, and learn about the various opportunities available to students for academic enrichment. This is accomplished via large and small group interactions with various members of the university community. Students and parents also receive printed information to assist them in transitioning to the university. Additionally, as part of orientation, students meet with an academic advisor and register for classes.

In terms of operational efficiency, over time the growth of the orientation program and related transition programs have continued to be supported entirely by the orientation program fee auxiliary. This includes professional/paraprofessional staff salaries, peer staff stipends, and all program and service costs; no E&G or other funds are used. In 2009, the University discontinued its existing first-year seminar course (First Year Experience) which had been funded via E&G dollars due to institutional budget reductions. Increasing the orientation program fee will allow transition programs and services to return to previous levels as well as expand to meet the growing needs of new students and family members without impact to other areas of the institution's budget.

**Expanded Service / Operation**

Identify the additional or enhanced service or operation to be implemented with the increase and whether other resources were considered to meet this need:

The orientation program is one important element of a new undergraduate student's total transition experience at FSU. Transition programs and services must be collectively designed to increase student retention and success. However, an orientation program fee of \$35 does not keep pace with inflation of program costs or the needs of the institution's new community members. Adjusted for inflation, the program services that could be provided for \$35 in 1986 would now cost \$74.33 in 2013 (US Inflation Calculator <http://www.usinflationcalculator.com/>). As an example of inflation increases over the same timeframe, minimum wage has increased from \$3.35/hour to \$7.79/hour.

While inflation has increased costs associated with service delivery, FSU has successfully run efficient high quality programs using only orientation program fees to operate. This has worked well in most cases, but at times has resulted in the university having to reduce services (elimination of the First Year Experience program) or not expand/improve services and programming to keep pace with contemporary student and family needs. For example, the increasing enrollment of freshmen who are bringing more dual enrollment credit from high school and more STEM majors both can benefit from different types of support services

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to aid in a successful college transition. Increasing the orientation program fee will allow FSU to enhance current programming/services and further expand transition programming/services to meet current and future needs.

Specifically, the increased revenue will be used as follows:

- Increase resources available for orientation and the expenses of new transition programs (ex. special programming provided to out-of-state students, those with 30+ hours of academic credit from high school dual enrollment, on-line chats, and to meet increased materials/staffing costs associated with growing institutional enrollment and minimum wage changes),
- Increase professional staffing dedicated to new student programs and the needs of family members (benchmarked to other institutions of similar size, scope, and student population),
- Revise and reinstate an extended orientation seminar for new undergraduate students,
- Create limited orientation program fee waivers to assistant Pell Grant eligible students and family members in attending the required orientation program without financial hardship (similar waivers are already available at UF and UCF as those institutions also support areas of orientation programming with E&G funding).

#### Impact to Student

Describe the financial impact to the typical student, including those with financial need:

The orientation program fee is a one-time pre-matriculation expense for new students. The total charge for orientation participation includes the orientation program fee (currently \$35.00) and designated direct costs based on type of student/family member and program type.

The orientation program fee will cover the costs of professional/paraprofessional staffing, peer staffing, supplies/other program, and routine support operations. Additionally, the increase will allow for the reinstatement of an extended orientation seminar for new students, increased staffing, and development of new transition initiatives proven to support academic and personal success at the institution, including but not limited to persistence and successful degree completion. Increasing the fee will allow the above to be done without supplementing funding with E&G or other dollars.

#### Revenues / Expenditures

Current annual revenue collected:

Projected for 2013/14:

Student Orientation Fees	\$269,500
Guest Orientation Fees	\$297,500
Food and Housing Costs	\$632,600

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Incremental annual revenue to be collected:	<div>Revenue from fee increase \$243,000</div> <div><b>TOTAL REVENUE \$1,442,600</b></div> <div>See note 3 in <b>Other Information</b> below.</div>
<p>Describe the current expenditures from revenue generated by this fee (attach operating budget expenditure form).</p> <p>Total revenue (orientation fee, direct student orientation housing cost, direct student/family orientation meal costs) for the last fiscal year (2011/12) was \$1,311,172.31. When the revenue associated with direct student orientation housing costs and student/family orientation meal costs is disaggregated, the orientation program fee generated approximately \$567,000 for FY 2011/12. The total base program expenditures charged against this revenue include:</p> <ul style="list-style-type: none"> <li>• Professional salaries and benefits</li> <li>• OPS salaries (for peer leaders stipends)</li> <li>• Postage and shipping</li> <li>• Printing</li> <li>• Office Supplies</li> <li>• Staff uniforms and training</li> <li>• Technology, computer support</li> <li>• Overhead and insurance assessments</li> <li>• Travel (training for peer leaders/national orientation program)</li> </ul>	
<b>Other Information</b>	
<p>Notes:</p> <ol style="list-style-type: none"> <li>1. The University has, to date, accounted for both program and direct fees and expenses in the same department finance records for orientation therefore account records show all revenue and expenses not just the program fee and program expenses.</li> <li>2. The orientation program overlaps the fiscal year with the peak of actual sessions occurring in May through August. The majority of revenue is collected prior to June 30 while most of the expense is paid out after July 1. This results in end of fiscal year balances that do not accurately represent the cash reserves for the fund. For example, the beginning balance for the 11/12 fiscal year was \$568,450.79 but after charges for food service and housing for the summer 2012 sessions posted the cash balance declined to \$75,158.00. Registration for summer 2013 sessions began in January 2013 and revenue for summer 2013 sessions started to be collected at that time.</li> <li>3. The 2013/14 budget is based on the assumptions that the \$15 orientation fee increase is approved, undergraduate admission will hold relatively consistent, cost of housing and food costs will not increase, and the budget is for a full year.</li> </ol>	

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Statement of Revenues, Expenditures, and Available Balances**  
**University:**  
**Fiscal Year 2012-2013 and 2013-14**

**Fee Title: Orientation Program Fee**

	<sup>2</sup> Estimated Actual 2012-13	Estimated 2013-14
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 601,990	\$ 724,645
Less: Prior-Year Encumbrances	8,082	9,000
Beginning Balance Available:	\$ 593,908	\$ 715,645
<b><u>Receipts / Revenues</u></b>		
Fee Collections	\$ 1,366,477	1,442,600
Interest Revenue - Current Year	13,602	14,810
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ 1,380,079	\$ 1,457,410
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 175,000	\$ 230,000
Other Personal Services	172,000	220,000
Expenses	877,282	1,017,282
Operating Capital Outlay	-	-
Student Financial Assistance	-	30,000
Expended From Carryforward Balance	-	-
<sup>1</sup> Other Category Expenditures:	25,060	27,000
Total Expenditures:	\$ 1,249,342	\$ 1,524,282
<sup>3</sup> Ending Balance Available:	\$ 724,645	\$ 648,773

<sup>1</sup>Overhead Assessment Inter-Fund.

<sup>2</sup>Column not needed if a request for a new fee.

<sup>3</sup>Orientation continues beyond fiscal yr. through Aug. creating large balance forward for remaining expenditures

<sup>4</sup>2013-14 reflects add'l revenue from fee increase starting with Spring 2014

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Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

**University: University of Central Florida**

Date	
University Board of Trustees approval date:	<b>January 31, 2013</b>
Proposed fall implementation date (year):	<b>2013-2014</b>
Description	
Fee to be increased:	Orientation Program Fee
Amount of current fee:	\$ 35
Incremental increase to current fee:	\$ 15
Amount of new fee:	\$ 50
Fee Approval Process	
<p>Describe the process used to determine the need for the increase, including any student involvement:</p> <p>Florida Statute 1009.24 (14)(b) has set the maximum Orientation Program Fee at \$35.00. The University of Central Florida requests to increase the maximum allowable orientation fee from \$35.00 to \$50.00, effective no earlier than fall 2013 for spring semester 2014. The undergraduate orientation fee is a one-time fee used to support a comprehensive Orientation Program that transitions incoming students to the university.</p> <p>The Orientation Program, facilitated by the First Year Experience (FYE) office, is a 100% auxiliary operation. At UCF, all new undergraduate students are required to participate in orientation. UCF has experienced a significant growth in the participation of First Time in College (FTIC) and Transfer students over the last several years. For example, in 2003, 12,245 FTIC and Transfer students participated in orientation as compared to 17,684 in 2012. National literature on student engagement, retention, and success supports UCF's commitment to high impact orientation services, underscoring that the orientation and transition programs promote student success, retention, and persistence.</p> <p>The Orientation Program is facilitated by FYE professional staff and significant student leadership which include 35 student orientation leaders (O-Teamers) and peer mentors. These exceptional student leaders mentor, guide, and support new students, and parents throughout the year. Orientation leaders and peer mentors participate in an extensive training program facilitated during the fall and spring semesters. These students are actively involved in the planning and execution of 32 orientations during the summer term. The cost to sustain the student and professional staff in addition to the transition programming required to present a quality Orientation Program has increased.</p> <p>Assessment tools such as surveys, focus groups, and point of service assessments have been utilized to understand the needs of students and parents during the Orientation Program process. Feedback has focused on the important role that the student staff contributes during the orientation process.</p>	
Current Service / Operation	



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Explain the service or operation currently being funded by this fee. What steps, if any, could or have been taken to become more efficient in an effort to alleviate the need for any increase in the fee?

Orientation is required for all new undergraduate students and participation for family members is encouraged. The on-campus sessions are two days for FTIC students and one day for Transfer students. The Orientation Program provides incoming students with a wide-array of academic and co-curricular resources, activities, and information that guides them as they transition to the university. Several steps have been taken to be more efficient with the delivery of the Orientation Program including developing a virtual component to manage the large number of transfer students, utilizing social media and online media to the fullest extent in an effort to save mailing and printing costs, and reducing material and supply costs to manage expenses.

Student staff members comprised of the orientation team and peer mentors deliver the large majority of the Orientation Program. Because of the significant increase in enrollment and restrictive funding, orientation team members have taken on additional responsibilities on behalf of the institution, including managing larger groups, participating in more training to understand processes, and working increased hours to meet the demands of the program.

Current Logistics for Orientation Sessions:

<b>Component</b>	<b>FTIC (average of 450 students and 350 family members per session)</b>	<b>Transfer (average of 650 students and 200 family members per session)</b>
Welcome Session	Students and families	Students and families
Small Groups throughout 2 days(led by orientation leader – tour, prep for advising, make connections, registration, UCF expectations)	Students in small groups throughout; families meet in a small group with an orientation leader to discuss their concerns, interests, etc., about UCF	Families meet in a small group with an orientation leader to discuss their concerns, interests, etc., about UCF
Advising	Breakouts by majors and colleges, build schedule for first semester – smaller groups with multiple staffing support.	Breakouts by majors and colleges, build schedule for first semester on campus and lay out remainder of academic career – groups are larger and have few advisors per session
Lunch	Students in small groups	Students are served in large group
Information sessions and	Student social in the evening	Transfer and Transition

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expos for campus resources and services	of the first day; family sessions throughout two days	presentation to introduce services provided to students; family sessions throughout one day
Registration	Same as advising	Same as advising
Orientation Leader Involvement	Small group ratio is approximately 17 to1; provide assistance with advising and registration	Orientation leaders are organized by colleges to support advising and registration sections
Materials	Students receive a handbook, planning materials, schedule of events, etc.; families receive a calendar, handbook on college transitions, schedule, etc.	Students receive a schedule of events; families receive a calendar and schedule.
Virtual Orientation (modules for UCF culture, student responsibility and expectations)	All content for FTIC students is presented during the two-day on-site orientation program	All students must complete the virtual component of orientation before attending the on-site orientation.

**Expanded Service / Operation**

Identify the additional or enhanced service or operation to be implemented with the increase and whether other resources were considered to meet this need:

The approval of the \$15 increase to the Orientation Program Fee would allow for the following:

- Increase funding for student leaders (orientation leaders, peer mentors) by 15%, ensuring that incoming students especially transfer students, can be provided with a personalized and high impact experience. The pay since 2003 has been \$1,800. Since 2003, there has been increasing amounts of trainings, job requirements, and number of sessions offered.
- Increase the number of orientation leaders and peer mentors to provide participants a more personalized experience.
- Increase the programs and services to ease the transition of incoming students and promote a stronger basis for retention and graduation.
- UCF's Freshman Seminar, which serves as a continuation of the Orientation Program experience, functions with limited operating budget and is minimally supported with auxiliary funds.
- Additional revenue would allow more intentional support to incoming students and particularly, special populations (first-generation students, out of state students, male

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Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

students of color, veteran students, Direct Connect students, etc.) with a focus on student engagement, academic support and skills development, leadership development, and the promotion of critical thinking.

- Support orientation leaders' attendance at the Southern Regional Orientation Workshop. Currently, due to limited funding, members of the orientation team are required to pay for their own registration, which can pose a financial burden.
- Support the salaries and professional development of a director, associate director, assistant director, two administrative assistants, two graduate assistants, and student office staff.

**Impact to Student**

Describe the financial impact to the typical student, including those with financial need:

The Orientation Program Fee is a one-time pre-matriculation expense for new students. The program fee covers the cost of staffing, supplies, and routine support operations, as the Orientation Program and the FYE office is 100% auxiliary.

Direct costs charged to the student beyond the program fee include:

- Hospitality expenses cover food and lodging (for those FTIC students who choose to stay overnight)
- Math placement fees

The Orientation Program offers limited fee waivers for eligible students to attend the required orientation without having to experience financial hardship. This is an important service for first generation students, underrepresented students, as well as Summer Bridge Program participants.

**Revenues / Expenditures**

Current annual revenue collected:	<b>\$1,541,672.00</b>
Incremental annual revenue to be collected (2013-2014 projected):	<b>\$273,090.00</b>
Describe the current expenditures from revenue generated by this fee (attach operating budget expenditure form).	

**Other Information**

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Notes:

1. To date, the university accounted for both program and direct fees and expenses in the same department finance records for orientation; therefore account records show all revenue and expenses not just the program fee and program expenses.
2. The orientation program overlaps the fiscal year with the peak of actual sessions occurring in June, July, and August. Most of the revenue is collected prior to June 30 while most of the expense is paid out after July 1. This results in end of fiscal year balances that do not accurately represent the cash reserves of the fund.

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Statement of Revenues, Expenditures, and Available Balances**  
**University of Central Florida**  
**Fiscal Year 2012-2013 and 2013-14**

**Fee Title: Orientation Program Fee**

	<b>Projection 2012-13 -----</b>	<b>Projection 2013-14 -----</b>
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 870,874	\$ 966,780
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 870,874	\$ 966,780
<b><u>Receipts / Revenues</u></b>		
Fee Collections <sup>1</sup>	\$ 1,541,672	1,814,762
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 1,541,672	\$ 1,814,762
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 410,000	\$ 521,500
Other Personal Services	200,000	285,500
Expenses	835,766	904,124
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
Other Category Expenditures:	-	-
Total Expenditures:	\$ 1,445,766	\$ 1,711,124
Operating Surplus/Deficit:	<u>\$ 95,906</u>	<u>\$ 103,638</u>

1 - FY13, fee collected based on \$35; FY14, fee( anticipated) collected based on \$50

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** New Green Fees Requested by FAMU and FSU

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**PROPOSED COMMITTEE ACTION**

Review and take action on a request from FAMU and FSU to implement a Green Fee effective with the fall 2013 semester.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 7.003

**BACKGROUND INFORMATION**

Pursuant to Regulation 7.003 (23) university boards of trustees may submit a request for a new fee. Two universities, FAMU and FSU, have submitted a request for a Green Fee. Summaries of these fees are shown below and the complete submission is following this agenda item.

**FAMU Green Fee** – FAMU is requesting a Green Fee of \$.50 per credit hour or \$15 for a student taking 30 credit hours. The Green Fee will support energy efficiency and renewable energy through educational, structural, research, or service-learning projects to improve the sustainability and environmental literacy of the greater FAMU community (that is, the Tallahassee campus, satellite campuses, and other off-campus facilities).

**FSU Green Fee** - FSU is requesting a Green Fee of \$.50 per credit hour or \$15 for a student taking 30 credit hours. The Green Fee is an initiative to give students the power to establish a small fee to support sustainable initiatives and projects on the campus. The fee would help support efficiency, conservation, and sustainability-related projects (water, energy, waste, alternative transportation, food, etc.) that reduce FSU's energy costs, greenhouse gas emissions, and waste.

Regulation 7.003 provides the following submission criteria and guidelines when considering and proposing a new fee:

- (a) The proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:
  - 1. The purpose to be served or accomplished with the fee.
  - 2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.
  - 3. The process used to assure substantial student input or involvement.
  - 4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
  - 5. The financial impact of the fee on students, including those with financial need.
  - 6. The estimated revenue to be collected and proposed expenditures for the new fee.
  - 7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.
- (b) The aggregate sum of any fees approved by the Board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.
- (c) The fee can only be implemented in the fall term.
- (d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.
- (e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.
- (f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- (g) The fee cannot be utilized to create additional bonding capacity in an existing fee.
- (h) The fee should support a new service or activity that is not currently supported or should be supported with education and general funds (state and tuition).
- (i) The fee shall not supplant revenue from other sources that are currently used or have been used to support a service or activity.
- (j) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.
- (k) Once the Board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.
- (l) The Board will act upon the budget committee recommendation at the next scheduled meeting.
- (m) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be

increased, decreased or discontinued. The university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

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<b>Supporting Documentation Included:</b>	1. Green Fee Summary 2. FAMU and FSU Proposals
<b>Facilitators/Presenters:</b>	Governor Kuntz University Representatives



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## New Fee Summary

(Information extracted from the Universities official proposal)

	Fee Name	Fee Requested	Estimated Student Impact	Estimated Revenue Generated	Description and Intended Use
FAMU	Green Fee	\$.50 per credit hour	\$15 for a student taking 30 credit hours	\$142,056	<p>All funds collected through the Student Green Fund must be used to support an educational, structural, research, or service-learning project to improve the energy efficiency, sustainability, or environmental literacy of the greater FAMU community.</p> <p>A 12-member oversight committee, consisting of seven student members, three faculty members, and two staff members, will solicit, evaluate and select proposals; monitor expenditures; and report on measurable impacts. The Student Green Fund will sunset every three years, and a student referendum election will be automatically called to determine if the Student Green Fund should be maintained, increased, or abolished. If abolished, the Student Green Fund may be re-established in the same manner of its original establishment after at least one year has passed.</p> <p>Potential projects include: Greenhouse gas/energy audit, Solar panel-covered parking lots to help generate electric power; Filtered water-bottle refilling stations; Solar umbrellas for recharging laptops, cell phones, etc.; Geo-thermal heating/cooling systems; Weatherization of older buildings; Motion-controlled light sensors for all classrooms, offices, bathrooms; Construction and monitoring of a sustainable green energy residence, which could serve as a living/learning laboratory for sustainable technology education; Student garden</p> <p>Up to 10 percent of the funds generated annually by the Student Green Fund will be used to hire someone to manage the receipt and disbursement of money within the Student Green Fund. This person may already be an employee at FAMU or may be hired specifically for this purpose.</p>
FSU	Green Fee	\$.50 per credit hour	\$15 for a student taking 30 credit hours	\$544,227	<p>1. Funds will be expended only for projects that:</p> <ul style="list-style-type: none"> <li>- Demonstrate an immediate application to reducing operational costs, waste, and or greenhouse gas (GHG) emissions</li> <li>- Show alignment with the FSU Strategic Plan, Campus Master Plan, and/or Energy Savings Plan</li> <li>- Submit all relevant University paperwork (space requests, event permits, etc)</li> </ul>

## New Fee Summary

(Information extracted from the Universities official proposal)

	Fee Name	Fee Requested	Estimated Student Impact	Estimated Revenue Generated	Description and Intended Use
					<ul style="list-style-type: none"> <li>- Identify project management teams with detailed contact information</li> <li>- Submit a statement of commitment from benefitting unit who will maintain the project</li> <li>- Develop metrics on how project success will be measured</li> <li>- Submit a proposed timeline for the project, including end dates</li> <li>- Demonstrate a contribution to student learning</li> </ul> <p>2. The creation of the Student Green Fee Committee (SGFC) also provides conditions to ensure responsible implementation of the fund and supported projects. At least half the SGF committee will consist of students who are selected by the Student Sustainability Initiative of the Student Government Association. Faculty and staff members will be selected by the University President or designee.</p> <p>3. The Student Green Fee would sunset every three years, encouraging all students to review the success of the fee. The fee shall be discontinued if the student body shows disapproval in the referendum.</p> <p>Examples of projects from other schools that have implemented green fees include (but are not limited to):</p> <ul style="list-style-type: none"> <li>- Alternative transportation programs (bike sharing)</li> <li>- Energy conservation &amp; efficiency projects (motion-sensor lighting, building weatherization)</li> <li>- Alternative energy projects (solar panels/trees/docks)</li> <li>- Water conservation &amp; efficiency projects (drip irrigation, low-flow fixtures)</li> <li>- Alternative fuels for campus fleets</li> <li>- Building renovations in support of LEED or Energy Star certification (sunscreens over windows)</li> <li>- Green roofs (vegetated or high reflectivity)</li> <li>- Increased recycling</li> <li>- Expansion of sustainable food practices</li> <li>- Overall education &amp; awareness campaigns (interactive educational displays, signage)</li> </ul>

**State University System  
Florida Board of Governors  
Request to Implement a New Fee – Regulation 7.003(24)**

**University:** Florida Agricultural and Mechanical University (FAMU)

Date	
Univ. BOT approval date:	November 1, 2012
Proposed fall implementation date (year):	Fall 2013
Description	
New fee title:	Student Green Fund
Amount of new fee (per credit hour if applicable):	0.50
Proposed new fee as a percentage of tuition: <sup>1</sup>	In-state tuition 0.12% Out-of State tuition 0.035%
Purpose	
<p><b>Describe the purpose to be served or accomplished with this fee:</b> The Student Green Fund will support energy efficiency and renewable energy at Florida A&amp;M University through educational, structural, research, or service-learning projects to improve the sustainability and environmental literacy of the greater FAMU community (that is, the Tallahassee campus, satellite campuses, and other off-campus facilities).</p>	
Demonstrable Student-Based Need / Involvement	
<p><b>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</b> The Student Green Fund is part of a statewide initiative among institutions in the Florida State University System that allows students to show their commitment toward creating a more sustainable environment for themselves and the world in which they live. Students at other FSUS schools have or are in the process of implementing similar funds. Energy costs typically are a university's 2<sup>nd</sup> largest expense behind personnel. The Student Green Fund would represent FAMU students' dedication to keeping the cost of a college education lower while at the same time being good stewards of the environment. According to The Association for the Advancement of Sustainability in Higher Education (aashe.org), a college's commitment to the environment has become a major reason why students choose a university. For the past two years, FAMU has been the only HBCU named to The Princeton Review's list of top green colleges. The existence of a Student Green Fund will enhance FAMU's reputation and provide students with a powerful voice in affecting the environment.</p>	
<p><b>Describe the process used to assure substantial student input or involvement:</b> Midway through the 2011-2012 school year, the SGA Senate passed a bill to hold a referendum to determine the student body's interest in a green fund. On Feb. 21, 2012, 72% of</p>	

<sup>1</sup> If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23) (b).

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Request to Implement a New Fee – Regulation 7.003(24)**

the students voting in campus elections supported the following resolution, modeled after that used by other FSUS institutions, to establish a Student Green Energy Fund:

“Would you support a small per-credit-hour student renewable energy fee between \$0.25 and \$1.00, which could only be used for energy efficiency and renewable energy on campus?”

To solicit support for the fund, members of the FAMU Green Coalition reached out to students in SGA, the Environmental Sciences Student Organization (ESSO), Greek organizations, the Royal Court, and many other student groups on campus. The campaign theme was “Two quarters can make a LOT of change,” which emphasized the intent to start the fund with a contribution of 50 cents per credit hour. Through discussions with other students, we decided to expand the range of projects to be supported to include education, research, and service-learning activities that addressed the concepts of “energy efficiency and renewable energy” in the broadest terms. Following the lead of Florida State University, which is also in the process of creating a green fund, we decided to modify the name of the fund slightly to “Green Student Fund.” A 12-member oversight committee, consisting of seven student members, three faculty members, and two staff members, will solicit, evaluate and select proposals; monitor expenditures; and report on measurable impacts. The Student Green Fund will sunset every three years, and a student referendum election will be automatically called to determine if the Student Green Fund should be maintained, increased, or abolished. If abolished, the Student Green Fund may be re-established in the same manner of its original establishment after at least one year has passed.

**Student Impact**

**Explain the financial impact of the fee on students, including those with financial need:**

The proposed Student Green Fund is a nominal fee to be assessed at an amount of 50 cents per credit hour in its initial implementation. A student enrolled in 30 credit hours per academic year (full-time undergraduate enrollment leading to graduation in four years) would be assessed at a maximum of \$15 per year. The per-credit-hour fee is 0.12% of undergraduate tuition (using 12 hours as a full-time student). The fee is covered by financial aid but will not be included in the Florida Bright Futures Scholarship program. The financial impact of the fee will be minimal for students.

**Restrictions / Limitations**

**Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:**

All funds collected through the Student Green Fund must be used to support an educational, structural, research, or service-learning project to improve the energy efficiency, sustainability, or environmental literacy of the greater FAMU community.

The SGFC will be overseen by the Office of Construction and Facilities Management (OCFM). The SGFC will report its work to the Associate Vice President for Construction and Facilities Management, who will, in turn, report to the President. Should an Office of Sustainability be

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established, responsibility for overseeing the SGFC will move to that office. The new director of the Office of Sustainability will report to the Associate Vice President for Construction and Facilities Management, who will, in turn, report to the President. The SGFC will maintain regular communication with the Environment and Sustainability Council, the Student Government Association, the Faculty Senate, the FAMU Green Coalition, and the Environmental Sciences Student Organization (ESSO) – all of which will have members on the SGFC – to make sure all groups are working in accord.

The SGFC will send out a Request for Proposals (RFP) periodically. However, proposals will be accepted and funded, as possible, throughout the year. Any student, faculty, or staff member may initiate a proposal, which must include a budget, measurable objectives, and timeline for completion. Proposals will be reviewed by the SGFC, with input from the Office of Construction and Facilities Management (OCFM) and any other experts deemed appropriate by the SGFC. Short-listed applicants will be asked to present their proposals to the SGFC before the committee selects which proposals to fund.

Each successful grantee must submit a written report to the SGFC at the half-way point and within two weeks of the completion of the project. Depending upon how much money is in the SGF, grants will be awarded in any unit from \$500 to the maximum available. Any unused funds will be rolled over into the next year's budget, which will allow the possibility of supporting larger projects. Projects will be selected based on their potential impact on the greater FAMU community, the likelihood of successful completion, and available funds. A quorum of members must vote on any proposal, and at least half of the voting members must be students.

Every three years, the SGA Senate will set the amount of the fee (not to exceed a maximum of \$1 per credit hour) and conduct a binding student referendum in conjunction with the SGA Elections to allow students to vote on the assessment of the Student Green Fund. If abolished, the Student Green Fund may be re-established in the same manner of its original establishment after at least one year has passed.

Revenues / Expenditures	
Annual estimated revenue to be collected:	<b>\$142,056</b>
<b>Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).</b>	
<p>The estimated number of credit hours for lower and upper division, graduate, and law school students at FAMU for 2013-2014 is 284,112. This would generate about \$142,056 the first year for such projects as reducing energy costs and lowering greenhouse gas emissions on campus, with the potential for a high rate of return on investment, as well. Funded projects might range from \$500 to \$100,000 or more. Any unspent funds in a given year will be maintained in the Student Green Fund account for use in subsequent years.</p>	

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Potential projects include:

- Greenhouse gas/energy audit
- Solar panel-covered parking lots to help generate electric power
- Filtered water-bottle refilling stations
- Solar umbrellas for recharging laptops, cell phones, etc.
- Geo-thermal heating/cooling systems
- Weatherization of older buildings
- Motion-controlled light sensors for all classrooms, offices, bathrooms
- Construction and monitoring of a sustainable green energy residence, which could serve as a living/learning laboratory for sustainable technology education
- Student garden

Up to 10 percent of the funds generated annually by the Student Green Fund will be used to hire someone to manage the receipt and disbursement of money within the Student Green Fund. This person may already be an employee at FAMU or may be hired specifically for this purpose. (See attached budget.)

**Accountability Measures**

**Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.**

Specific project selection criteria will be established to aid the committee in its efforts to select capital projects and program initiatives that will provide best value and maximize the effect of monies generated by the Student Green Fund. Additionally, specific performance metrics will be identified on a project-by-project basis for use in measuring the effectiveness of each project. For example, if the university selects the solar panel-covered parking lot project or any of the other energy-related projects for implementation, success will be measured by confirming actual dollar reduction in energy costs from the previous period of performance. Recycling projects will be measured by cubic yards and pounds of raw materials saved from landfill disposal and documented by landfill receipts. Student involvement would be monitored by assessing the number of students who participate in events, activities and projects supported by Student Green Fund grants – and so on.

The SGFC will compile an annual report and submit it at the end of each fiscal year to the Associate Vice President for Construction and Facilities Management, with copies sent to the President, the Board of Trustees, the Vice President for Student Affairs, the Student Government Association, the Dean of Students, the Faculty Senate, the Environment and Sustainability Council, the FAMU Green Coalition, and the Environmental Sciences Student Organization. The report will provide a recap of prior year projects and highlight possible projects for the upcoming year.

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FAMU is seeking authority to implement the Student Green Fund beginning fall 2013. BOG approval will be followed by a binding student referendum every three years thereafter, which will allow students the opportunity to vote on the fee assessment and fee level, which will be suggested by SGA.

**Other Information**

The SGFC will consist of 12 members: seven students, three faculty members, and two staff members. Should an Office of Sustainability be created, the director of that office will serve as a nonvoting staff support person for the SGFC.

Of the seven students, five will be nominated by SGA (one of these students must serve as the liaison to SGA; the others will be selected from among FAMU students in good standing who respond to a call for membership). In addition, one student will be selected by the FAMU Green Coalition, and one will be selected by ESSO. From among these seven student members, the University President and SGA President will jointly select one student to serve as the nonvoting chair of the SGFC. The remaining six students will have full voting privileges. All student members will serve one-year terms but may reapply for additional terms. All SGA nominees will be approved by the SGA President. Should a vacancy occur midterm, the designated body (SGA, FGC, ESSO) will select replacements, accordingly.

The Faculty Senate (FS) will oversee the nomination of three faculty members by putting out a call for membership; one faculty slot will be reserved for a member of the ESC. The faculty members will serve staggered three-year terms. Initially, one member will serve one year, one will serve two years, and one will serve three years until the replacement rotation is set. A faculty member may serve two consecutive terms of three years.

The Office of Construction and Facilities Management will oversee the nomination of two staff members by putting out a call for membership. The staff members will serve staggered three-year terms. Initially, one staff member will serve a two-year term and one will serve a three-year term until the replacement rotation is set. A staff member may reapply for additional terms.

The University President will approve the final selection of faculty and staff members. Should a faculty or staff vacancy occur midterm, the designated unit (FS, OCFM) will solicit applications for replacement members and make a recommendation to the University President, who will select replacements.



**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Statement of Revenues, Expenditures, and Available Balances**  
**Florida A&M University**  
**Fiscal Year 2012-2013 and 2013-14**

**Fee Title: Student Green Energy Fee (Proposed)**

	<sup>2</sup> Estimated Actual 2012-13	<sup>3</sup> Estimated 2013-14
<hr/>		
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	-\$	-\$
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	-\$	-\$
<hr/>		
<b><u>Receipts / Revenues</u></b>		
Fee Collections	-\$	\$142,056
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward	-	-
Total Receipts / Revenues:	-\$	\$142,056
<hr/>		
<b><u>Expenditures</u></b>		
Salaries & Benefits	-\$	-
Other Personal Services	-	\$14,206
Expenses	-	\$127,850
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward	-	-
Balance		
1Other Category Expenditures:	-	-
<hr/>		
Total Expenditures:	-\$	\$142,056
<hr/>		
Ending Balance Available:	-\$	-\$
<hr/>		

1Provide details for "Other Categories" used.

2Column not needed if a request for a new fee.

3Based on estimate of 284,112 fundable credit hours at the initial fee level of \$0.50 per credit hour.

**State University System  
Florida Board of Governors  
Request to Implement a New Fee – Regulation 7.003(24)**

**University: Florida State University**

Date	
University Board of Trustees approval date:	<b>March 2, 2012</b>
Proposed fall implementation date (year):	<b>2013</b>
Description	
New fee title:	Student Green Fee
Amount of new fee (per credit hour if applicable):	\$0.50
Proposed new fee as a percentage of tuition: <sup>1</sup>	0.26% (in-state undergraduate); 0.12% (in-state graduate)
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>The Student Green Fee (SGF) is an initiative to give students at Florida State University the power to establish a small fee to support sustainable initiatives and projects on their campus. The proposed \$.50 per credit hour fee would help support efficiency, conservation, and sustainability-related projects (water, energy, waste, alternative transportation, food, etc.) that reduce Florida State University's energy costs, greenhouse gas (GHG) emissions, and waste.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>FSU's guiding documents and complementary operational plans lay out goals for improved sustainability across the university. We are currently in the process of developing a climate action plan and strategic plan for sustainability that would further address how the goals can be met through collaboration across campus.</p> <p>Projects funded from the Student Green Fee can support increased student education and awareness of the planning and implementation of sustainability-related infrastructure and/or address specific needs that may have been value-engineered out of projects in the past. The Student Green Fee will allow FSU to work toward our goals while reducing the burden of cost on any one department.</p>	
<p>Describe the process used to assure substantial student input or involvement:</p> <p>Students at Florida State University began working on the Student Green Energy Fee in 2007, renaming it the Student Green Fee in 2012. The fee was passed in 2008 as a non-binding referendum, in 2010 and 2011 as a binding referendum, and most recently gained the support of over 61% of the student population in the spring 2012 ballot.</p> <ol style="list-style-type: none"> <li>1. The Student Green Fee must be approved by the student body as well as by the University Board of</li> </ol>	

<sup>1</sup> If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(24)(b).

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Trustees. A referendum of the student body must be conducted by Student Government and must be approved by a majority of the students participating in the referendum. The referendum question must explain the purpose of the fee and the proposed amount of the fee. FSU has conducted four referendums (2008, 2010, 2011, and 2012), all of which passed; the most recent referendum passing with 61 % of students in approval.

2. At least half the SGF committee will consist of students who are interviewed and selected by the Student Sustainability Initiative of the Student Government Association. Faculty and staff members shall submit a letter of interest and will be selected by the University President or designee.
3. The Student Green Fee will be assessed at \$0.50 per credit hour. This amount must coincide with the amount proposed in the referendum described in paragraph 1. The amount of this fee may be changed only if approved by a student body referendum conducted by the Student Government.

After the Student Green Fee has been implemented for three years, Student Government shall conduct a referendum to assess the student body's interest in continuing the fee. If a majority of students decide to discontinue the fee, the fee will not be collected, and any remaining revenue will be dispensed by the Student Green Fee committee within two fiscal years after this referendum. In the event of termination of the fee after it is called for by the student body, the fee may be reestablished no sooner than one year after the referendum through the process described in paragraph 1. If a majority of students vote to continue the fee, the fee shall be continued.

### **Student Impact**

Explain the financial impact of the fee on students, including those with financial need:

The proposed fee would add a nominal increase to a student's tuition rate: 0.26% of in-state undergraduate student rate, and 0.12% of the in-state graduate student rate (based on 2011-2012 tuition). The cost for a student earning 30 credit hours per year is \$15.00.

The fee shall not be included in any award under the Florida Bright Futures Scholarship Program established pursuant to ss.1009.53-1009.538.

### **Restrictions / Limitations**

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

The proposed fee and structure of the Student Green Fee has numerous checks in place to help ensure responsible use of the generated funds.

1. Funds will be expended only for projects that:
  - Demonstrate an immediate application to reducing operational costs, waste, and or greenhouse gas (GHG) emissions
  - Show alignment with the FSU Strategic Plan, Campus Master Plan, and/or Energy Savings Plan
  - Submit all relevant University paperwork (space requests, event permits, etc)
  - Identify project management teams with detailed contact information
  - Submit a statement of commitment from benefitting unit who will maintain the project
  - Develop metrics on how project success will be measured
  - Submit a proposed timeline for the project, including end dates
  - Demonstrate a contribution to student learning

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2. The creation of the Student Green Fee Committee (SGFC) also provides conditions to ensure responsible implementation of the fund and supported projects. At least half the SGF committee will consist of students who are selected by the Student Sustainability Initiative of the Student Government Association. Faculty and staff members will be selected by the University President or designee. A representative from the Office of Sustainability will serve as the committee chair. This committee of faculty, staff, and students will report annually to the Florida State University President and Board of Trustees.
3. The Student Green Fee would sunset every three years, encouraging all students to review the success of the fee. The fee shall be discontinued if the student body shows disapproval in the referendum.
4. Any changes to the amount of the fee must also be approved by the study body in a referendum conducted by Student Government.

**Revenues / Expenditures**

Annual estimated revenue to be collected:	<b>\$544,227</b> (based on 2011-2012 state-funded credit hours)
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Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

Examples of projects from other schools that have implemented green fees include (but are not limited to):

- Alternative transportation programs (bike sharing)
- Energy conservation & efficiency projects (motion-sensor lighting, building weatherization)
- Alternative energy projects (solar panels/trees/docks)
- Water conservation & efficiency projects (drip irrigation, low-flow fixtures)
- Alternative fuels for campus fleets
- Building renovations in support of LEED or Energy Star certification (sunscreens over windows)
- Green roofs (vegetated or high reflectivity)
- Increased recycling
- Expansion of sustainable food practices
- Overall education & awareness campaigns (interactive educational displays, signage)

**Accountability Measures**

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

The Student Green Fee would support projects that promote sustainability at Florida State University that increase energy and water efficiency, promote natural resource conservation, and reduce the school's greenhouse gas (GHG) emissions, waste, and energy costs.

While the University Strategic Plan, Campus Master Plan, Energy Savings Plan, and STARS all identify strategic priorities and goals related to sustainability, specific success metrics of projects implemented through the Student Green Fee will be monitored through our data collection and monthly or annual reporting structures:

Success from energy/water conservation and efficiency projects will be reflected in reduced consumption and cost per user or square foot.

Success from waste reduction and recycling projects will be reflected in increased waste diversion rates and increased amounts of materials collected and sold through our recycling markets.

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Success from projects that focus on reducing greenhouse gas emissions will be reflected during the Climate Action Plan update and re-calculation cycle.

Success from other projects can be captured as an increase in LEED or STARS points during data collection cycles.

Additional metrics can be added over time as the program evolves.

**Other Information**

On February 15, 2012, the 64<sup>th</sup> Senate Student Senate of the FSU Student Government Association unanimously passed a resolution in support of the Student Green Fund initiative, and requests that the FSU Board of Trustees approves the implementation of the Student Green Fund for the benefit of our student body and overall university (see supporting documentation – Senate resolution).

Similar fees have been implemented on over 40 campuses around the country, and three in the state of Florida: University of South Florida, New College of Florida, and the University of West Florida.

Since 2007, the Student Green Fee has been promoted and worked on by multiple campus organizations including, Florida PIRG at FSU, Intellectual Decisions on Environmental Awareness Solutions at FSU (IDEAS at FSU), Student Sustainability Initiative (SSI), Environmental Service Program (ESP), Florida YES Coalition and numerous Florida State University students.

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Statement of Revenues, Expenditures, and Available Balances**  
**University: Florida State University**  
**Fiscal Year 2012-2013 and 2013-14**

**Fee Title: Student Green Fund**

	<sup>2</sup> Estimated Actual 2012-13 -----	Estimated 2013-14 -----
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Fee Collections	\$ -	544,227
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 544,227
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	544,227
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
<sup>1</sup> Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 544,227
Ending Balance Available:	\$ -	\$ -

<sup>1</sup>Provide details for "Other Categories" used.

<sup>2</sup>Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 20, 2013**

**SUBJECT:** Public Notice of Intent to Amend Regulation 18.002, Notice and Protest Procedures for Protest Proceedings Relating to University Procurements

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**PROPOSED COMMITTEE ACTION**

Approve Public Notice of Intent to Amend Regulation 18.002, Notice and Protest Procedures

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The proposed revision to Board Regulation 18.002, which establishes the notice and protest procedures for protests related to university procurements, is a substantial rewording of the current regulation in order to provide a more robust set of procedures that will apply to all university procurement processes for the purchase of goods, services, leases, and construction-related competitive solicitations. The proposed language was developed in conjunction with university attorneys and has been reviewed by university purchasing officials.

The revised regulation adds definitions, establishes timelines for initiating and proceeding through a protest, notice and protest bond requirements, criteria for the content of a protest petition, a provision for informal resolution, a summary proceeding, a quasi-judicial hearing, intervention by substantially affected parties, and appellate review.

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**Supporting Documentation Included:** Amended Regulation 18.002

**Facilitators/Presenters:** Vikki R. Shirley



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## **BOG 18.002 Notice and Protest Procedures for Protests Related to a University's Contract Procurement Process.**

(1) Purpose. The procedures set forth in this Regulation shall apply to protests that arise from all university contract procurement processes for the purchase of goods, services, leases and for construction-related competitive solicitations, and shall be the exclusive set of procedures applicable to all such protests.

### (2) Definitions.

- (a) Adversely affected- where the university decision or intended decision will cause immediate injury in fact to the Protestor and the injury is of the type that the pertinent law or regulation is designed to protect.
- (b) Days- calendar days.
- (c) Decision or intended decision- the Specifications; the rejection of a response or all responses to a competitive solicitation; the intent to award a contract pursuant to a competitive solicitation as indicated by a posted written notice; a sponsored research exemption; or a determination that a specified procurement can be made only from a sole source.
- (d) Electronic posting- posting on the university's designated website.
- (e) Filing- when filing documents or written materials with:
  - (i) the Issuing Office, the filing is the delivery of the original of the document or written materials at the Issuing Office. Filing the Notice of Intent to Protest or the Formal Protest via email or facsimile is not permitted. The time allowed for filing any documents or written material is not extended by the mailing of such.
  - (ii) the President, the President's Designee or the Presiding Officer, filing is the delivery of the documents or written material to the President, President's Designee or Presiding Officer via email or in person at a hearing.
- (f) Formal Protest- the formal written complaint that complies with the requirements of Section (6) of this regulation.
- (g) Issuing Office- the office that issued the solicitation, or if a solicitation has not been issued, the office that made the decision or intended decision that is being protested.
- (h) Legal holidays- those days designated as holidays in Section 110.117, Florida Statutes, and those days- other than Saturdays and Sundays- when the university is officially closed.
- (i) Notice of Intent to Protest- a short and plain written statement that complies with the requirements of Section (5) of this regulation.
- (j) Potential Protestor- any actual or prospective bidder or offeror, person, or firm with standing to protest the decision or intended decision.
- (k) President- means the presiding president of the university.
- (l) President's Designee – the person selected by the President to perform a specific delegated function on behalf of the President under this regulation.

- (m) President/President's Designee – means the presiding president of the university; however, if the presiding president appoints a designee, shall mean the presiding president's designee only.
- (n) Presiding Officer- the Quasi-Judicial Officer or the University Official handling the protest proceeding.
- (o) Protest proceeding- either a summary proceeding involving a University Official or a quasi-judicial hearing involving a Quasi-Judicial Officer.
- (p) Protestor- any actual or prospective qualified bidder or offeror, or person or firm that is adversely affected and has standing who timely files a Notice of Intent to Protest and also timely files a Formal Protest.
- (q) Quasi-Judicial Officer- the designated presiding official (may be an Administrative Law Judge or a qualified attorney with a minimum of five years' experience practicing law) in a protest proceeding where there are disputed issues of material fact.
- (r) Serve/Service- sending a copy of the information to the parties via email communication at the email addresses of record.
- (s) Specification- the contents of the competitive solicitation or any addenda thereto; the approval of a sole source procurement; or other solicitation documents as permitted by applicable law or regulation.
- (t) Timely filed- actual receipt of documentation or written material by the Issuing Office, the President, the President's Designee, or the Presiding Officer on or before the deadline.
- (u) University Official- the person appointed by the President to conduct a summary proceeding.

**(3) Notice of Decision or Intended Decision.** The university shall provide a notice of decision or intended decision by electronic posting. The notice shall contain the following statement: "Failure to timely file a protest or failure to timely deliver the required bond or other security in accordance with the Board of Governors' Regulations 18.002 and 18.003 shall constitute a waiver of protest proceedings."

**(4) Initiating a Protest.** If a Potential Protestor desires to protest a decision or intended decision of a university, the Potential Protestor must timely file a Notice of Intent to Protest, a Formal Protest, and the required Solicitation Protest Bond prescribed by Board of Governors Regulation 18.003 with the Issuing Office.

**(5) Notice of Intent to Protest.**

**(a) Timely Filing of a Notice of Intent to Protest.**

**(i) Protesting a Specification.**

If the Potential Protestor is protesting a Specification, the Potential Protestor must timely file a Notice of Intent to Protest with the Issuing Office within 72 hours of the university's electronic posting of the Specification that is being protested. A Potential Protestor's failure to timely file a Notice of Intent to Protest within 72 hours of the

posting of the Specification shall constitute a waiver of the right to protest proceedings related to that Specification.

(ii) **Protesting any Other Decisions or Intended Decisions.**

If a Potential Protestor is protesting any decision or intended decision other than a Specification, the Potential Protestor must timely file a Notice of Intent to Protest such decision or intended decision with the Issuing Office within 72 hours of the university's posting of the notice of decision or intended decision that is being protested. A Potential Protestor's failure to timely file a Notice of Intent to Protest within 72 hours of the university's posting of the notice of decision or intended decision being protested shall constitute a waiver of the right to protest proceedings related to that decision or intended decision.

(b) **Filing Period for the Notice of Intent to Protest.**

The 72-hour period for filing the Notice of Intent to Protest regarding any decision or intended decision begins upon the electronic posting of the decision or intended decision. If the end of the 72-hour period falls on a Saturday, Sunday, or legal holiday, the deadline for filing the Notice of Intent to Protest shall be the next business day. A Notice of Intent to Protest may not be filed before the 72-hour period begins.

(c) **Content of the Notice of Intent to Protest.**

The Notice of Intent to Protest must be addressed to the Issuing Office; must identify the Potential Protestor and must provide the Protestor's/Protestor's counsel or representative's address, phone number and email address; must state the name and address of the university whose action is being protested; must identify the solicitation by number and title, or if the intended protest is not related to a competitive solicitation, must provide other language that will enable the university to identify the decision or intended decision being protested; and must state that the Potential Protestor intends to protest the decision or intended decision.

**(6) Formal Protest and Solicitation Protest Bond.**

(a) **Timely Filing of a Formal Protest and Solicitation Protest Bond.**

The Potential Protestor must timely file a Formal Protest with the Issuing Office within ten (10) days after the date the Notice of Intent to Protest was filed. In addition, the Potential Protestor must timely file the required Solicitation Protest Bond with the Issuing Office within ten (10) days after the date the Notice of Intent to Protest was filed. The failure of the Potential Protestor to timely file the Formal Protest or to timely file the Solicitation Protest Bond shall constitute a waiver of the Potential Protestor's right to protest proceedings and/or the denial and dismissal of the Potential Protestor's protest.

(b) **Content of the Formal Protest.**

The Formal Protest must state with particularity the facts and law upon which the protest is based. Only actual or prospective bidders or offerors who would be adversely affected by the university's proposed action have standing to protest the award or intent to award a contract through competitive solicitation. The Formal Protest must contain the following:

- (i) The name of the Protestor and the address, telephone number and email address of the Protestor/Protestor's counsel or representative. The email address provided will be the email address used by the Issuing Office, the President, the President's Designee, the Presiding Officer, and the other parties for serving the Protestor with notice, documents and other materials related to the protest.
- (ii) The identification of the university and competitive solicitation involved, if no competitive solicitation is involved, identification of the action being protested;
- (iii) A statement of when and how the Protestor received notice of the decision or intended decision that is being protested;
- (iv) A concise statement of the facts, including the specific facts the Protestor contends warrant reversal or modification of the university's decision or intended decision;
- (v) A statement of all disputed issues of material fact, or if there are none, the Formal Protest must indicate so;
- (vi) A statement of the specific regulations or laws that the Protestor contends require reversal or modification of the decision or intended decision, including an explanation of how the alleged facts relate to the specific regulations or statutes;
- (vii) A statement of all information establishing that the Protestor is an interested party for the purpose of filing a protest, and how the Protestor would be adversely affected by the university's proposed action;
- (viii) A statement of the relief sought by the Protestor, stating precisely the action the Protestor wishes the University to take with respect to the protest; and
- (ix) A copy of any documents or materials referenced or incorporated into the Formal Protest.

**(7) Impact on Procurement Process.**

- (i) Upon receipt of the Formal Protest by the Issuing Office, the Issuing Office will stop the solicitation or contract award process until the subject of the protest is resolved, unless the President sets forth in writing particular facts and circumstances which require the continuance of the solicitation or contract award process without delay in order to avoid an immediate and serious danger to the public health, safety or welfare.
- (ii) The President/President's Designee may, in response to a Protest, terminate the contract procurement process, terminate the solicitation process, and/or reject all bids. If any such action is taken, the Protest shall be automatically dismissed, and the university may, if desired, reinstate the contract procurement process.

**(8) University's Response to a Formal Protest.** The university will file a notice with the Issuing Office of the name, phone number and email address for the attorney representing the university in the protest; the email address provided will be the email address used by the

Issuing Office, the President, the President's Designee, the Presiding Officer, and the other parties for serving the university with notice, and documents and material related to the protest. The university may also file a written response to the Formal Protest with the Issuing Office within seven (7) days after the date the Formal Protest is filed.

**(9) Right of Counsel.** A party participating in the protest or appearing in a protest proceeding has the right, at the party's own expense, to be represented by counsel or by a qualified representative.

**(10) Resolution by Mutual Agreement.**

**(a) Informal Discussions.**

Following the timely filing of a Formal Protest and Solicitation Protest Bond, the university may hold informal discussions with the Protestor to resolve the protest by mutual agreement. Such discussions, if made available, will take place within seven (7) days, of the filing of the Formal Protest. The President/President's Designee has the authority to settle or resolve protests.

**(b) Time Tolloed.**

If informal discussions are scheduled, the time requirements related to this regulation are tolled for the period of time from the date the Formal Protest is filed until the date the last informal discussion is scheduled for or held.

**(c) Settlement Agreement.**

Unless prevented by law, if the parties reach a mutual agreement and a term in the settlement agreement conflicts with this regulation, the term in the settlement agreement will control.

**(d) Failure of Parties to Resolve by Mutual Agreement.**

If informal discussions are not held, or the informal discussions do not result in a mutual agreement between the parties, the protest shall proceed to either a summary proceeding or a quasi-judicial hearing, as appropriate.

**(11) Determination of Appropriate Proceeding.** When there is no resolution by mutual agreement, the President/President's Designee shall appoint a University Official, and the Initiating Office will forward all material filed by the parties to the University Official. The University Official will review the material filed by the parties that would be admissible in evidence to determine whether there are any disputed issues of material fact. If the protest contains no disputed issues of material fact, a summary proceeding is appropriate. If the protest contains disputed issues of material fact, a quasi-judicial hearing is appropriate.

**(12) Summary Proceeding.**

If the protest contains no disputed issues of material fact, the University Official shall conduct a summary proceeding. The summary proceeding will be conducted within thirty (30) days after the date the Formal Protest was filed.

**(a) Notice of Proceeding.**

The University Official shall serve written notice on all parties, such notice will allow the parties at least seven (7) days from the date of the notice to file with the University

Official any documents, memoranda of law, or other written material (collectively referred to as “written material”) in support of or in opposition to the university’s action or refusal to act and to serve the other parties with a copy of the same. At the end of the seven (7) days, the University Official shall then serve a second notice to the parties stating that the parties have seven (7) days to file with the University Official and to serve the other parties with their written responses to the written material filed by the other parties.

(b) Informal Hearing.

The University Official may, in the University Official’s sole discretion, schedule an informal hearing on the matter for the purpose of taking oral evidence or argument. If the University Official schedules an informal hearing, the University Official shall serve the parties with written notice at least fourteen (14) days prior to the hearing, setting forth the place, date, and time of the hearing.

(c) University Official’s Recommended Order.

(i) The University Official will issue a Recommended Order to the President on whether the university’s proposed action is contrary to the applicable statutes, regulations, or policies governing the university, or to the Specifications. The University Official’s Recommended Order shall take into consideration only those documents and written materials filed by the parties, and if an informal hearing is held, information obtained as a result of the informal hearing.

(ii) The University Official’s recommended order shall be issued to the President within fifty (50) days after date the Formal Protest was filed. The University Official shall serve copies of the Recommended Order, along with the date the Recommended Order was issued, to the parties immediately after issuing the Recommended Order to the President.

(iii) The University Official shall also submit the recording of the informal hearing, if one was held, and all documents and written material filed in the matter to the President when issuing the Recommended Order.

(d) Exceptions to the University Official’s Recommended Order.

The parties may file written exceptions to the Recommended Order. The Parties must file any exceptions to the Recommended Order with the President within seven (7) days after the date the Recommended Order was issued.

(e) The Final Order.

The President shall enter a Final Order within twenty-one (21) days after the date the Recommended Order was issued. In deciding whether to follow or depart from the University Official’s Recommended Order, the President may consider the written materials and exceptions filed by the parties, and the recording of the informal hearing, if any. The President’s Final Order is the final decision of the University.

(f) Point of Entry.

Judicial review of the university’s final decision shall be in accordance with Florida Rule of Appellate Procedure 9.190(b)(3), applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act. A request for review may be made by filing a petition for certiorari review with the appropriate circuit court within thirty (30) days after the date of the university’s final decision. **Failure to**

**seek timely review shall constitute a waiver of the right to appeal the university's final decision.**

**(13) Quasi-Judicial Hearing.**

If the Formal Protest contains issues of material fact, the President/President's Designee shall refer the Formal Protest to a Quasi-Judicial Officer for a quasi-judicial hearing. The hearing shall be conducted within forty (40) days after the date the Formal Protest was filed.

**(a) Appointment of Quasi-Judicial Officer.**

Within seven (7) days after the date the Formal Petition was filed, the President/President's Designee shall appoint a Quasi-Judicial Officer or forward a request for hearing and such other documents, laws and regulations as may be required by the Florida Department of Administrative Hearings to the Department, and for assignment of an Administrative Law Judge to conduct a quasi-judicial hearing ("hearing").

**(b) Notice of Hearing.**

- (i) Within seven (7) days after being appointed, the Quasi-Judicial Officer shall issue a Notice of Hearing, stating the time, date and location for the parties to present evidence and argument on the issues under consideration. The Quasi-Judicial Officer shall set a time and place for all hearings and shall serve written notice on all the parties.**
- (ii) The Quasi-Judicial Officer shall give no less than 14 days' notice of the hearing on the merits of the protest, unless otherwise agreed by the parties.**

**(c) University Statement of Actions.**

Within seven (7) days after the appointment of the Quasi-Judicial Officer, the university shall file a written statement to the Quasi-Judicial Officer stating the actions (proposed actions, actions already taken, or refusal to take action are referred to as "actions") of the university, and a summary of the factual, legal, and policy grounds for such actions. The university shall immediately serve a copy of the Statement of Actions on the other parties.

**(d) Protestor's Response to University Statement of Actions.**

Within seven (7) days after the university provides the University Statement of Actions to the Quasi-Judicial Officer, the Protestor may file a written response to such statement with the Quasi-Judicial Officer. The Protestor shall immediately serve a copy of the Protestor's Response to the University's Statement of Actions on the other parties.

**(e) Discovery.**

After the assignment of the Quasi-Judicial Officer, the parties may obtain discovery through the means and manner provided in the Florida Rules of Civil Procedure 1.280 through 1.400. The Quasi-Judicial Officer may issue appropriate orders to effectuate the purposes of discovery and to prevent delay.

- (i) Each party must serve a list of evidence to the other parties at least seven (7) days prior to the first day of the hearing, along with a general description of how the party intends to use the evidence in the hearing.**
- (ii) Each party must file a witness list with the Quasi-Judicial Officer and serve the same on the other parties at least seven (7) days prior to the first day of**



the hearing. The parties must include a general description of how the party intends to use each witness in the hearing with the witness list.

(f) De Novo Proceeding.

The Quasi-Judicial Officer shall conduct a de novo proceeding to determine whether the university's decision or intended decision is contrary to the statutes, regulations, or policies governing the university, or contrary to the Specifications. The standard of proof for the proceedings shall be whether the proposed university action was clearly erroneous, contrary to competition, arbitrary, or capricious. However, if the protest is regarding the university's decision to reject all responses to a competitive solicitation, the standard of review shall be whether the university's intended action is illegal, arbitrary, dishonest or fraudulent.

(g) Burden of Persuasion.

The burden of proof rests with the party protesting the university action.

(h) Conduct of Hearing.

All parties shall have an opportunity to: present evidence; to respond to all issues involved; to conduct cross-examination and submit rebuttal evidence; and to submit proposed findings of fact and proposed orders.

(i) The hearing shall be conducted in conformity with the Florida Rules of Civil Procedure and the Florida Rules of Evidence applicable to civil proceedings unless specifically contradicted by this regulation or otherwise agreed by the parties.

(ii) Each party shall have a minimum of fifteen (15) minutes to argue its position. The Protestor shall present its argument first and have the opportunity for rebuttal. At the Quasi-Judicial Officer's discretion, the university may have the opportunity for surrebuttal.

(iii) The Quasi-Judicial Officer has the right to question each party and any witnesses.

(i) Recommended Order.

The Quasi-Judicial Officer may request that the parties submit proposed findings of fact, conclusions of law, orders and memoranda on the issues within a time designated by the Quasi-Judicial Officer. No later than thirty (30) days after receipt of the hearing transcript, the Quasi-Judicial Officer shall issue a written Recommended Order to the President, and serve a copy on each of the parties.

(j) Preliminary Order and Exceptions to the Preliminary Order.

Within fourteen (14) days after the date the Recommended Order was issued, the President shall issue a Preliminary Order and serve the parties with a notice of such order. If the Protestor takes exception to the Preliminary Order, the Protestor must timely file its written exceptions with the President within fourteen (14) days after the date the Preliminary Order was issued. The Preliminary Order shall provide, "This Preliminary Order is the Final Order unless the Protestor files written exceptions to the Preliminary Order with the President no later than 14 days after the date this Preliminary Order is issued."

(k) Final Order.

(i) If no written exceptions are timely filed, the Preliminary Order is the Final Order.

- (ii) If the Protestor timely files written exceptions, then within fourteen (14) days after the end of the 14 day period for filing exceptions to the Preliminary Order, the President will review the Preliminary Order and the timely filed exceptions and will render a Final Order.
- (iii) The President's Final Order is the final decision of the University.
- (l) Point of Entry. Judicial review of the University's final decision shall be in accordance with Florida Rules of Appellate Procedure Rule 9.190(b)(3), applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act. A request for review may be made by filing a petition for certiorari review with the appropriate circuit court within thirty (30) days after the university's final decision. **Failure to seek timely review shall constitute a waiver of the right to appeal the university's final decision.**

(14) **Computation of Time.** In computing any period of time under this regulation or by order of a Presiding Officer, the day of the act from which the period of time begins to run shall not be included. The last day of the period shall be included unless it is a Saturday, Sunday or legal holiday, in which event the period shall run until the end of the next day which is not a Saturday, Sunday or legal holiday. When the period of time allowed is less than 7 days, intermediate Saturdays, Sundays, and legal holidays shall be excluded in the computation. Notwithstanding the above, this Section does not apply when computing the time period for filing the Notice of Intent to Protest as it is computed in accordance with Section (5)(b) of this regulation.

(15) **Conflict.** Following appointment of the University Official or the Quasi-Judicial Officer as the Presiding Officer of a protest proceeding, the attorney representing the university in the protest will not serve as legal advisor to the Presiding Officer until the protest proceedings are over (to include the period of time in which the final decision of the university can be appealed).

(16) **Intervenors.** Persons other than the original parties to a pending proceeding whose substantial interest will be affected by the proceeding and who desire to become parties may petition the Presiding Officer for leave to intervene. Except for good cause shown, petitions for leave to intervene must be filed with the Presiding Officer no later than 20 days after the date the Formal Protest was filed. The petition shall include allegations sufficient to demonstrate that the intervenor is entitled to participate in the proceeding as a matter of constitutional or statutory right or pursuant to a Board of Governors' or university's rule or regulation, or that the substantial interests of the intervenor are subject to determination or will be affected through the proceeding. The petition shall also include the email address of the intervenor/intervenor's counsel or representative; the email address provided will be the email address used by the President, the President's Designee, the Presiding Officer, and the other parties for serving the intervenor with notice, documents and materials related to the protest. If time permits, the parties may, within seven (7) days after service of the intervenor's petition, file a response in opposition to the petition with the Presiding Officer and serve the same on

the other parties. The Presiding Officer may impose terms and conditions on the intervenor to limit prejudice to other parties.

(17) **Presiding Officer Orders.** The Presiding Officer may issue any orders necessary to effectuate discovery, to prevent delay, and to promote the just, speedy, and inexpensive determination of all aspects of the protest.

(18) **Motions.** All requests for relief shall be by motion. All motions shall be in writing unless made on the record during a hearing and shall fully state the action requested and the grounds relied upon. The moving party shall file the motion with the Presiding Officer and serve a copy on the other parties. When time allows, the other parties may, within seven (7) days after service of a written motion, file a response in opposition and serve the same on the other parties. Written motions will normally be disposed of after the response period has expired based on the motion, together with any supporting or opposing memoranda. The Presiding Officer shall conduct proceedings and enter such orders as are deemed necessary to dispose of issues raised by the motion. Motions, other than a motion to dismiss, shall include a statement that the movant has conferred with the other parties of record and shall state whether any party has an objection to the motion. Motions for extension of time shall be filed prior to the expiration of the deadline sought to be extended and shall state good cause for the request.

(19) **Evidence.** In a protest to an invitation to bid or request for proposals procurement, no submissions made after the bid or proposal opening which amend or supplement the bid or proposal shall be considered. In a protest to an invitation to negotiate procurement, no submissions made after the university announces its intent to award a contract, reject all replies, or withdraw the solicitation which amend or supplement the reply shall be considered.

(20) **Extensions or Continuances.** The Presiding Officer may extend the time period for holding the hearing. The Presiding Officer may also grant a continuance of a hearing for good cause shown. Except in cases of emergency, requests for continuance must be made at least seven (7) days prior to the date noticed for the hearing.

(21) **Records.** The university shall accurately and completely preserve all testimony and evidence in the proceeding, and upon the request of any party shall provide a copy of the testimony. The university may charge the cost of duplication to the requesting party. Proceedings shall be recorded by a certified court reporter or by recording instruments.

Any party to a hearing may, at its own expense, provide a certified court reporter if the university does not. The Presiding Officer may provide a certified court reporter. At a hearing reported by a court reporter, any party who wishes a transcript of the testimony shall order the same at its own expense. If a court reporter records the proceedings, the recordation shall become the official transcript.

(22) **Costs and Attorney Fees.** If the Quasi-Judicial Officer determines that the non-prevailing party has participated in the hearing for an improper purpose, the Quasi-Judicial Officer may

award attorney's fees and costs to the prevailing party, as appropriate. If the Quasi-Judicial Officer awards the university attorney's fees and/or costs, upon Protestor's payment of such costs, the university shall return the solicitation protest bond to the Protestor. "Improper purpose" means participation in the protest proceeding primarily to harass, cause unnecessary delay, frivolous purpose; needlessly increasing the costs of litigation, licensing, or securing the approval of an activity; or filing a meritless protest.

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STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

**AGENDA**

**Trustee Nominating and Development Committee  
Ballroom, Marshall Student Union  
University of South Florida  
Tampa, Florida  
June 20, 2013  
11:00 a.m. - 11:30 a.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz  
Members: Colson, Link, Rood, Tripp, Webster**

1. **Call to Order** **Governor Mori Hosseini**
  
2. **Approval of Committee Meeting Minutes** **Mr. Hosseini**
  - a. Minutes, March 28, 2013
  
3. **Recommendations of Candidates to fill Trustee Vacancies and Reports on Applicant Interviews**
  - a. Florida A&M University (1 vacancy) **Mr. Rood, Mr. Tripp  
Ms. Webster**
  
4. **Concluding Remarks and Adjournment** **Mr. Hosseini**

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Trustee Nominating and Development Committee  
June 20, 2013**

**SUBJECT:** Approval of Minutes of Meeting held March 28, 2013

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**PROPOSED COMMITTEE ACTION**

Approval of Minutes of the Meeting held on March 28, 2013, at Florida A&M University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the Minutes of the Meeting held on March 28, 2013, at Florida A&M University.

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**Supporting Documentation Included:** Minutes: March 28, 2013

**Facilitators/Presenters:** Governor Hosseini



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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
TRUSTEE NOMINATING AND DEVELOPMENT COMMITTEE  
FLORIDA A&M UNIVERSITY  
GRAND BALLROOM, STUDENT UNION  
TALLAHASSEE, FLORIDA  
MARCH 28, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Mori Hosseini convened the meeting of the Trustee Nominating and Development Committee of the Board of Governors on March 28, 2013, at 9:50 a.m., with the following members present: Vice Chair Tom Kuntz, Dean Colson, Wendy Link, John D. Rood, Norman Tripp, and Elizabeth Webster.

1. Approval of Meeting Minutes

A. Trustee Nominating and Development Committee Meeting held January 17, 2013

Mr. Kuntz moved that the Committee approve the Minutes of the Meeting held at the University of Florida on January 17, 2013, as presented. Ms. Link seconded the motion, and the members concurred.

B. Trustee Nominating and Development Committee Meeting held February 21, 2013

Mr. Kuntz moved that the Committee approve the Minutes of the Meeting held by conference call on February 21, 2013, as presented. Mr. Colson seconded the motion, and the members concurred

2. Recommendation of Candidates to fill Trustee Vacancies and Reports on Applicant Interviews

The Committee reported on applicant interviews and made recommendations for candidates to fill vacancies on the university Boards of Trustees.

A. Florida International University (1 vacancy)

Chair Hosseini reported that he, Mr. Rood, and Mr. Tripp were the members of the sub-committee who vetted the applicants for Florida International University. He called on Mr. Tripp for a report.

Mr. Tripp reported that the sub-committee has spent some time interviewing prospective members for the seat on the Florida International University Board of Trustees. Mr. Tripp said that he is prepared to recommend Jorge Luis Arrizurieta. Mr. Arrizurieta is the current Trustee, and he is eligible for re-appointment. The Board received a letter of support for Mr. Arrizurieta's re-appointment from President Rosenberg. Mr. Arrizurieta is the Chairman and CEO of Arrizurieta & Associates, a business consulting firm. He is a former member of the Board of Governors, the Florida Postsecondary Education Planning Commission, and the Miami-Dade County Public Health Trust. Mr. Tripp further reported that Mr. Arrizurieta has an extensive career in public service including working for the Presidential campaigns as well as the transitions teams of George H.W. Bush and George W. Bush; the Florida Republican Party; the Republican National Party; Senator Connie Mack; Co-Chair of the Office of Tourism, Trade, and Economic Development under Governor Charlie Crist; and Attorney General Bill McCollum's Transition Team. Mr. Arrizurieta formerly worked with Huizenga Holdings as Vice President of Public Affairs.

Mr. Tripp moved that the Trustee Nominating and Development Committee recommend that the full Board re-appoint Jorge Luis Arrizurieta to the Florida International University Board of Trustees for a term beginning March 28, 2013, and ending January 6, 2018. The appointment is subject to confirmation by the Senate and to Mr. Arrizurieta attending an orientation session if he has not attended a Board orientation in the past year. Mr. Colson seconded the motion. Members of the Committee concurred in the motion unanimously.

B. University of Central Florida (1 vacancy)

Chair Hosseini reported that he, Mr. Colson, and Mr. Kuntz were the members of the sub-committee who vetted the applicants for the University of Central Florida. He called on Mr. Kuntz for a report.

Mr. Kuntz reported that the Committee has an extremely qualified candidate that he is prepared to recommend – Beverly Jo Seay. Ms. Seay is the Vice President and General Manager of CAE Corporation, a publicly traded modeling and simulation company. She was the Senior Vice President and General Manager at the Science Applications International Corporation, a company specializing in engineering modeling and simulation. She has worked on innovations for the US Army. She has B.S. in Mathematics and a M.S. in Computers, Information, and Control Engineering from the University of Michigan, Ann Arbor. She is currently on the Board for the Florida High Tech Corridor Council. She is incredibly impressive.

Mr. Kuntz moved that the Trustee Nominating and Development Committee recommend that the full Board appoint Ms. Beverly Jo Seay to the University of Central

Florida Board of Trustees for a term beginning March 28, 2013, and ending January 6, 2018. The appointment is subject to confirmation by the Senate and to Ms. Seay attending an orientation session. Mr. Tripp seconded the motion. Members of the Committee concurred in the motion unanimously.

C. University of South Florida (1 vacancy)

Chair Hosseini reported that he, Mr. Colson and Ms. Link were the members of the sub-committee who vetted the applicants for the University of South Florida. He called on Ms. Link for a report.

Ms. Link reported that the Board was very fortunate to have many excellent applicants for this vacancy. She is prepared to recommend Nancy Hemingway Watkins. Ms. Watkins is the founding partner of Robert Watkins & Company, PA – a CPA firm in Tampa. She is a member of the Hillsborough Community College District Board of Trustees and has served on that Board since 1999. In that capacity, she has also served as a member of the Association of Florida Colleges and was Chair of Trustees Commission in 2008-2009. She has also served on the Board of Directors for the Association of Community College Trustees – the national board. Ms. Watkins has indicated that she would resign from these positions to avoid a conflict of interest. She is very well-respected in the area and has trained Trustees in the role as policy providers and not micro-managers. Ms. Watkins is an alumna of the University of South Florida. Ms. Link said that Ms. Watkins would make an excellent Trustee.

Ms. Link moved that the Trustee Nominating and Development Committee recommend that the full Board appoint Ms. Nancy Hemingway Watkins to the University of South Florida Board of Trustees for a term beginning March 28, 2013, and ending January 6, 2016. The appointment is subject to confirmation by the Senate and to Ms. Watkins attending an orientation session. Mr. Kuntz seconded the motion. Members concurred in the motion unanimously.

3. Concluding Remarks and Adjournment

Chair Hosseini thanked the Committee for all of its good work. Having no further business, the meeting was adjourned at 9:58 a.m., March 28, 2013.

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Mori Hosseini, Chair

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Monoka Venters,  
Corporate Secretary

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Trustee Nominating and Development Committee  
June 20, 2013**

**SUBJECT:** Appointment of University Trustee: FAMU

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**PROPOSED COMMITTEE ACTION**

Appointment of University Trustee.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

**BACKGROUND INFORMATION**

In accordance with the University Board of Trustee Selection and Reappointment Process, Chancellor Brogan informed Florida A&M University of one trustee vacancy for a term expiring on January 6, 2013. The upcoming vacancy was posted for the public on the Board's website with an original deadline for applications of October 4, 2012. The deadline was extended, and the final deadline for applications was April 25, 2013, at 5:00 p.m., EDT.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to a sub-committee to review the applications. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The sub-committee will recommend candidates for review and consideration by the full Committee.

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**Supporting Documentation Included:** Applications for candidates will be provided

**Facilitators/Presenters:** Governor Hosseini

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STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Academic and Student Affairs Committee  
Ballroom, Marshall Student Center  
University of South Florida  
Tampa, Florida  
June 20, 2013  
12:00 p.m. – 1:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link  
Members: Bennett, Carter, Chopra, Frost, Huizenga, Webster

- |  |                       |
|--|-----------------------|
| 1. Call to Order and Opening Remarks   | Governor Norman Tripp |
| 2. Chief Academic Officer's Report   | Dr. Jan Ignash        |
| 3. Approval of Committee Meeting Minutes<br>Minutes, March 27, 2013  | Governor Tripp        |
| 4. Academic Program Items:   | Governor Tripp        |
| a. Ph.D. in Cell and Molecular Biology, CIP 26.0406<br>University of South Florida   | University Staff      |
| b. Ph.D. in Integrative Biology, CIP 26.1399<br>and Termination of CIP 26.0101, University of South Florida  | University Staff      |
| c. Termination of Ph.D. in Adult Education, CIP 13.1201<br>Florida State University  | Governor Tripp        |
| d. Request for Exception to 120 Credit Hours to Degree,<br>B.S. in Photonic Science and Engineering,<br>CIP 14.1003, University of Central Florida | Governor Tripp        |



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5. **Academic and Student Affairs Committee 2013-2014 Work Plan** Governor Tripp
6. **Overview of the State University System** Dr. Ignash  
**Research Function: Presentation by the Florida Institute  
of Oceanography**
7. **Closing Remarks and Adjournment** Governor Tripp

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2013**

**SUBJECT:** Chief Academic Officer's Report

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Vice Chancellor Jan Ignash will provide an update regarding the activities of the Office of Academic and Student Affairs.

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<b>Supporting Documentation Included:</b>	None
<b>Facilitators/Presenters:</b>	Jan Ignash

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2013**

**SUBJECT:** Approval of Minutes of March 27, 2013 Committee Meeting

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**PROPOSED COMMITTEE ACTION**

Approval of summary minutes of the meeting held on March 27, 2013, at Florida A&M University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the summary minutes of the meeting held on March 27, 2013, at Florida A&M University.

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<b>Supporting Documentation Included:</b>	Minutes, March 27, 2012
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<b>Facilitators/Presenters:</b>	Governor Norman Tripp
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MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
FLORIDA A&M UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 27, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu>.*

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student Affairs Committee at 2:00 p.m. Members present were Wendy Link; Tony Bennett; Matthew Carter; Patricia Frost; Manoj Chopra; H. Wayne Huizenga, Jr.; and Elizabeth Webster.

1. Call to Order and Opening Remarks

Chair Tripp called the meeting to order.

2. Approval of Minutes from November 7, 2012

Mr. Carter moved that the Committee approve the minutes of the meeting held November 7, 2012, as presented. The motion was seconded by Dr. Chopra and members of the Committee concurred.

3. Academic Program Approval Process in the State University System

Chair Tripp recognized Dr. Jan Ignash, Vice Chancellor, to provide an overview of the academic program approval processes employed nationally, to outline the responsibilities and regulations that pertain to the Committee, and to provide a brief introduction to the Board's Academic Coordination Project.

Dr. Ignash discussed a State Higher Education Executive Officers (SHEEO) survey that revealed that the majority of university systems throughout the country conduct both program review and program approval. She listed the areas presented to the Board for approval as new degree programs at the doctoral level, termination of doctoral programs, and substantive revision of existing doctoral programs. Local boards of trustees approve bachelors, masters, and specialist degree programs, but if a degree program requests an exception to the 120-credit hour degree rule or requests Limited Access status then the program comes before the Board. Dr. Ignash stressed the importance of reviewing and understanding all Board Regulations, particularly Chapter 8 (Educational Delivery) which contains criteria for program regulation. Dr. Ignash also



suggested that the Committee review the State University System Academic Program Inventory on the Board website.

Chair Tripp asked Dr. Ignash to discuss the ramifications of Board Regulation 8.012, Academic Program Termination. Dr. Ignash responded that a university, in complying with the Southern Association of Colleges and Schools, would have to make arrangements to teach out enrolled students before being granted the ability to terminate a program.

#### 4. Update on the Academic Program Coordination Work Group

Chair Tripp recognized Dr. Tony Waldrop, Provost of the University of Central Florida, to provide an update on the system-wide academic program coordination initiative being led by the Council of Academic Vice Presidents (CAVP).

Dr. Waldrop summarized Work Group priorities, including the duplication of programs, level of degree production, student demand, workforce and economic development needs, financial resources, and potential collaborations between universities when considering program coordination within the System. Dr. Waldrop said each university has an appointee on the committee, with Dr. Mark Workman serving as co-chair. The group has developed a process to review all levels of degree programs using a form to evaluate each program individually. The Work Group either clears the proposed program as having no concerns or identifies problem areas prior to the program's submission to a university's board of trustees or to the Board of Governors. Dr. Waldrop mentioned that CAVP has also been looking at existing programs to monitor degree production and unnecessary duplication, and the Work Group will report on all existing programs at its next meeting. Dr. Waldrop said the Work Group views itself as a standing committee and that it will meet four times a year.

#### 5. Limited Access Status for the Bachelor of Social Work at the University of North Florida

Chair Tripp explained that the rationale for Limited Access status was that the program's accrediting body, the Council for Social Work Education, requires that faculty-to-student ratio not exceed 1 to 25. High student demand, a limited number of supervised internship experiences, and limited program resources were additional reasons for the request. Chair Tripp noted that the request had been approved by the UNF Board of Trustees and reviewed by Board staff.

Mr. Carter made a motion that the committee recommend that the full Board approve limited access status for the Bachelor of Social Work, CIP code 44.0701, at the University of North Florida effective Fall Term 2013. Ms. Link seconded the motion, and the Committee concurred.

6. Closing Remarks and Adjournment

Chair Tripp commended President Hitt and the University of Central Florida for their rapid and thorough response to the shooting incident on campus a few weeks before the meeting. Having no further business, Chair Tripp adjourned the meeting at 2:25 p.m.

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Norm Tripp, Chair

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Melissa Giddings,  
Student Intern

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**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Academic and Student Affairs Committee**  
June 20, 2013

**SUBJECT:** Ph.D. in Cell and Molecular Biology, CIP 26.0406, University of South Florida

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Cell and Molecular Biology at the University of South Florida, CIP Code 26.0406.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Art. IX, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) proposes to offer a Ph.D. in Cell and Molecular Biology. The proposal to offer the Ph.D. in Cell and Molecular Biology represents a final step at the graduate level to formally reorganize the former Department of Biology into two distinct departments, with the proposed program operating within the Department of Cell Biology, Microbiology, and Molecular Biology. The resources to support the program already exist as a result of the currently offered concentration in Cell and Molecular Biology within the Ph.D. in Biology program. As a result, no new funding is requested. Graduates will be prepared for employment in bioscience fields within higher education, government, and industry.

The doctoral program will require 90 credit hours beyond the baccalaureate degree, which includes 38 dissertation research hours for completion. The proposal includes a report expressing support for the program from an external consultant. A letter of support is also provided in the proposal from the University of Florida, which states that the proposed program will not increase duplication or overlap with its doctoral programs in the discipline.

The USF Board of Trustees approved the program on March 21, 2013. If the proposal is approved by the Board of Governors, USF will implement the program in Fall 2013.

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**Supporting Documentation Included:**

Staff Analysis  
(Full proposal online at [www.flbog.edu](http://www.flbog.edu))

**Facilitators/Presenters:**

USF Representatives

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

**Program:** Ph.D. in Cell and Molecular Biology  
**Institution:** University of South Florida  
**Staffed By:** A. Morse & T. Bujak

**CIP Code:** 26.0406  
**Proposed Implementation Date:** Fall 2013  
**Second Review**    **Last Update:** 5/13/2013  
**Date:** 4/8/2013

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxil- iary Funds	Cost per FTE	SUS 10-11 Average Cost per FTE
Year 1	\$784,438	91.5% \$717,502	0% \$0	0% \$0	8.5% \$66,936	0% \$0	\$28,137	\$17,522 26 CIP
Year 5	\$871,416	92.3% \$804,480	0% \$0	0% \$0	7.7% \$66,936	0% \$0	\$21,453	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
First Year	34	25.5
Second Year	39	29.5
Third Year	43	32.25
Fourth Year	46	34.5
Fifth Year	50	37.5

*On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.*

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	4	4-7	7-9	11-12	14	14-22	23-25	26-27

**A. Program Description:**

The University of South Florida proposes to offer a Ph.D. in Cell and Molecular Biology (CIP: 26.0406) at the main campus in a traditional format. Currently, USF offers a Ph.D. program in Biology (26.0101) with separate concentrations in Cell and Molecular Biology and Integrative Biology. The proposal to offer the Ph.D. in Cell and Molecular Biology represents a final step at the graduate level to formally reorganize the former Department of Biology into two distinct departments, with the proposed program operating within the Department of Cell Biology, Microbiology, and Molecular Biology. As cited in the external reviewer's comments of the proposal, the effort to reorganize with a more specialized focus into two distinct areas is supported by a divergence in the biological sciences as a discipline.

The proposed Ph.D. program in Cell and Molecular Biology will focus on the scientific study of cells, cellular systems, and the molecular basis of cell structure and function. The proposed program will require 90 credits at the doctoral level, inclusive of faculty-led research and dissertation hours. Specifically, the curriculum will include 13 hours of required coursework, 6 hours of electives, 32 hours of directed research, 38 hours of dissertation research, and a one-hour seminar in which students share original research with graduate colleagues and faculty. In addition to the curricular requirements, students must also publish an article in a peer-reviewed scientific journal and present two research studies at regional or national scientific meetings to complete the program.

**B. System-Level Analysis and Evaluation in accordance with Board of Governors Regulation 8.011:**

The proposed program supports the State University System (SUS) Strategic Plan to increase degree productivity and program efficiency; to increase the number of degrees awarded in STEM; to strengthen quality and reputation of scholarship, research, and innovation; and to strengthen quality and recognition of commitment to community and business. The University of Florida offers two similar concentrations at the doctoral level: One in Animal Molecular and Cellular Biology and another in Microbiology and Cell Science. A letter submitted by the University of Florida states that the proposed program does not increase the amount of overlap or duplication with the University of Florida's existing programs.

With regard to university strengths, USF has included in its strategic plan a commitment to increase science, technology, engineering, and mathematics (STEM) and health disciplines. Although the proposed program is already offered as a STEM degree program at the doctoral level, its new placement not only continues to support the institution's strategic prioritization of STEM but also strengthens the quality and recognition of the program.

In the proposal, need and demand are based upon industry reports and government documents that describe bioscience as a growing industry with unmet need in the future both nationally and in Florida (Battelle Report, 2009; CRS Report to Congress, RL 34539; OPPAGA Report No. 06-71).

The proposal states that graduates from the Ph.D. in Cell and Molecular Biology program will be prepared for employment in bioscience fields within higher education, government, and industry. Board staff review of data at the national level provided by the United States Bureau of Labor Statistics reports slightly higher than average growth (13%, or from 20,300 to 23,000 jobs) between 2010-2020 for microbiologists. Further, the Bureau of Labor Statistics projects 17 percent growth (from 1,756,000 to 2,061,700) for postsecondary teachers across all disciplines between 2010 and 2020.

To document research employment opportunities for graduates in this discipline, a 12-month review (April 2012 to April 2013) of position listings was conducted by consulting a major website for higher education job openings ([www.higheredjobs.com](http://www.higheredjobs.com)) for full-time positions. Upon review, a list of all postings for postdoctoral research associates, instructors, entry-level tenure-track faculty, and laboratory researchers in the biosciences was generated. From the site, there were 245 postings nationally, 11 of which appeared in Florida.

A review of job listings related to the degree program in Florida was conducted. The review included an analysis of position descriptions by educational level, noting the number of jobs for which a doctorate was and was not required for eligibility. Using [www.EmployFlorida.com](http://www.EmployFlorida.com), a 12-month compilation (April 2012 – 2013) of position listings produced the following results: 1 full-time faculty position at a university; 33 full-time researcher positions within private industry; 32 full-time related administrative position listings within private industry; and 3 full-time position listings for laboratory research workers in government and higher education. Whereas the listings on [www.higheredjobs.com](http://www.higheredjobs.com) primarily indicated that a doctorate was needed for consideration, only two positions on [www.EmployFlorida.com](http://www.EmployFlorida.com) required the credential for consideration. Lastly, a review of employment data produced by the Agency for Workforce Innovation in Florida was conducted. A report of 2012 employment statistics indicates that, in 2012, there were 451 persons employed with the job title of microbiologist (with 2.3 percent job growth anticipated by 2020) and 1,697 persons employed with the job title of biologist in the state (with .97 percent job growth anticipated by 2020).

Aside from position openings, recent publications illustrate that full-time employment opportunities in the life sciences are not keeping pace with the production of doctoral degree recipients (National Science Board, 2012; Patton, 2012). The National Science Foundation's *Science and Engineering Indicators 2012* survey indicated that full-time faculty positions, the most common type of employment, increased more slowly than



postdoc and other full- and part-time positions in the sciences. According to an article appearing in the *Chronicle of Higher Education*, Patton (2012) stated that the percentage of new doctoral recipients with employment offers in the sciences had fallen to its lowest level in the past 10 years. Further, Weissman (2013) reported on a study conducted by the National Science Foundation, which indicated that at the time of graduation unemployment for new doctorates in the life sciences had risen by twelve percent (from 26% to 38%) from 1991 to 2011.

Given recent publications on the job prospects for new doctoral graduates in the life sciences, it is unclear whether or not graduates will have ample prospects for steady full-time employment upon graduation, especially within academia. However, it should be noted that the program faculty are actively engaged in research, holding a total of \$7.5 million in extramural funds and spending approximately \$2.2 million a year on research activities conducted primarily by graduate students. In addition, the proposed program is affiliated with the Moffitt Cancer Center and its Ph.D. in Cancer Biology, which is administratively housed within the same program department.

**C. Assessment of the University Review Process in accordance with Board of Governors Regulation 8.011:**

*Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon the University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the University prior to submission to the Board of Governors office.*

**ACCOUNTABILITY**

***Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.***

- 1. Overall** – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

**YES   NO**

- ☒   ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

The proposal was approved by the University of South Florida Board of Trustees on March 21, 2013, and all required signatures are included.

- ☒   ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined**

**in Board of Governors Regulation 8.011.**

The proposal is written in the standard SUS format, which addresses academic program approval criteria outlined in Board of Governors Regulation 8.011.

- ☒ ☐ **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

According to the proposal, the Battelle Report (2009) estimated that the bioscience industry accounts for 7.5 million jobs due to direct and indirect employment. In addition, anecdotes from government agencies and Governor Scott were included to support more specialized training in biological science disciplines related to cell and molecular biology as a means to attract new industry to the state (pg. 5 of the degree proposal).

Upon review of the program proposal, the University of Florida submitted a letter of support that stated the proposed program would not overlap or duplicate its similar doctoral programs and that the UF faculty was open to future opportunities for collaboration.

The proposal states that all students currently enrolled in the existing concentration in Cell and Molecular Biology are expected to transfer to the new Ph.D. in Cell and Molecular Biology. If any existing students wish to graduate under the current concentration instead of switching to the new program, they will be allowed to do so under the Ph.D. in General Biology (CIP 26.0101) which is being terminated. No problems would arise from this configuration because the two programs are fundamentally similar.

- ☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

In the proposal, projected enrollment for Year 1 of the program is based on current enrollment in the Cell and Molecular Biology concentration at USF. According to the proposal, 34 students are currently enrolled in the Cell and Molecular Biology concentration. It was noted that 40 students are currently enrolled in the Integrative Biology concentration. These numbers are aligned with current enrollment numbers of doctoral students in the life sciences at USF.

According to the proposal for the Ph.D. in Cell and Molecular Biology program, the proportion of out-of-state students in the total headcount is expected to increase from between 24% to 38% during the first five years of the program.

The projected E&G Cost per FTE for Year 1 is \$28,137 and for Year 5 is \$21,453, matching the amounts provided in Table 2 of the proposal. The decreased E&G cost per FTE from Year 1 to Year 5 is due to a projected jump in FTE enrollment from 25.5 to 37.5. The estimated cost per full-time equivalent student appears reasonable and although slightly higher than the 2010-11 average for CIP 26 in the State University System Expenditure Analysis, it is important to keep in mind that the Expenditure Analysis average includes a number of different life science programs with highly varying costs.

- ☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

USF has provided a statement that describes its plans to target recruitment efforts to minority-serving institutions and to attract students from within the university to pursue the program. Further, the department plans to continue marketing on predominant graduate school recruitment websites ([www.gradschools.com](http://www.gradschools.com) and Science Magazine's Career site). The proposal is signed by USF's Equal Opportunity Officer.

- ☒ ☐ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposal states that the proposed doctoral program does not duplicate programs at FAMU or FIU. Upon review of the Board of Governors Active Degree Inventory, the only other SUS institution offering a doctoral program with a CIP of 26.0406 is the University of Florida. Further, the proposed program is currently offered as a concentration within an already existing Ph.D. program at the University of South Florida.

**2. Budget** – *The proposal presents a complete and realistic budget for the program consistent with university and Board of Governors policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

**YES   NO**

- ☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The University of South Florida Board of Trustees approved the most recent budget for this proposed doctoral program on March 13, 2013.

- ☒ ☐ **The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

According to the proposal, the Ph.D. in Cell and Molecular Biology is anticipated to cost \$784,438 in total for Year 1 and \$871,416 in total for Year 5. In Year 1, \$717,502 of the budget will be derived from E&G funds and the remaining \$66,936 from contracts and grants. For Year 5, \$804,480 of the budget will be derived from E&G funds and the remaining \$66,936 will be from contracts and grants.

- ☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The proposal states that the reallocation of resources to operate the program occurred in January of 2009 and the program will retain the same course format as the current Ph.D. in Biology with a Concentration in Cell and Molecular Biology.

### **READINESS**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**3. Program Quality** – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

**YES   NO**

- ☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

A chronological description of events has been provided to show that the planning process followed approved policies and procedures and included appropriate stakeholder groups (students, faculty, and staff).

- ☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

An external review was conducted by Dr. Brian Wilkinson, Professor of Microbiology at Illinois State University. Dr. Wilkinson stated that the move to create two separate doctoral programs in Cell and Molecular Biology and Integrative Biology is aligned

with the shift in biology as a discipline. Further, Dr. Wilkinson noted that the two programs are distinct in terms of their content and that the two disciplines will be relevant for the foreseeable future. Lastly, Dr. Wilkinson reported that the faculty is well-qualified to operate the doctoral program.

- ☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The current Ph.D. in Biology program at USF is scheduled for external review in the fall of 2013. Splitting the program into two distinct degrees will necessitate scheduling program reviews for each one.

- ☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposed program will be offered in a traditional format because of the program's primary focus on laboratory research, which requires hands-on, in-class instruction under the guidance of program faculty.

- ☐ ☐ **If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Not applicable.

*4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- ☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The proposal states that graduates will be prepared for work in industry, government, and academia upon completion. The curriculum offerings, course descriptions, and student learning outcomes are consistent with the stated goal to prepare graduates for work in these sectors.

- ☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is**

**not being sought.**

According to the proposal, the discipline does not have a specialized/programmatic accrediting body. Currently, neither the Council for Higher Education Accreditation nor the U.S. Department of Education recognizes an accrediting body for doctoral study in the life sciences.

*5. **Faculty** – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

**YES NO**

☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

The proposal states that enrollment during Year 1 will not deviate from current enrollment levels in the Ph.D. in Biology with a concentration in Cell and Molecular Biology. In addition, the same faculty teaching in the current concentration will continue into the proposed program. As a result, a critical mass of faculty is available to initiate the program based on estimated enrollments for Year 1.

☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The proposed program states that 16 faculty members will provide instruction and/or doctoral student supervision. Further, the proposal's external reviewer, Dr. Brian Wilkinson, stated that the faculty is appropriately credentialed and well-established scholars in appropriate disciplines.

☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

According to the proposal, earned student credit hours and student head count have increased substantially from 2008 to 2011. This indicates that the faculty members are productively engaged in teaching. Further, faculty associated with the Cell and Molecular Biology program have increased annual extramural support from \$1.5 million in 2006-2007 to \$2.5 million in 2010-2011. Finally, the proposal indicated that faculty have served as journal editors/reviewers, conference organizers, and science fair judges. Review of CVs included in the proposal also indicates that the faculty has

been productive in teaching, research, and service.

- ☐ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

According to the proposal, the doctoral program does not anticipate a need to hire additional faculty to support the program through Year 5.

**6. Resources** – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

**YES   NO**

- ☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The library director at USF has provided a signed statement verifying that the library volumes and serials are available and sufficient to initiate the program.

- ☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

The proposal states that no additional classroom, laboratory, or office space will be necessary for the proposed program because this program is currently offered at the institution.

- ☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, the degree program already benefits from access to technology, laboratory space, and resources that are sufficient to operate the program, and no additional specialized equipment will be needed.

- ☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal indicates that \$535,488 in assistantships and fellowships, along with additional money coming from foundation sources, will provide financial support for students enrolled in the program. According to the proposal, 39 students are supported

from the teaching assistantships, fellowships, or external grant support for Year 1. Funding levels are expected to be maintained over the first 5 years. However, the enrollment for the program is expected to increase by 6 FTE students by Year 5 with an increased number of the FTE to come from out-of-state. In the proposal it appears that the proportion of in-state residents will decline from 76 percent of the total headcount to 62 percent.

☐ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal states that internship and clinical sites would not be sought because the research opportunities provided through laboratory research to students under the direction of faculty is the principal focus of the program. Currently, the program offers research and teaching opportunities to students.



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2013**

**SUBJECT:** Ph.D. in Integrative Biology, CIP 26.1399, and Termination of CIP 26.0101,  
University of South Florida

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**PROPOSED COMMITTEE ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Integrative Biology at the University of South Florida, CIP Code 26.1399.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Art. IX, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) is proposing to offer a Ph.D. degree program in Integrative Biology. The new Ph.D. program represents a final step at the graduate level to formally reorganize the former Department of Biology into two distinct departments, with the proposed program operating within the Department of Integrative Biology. The resources to support the program already exist as a result of the currently offered concentration in Integrative Biology within the Ph.D. in Biology program. The resources to support the two programs are already established and no new funding is requested. Graduates will be prepared to work in academic positions in the Biological Sciences discipline, for government agencies, or in private biological research companies.

The doctoral program will require 90 credit hours beyond the baccalaureate degree and 24 dissertation research hours for completion. The proposal includes a report expressing support for the program from external consultants. Letters of support are also provided in the proposal from the University of Florida and Florida International University confirming lack of duplication and expressing interest in collaboration.

The USF Board of Trustees approved the program on March 21, 2013. If approved by the Board of Governors, USF will implement the program in Fall 2013 and the existing program in General Biology (CIP 26.0101) will be terminated from the State University System Inventory.

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**Supporting Documentation Included:**

Staff Analysis  
(Full proposal online at [www.flbog.edu](http://www.flbog.edu))

**Facilitators/Presenters:**

USF Representatives

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

**Program:** Ph.D. in Integrative Biology  
**Institution:** University of South Florida  
**Staffed By:** Marion Merzer

**CIP Code:** 26.1399  
**Proposed Implementation Date:** Fall 2013  
**Initial Review Date:** 4/10/2013    **Last Update:** 5/16/2013

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 10-11 Average Cost per FTE
Year 1	\$705,990	100% \$705,990	0% \$0	0% \$0	0% \$0	0% \$0	\$26,895	\$17,522 26 CIP
Year 5	\$741,145	100% \$741,145	0% \$0	0% \$0	0% \$0	0% \$0	\$19,764	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
First Year	35	26.25
Second Year	40	30
Third Year	44	33
Fourth Year	48	36
Fifth Year	50	37.50

*On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.*

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
4	5	7	11	16	17	18	28	33

## **A. Program Description:**

The University of South Florida (USF) is proposing to offer a new Ph.D. in Integrative Biology. This new program is the result of a reorganization of the Department of Biology in 2009. The reorganization separated the department into two new departments: the Department of Cell Biology, Microbiology, and Molecular Biology (CMMB) and the Department of Integrative Biology (IB). The establishment of the two new programs recognizes that the field of biological sciences has grown and faculty in each area focuses on different research perspectives. Replacing the original Ph.D. with two new stand-alone degree programs is expected to better serve the needs of the state and the students by allowing greater focus on specific research.

According to the USF proposal, the Ph.D. in Integrative Biology will primarily enable students and faculty to integrate the different approaches in Biology and involve the areas of conservation biology, global change biology, freshwater biology and pollution, marine biology, biomechanics, disease biology, biogeochemistry, and evolutionary biology.

Students must have a B.S. degree in Biology (or equivalent) to apply to the doctoral program. A total of ninety (90) semester hours beyond the baccalaureate degree, including a minimum of twenty-four (24) dissertation research hours, are required for degree completion. According to the USF proposal, previous Ph.D. students have been hired in one or more of the following positions: the U.S. Geological Service, Post Doctoral Researcher at Pennsylvania State University, Post Doctoral Researcher at Harvard, faculty member at Allegheny College, faculty member at the University of Tampa, Fisheries Biologist for the State of Washington, and a Senior Ecologist for a national biological consulting firm.

## **B. System-Level Analysis and Evaluation in accordance with Board of Governors Regulation 8.011:**

The proposal references the previous State University System (SUS) Strategic Planning Goals for 2005-2013. According to the proposal, program goals demonstrate alignment with state-level priorities and directly support the following six goals from the 2005-2013 plan: 1) Goal 1A.1-3. Access to and production of degrees, 2) Goal 1A.4. Emerging Technology Doctorates, 3) Goal 1.5. Access/Diversity, 4) Goal 1.B. Meeting Statewide Professional and Workforce Needs, 5) Goal 1.B.4. Economic Development and, 6) Goal 1.C. Building world-class academic programs and research capacity. The USF Ph.D. program also directly supports two of the University's strategic goals: 1) expanding world-class interdisciplinary research, creative, and scholarly endeavors, and 2) promoting globally competitive graduate programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully engaged, learner-centered campus environment.

Staff review of the State University System Strategic Plan 2012-2025 found the USF proposal for a PhD in Integrative Biology supports the current system goals of excellence, productivity, and strategic priorities for a knowledge economy in the following ways: 1) strengthen quality and reputation of academic programs and universities; 2) increase degree productivity and program efficiency; 3) increase the number of degrees awarded in STEM and other areas of strategic emphasis; 4) strengthen quality and reputation of scholarship, research and innovation; 5) increase collaboration and external support for research activity; and 6) increase community and business workforce.

The degree is categorized as a STEM program and is dedicated to the training of the next generation of biologists with the skills needed to work in areas of the natural sciences, such as conservation, global sustainability, or infectious diseases. Three areas of concentration are available for research: Ecology and Evolution, Morphology and Physiology, and Environmental and Ecological Microbiology. Additionally, according to the proposal, the integrative nature of the degree allows students to become experts in multiple areas and gain skills that can be useful in research in different areas of concentration. Much of the research conducted is considered “applied biology” and “is aimed at solving problems that benefit the State of Florida and beyond.”

The USF proposal predicts that the growth in population in Florida and its ensuing strain on natural resources will provide opportunities for graduates in the field of biological sciences. Scientists in Environmental and Ecological Microbiology have the skills and abilities to help local and regional state agencies address issues of water quality and the environment. The proposal states that employment for biological scientists is projected to grow 21% over the 2010-2020 decade. Staff review of the Bureau of Labor Statistics (BLS) Occupational Employment Statistics Projections Data of May 2012 found a projected increase for the decade of 2010-2020 of only 6.3% for general biological scientists. However, the report specifically predicted a 13.3% increase for Microbiologists, a 7.4% increase for Zoologists and Wildlife Biologists, and a 5.2% increase for Conservation Scientists, all professions pointedly discussed in the USF Proposal (<http://data.bls.gov/oep/noeted>).

Most funding of basic research comes from the federal government through the National Institutes of Health and the National Science Foundation. BLS reports that federal budgetary decisions will impact funding and future employment. According to BLS, the majority of positions for zoologists and wildlife biologists are available in local, state, and federal government agencies, such as the United States Fish and Wildlife Service, and these opportunities will also be affected by budgetary decisions. The BLS ranks Florida third in the highest employment of zoologists and wildlife biologists, with 1,350 employed (<http://www.bls.gov/oes/current/oes191023.htm>.) The same report lists 451 microbiologists currently employed in Florida.

The USF proposal quotes a review of the employment website [wwwIndeed.com](http://wwwIndeed.com) for available positions in the biological sciences. In September 2012, the site listed 245 Wildlife biology positions and 524 Biological Science positions available in Florida. Staff review of the same site in April 2013 found approximately 400 Wildlife jobs in Florida, 259 Biological Science positions and 39 available positions in Wildlife Research. A review of the website Employ Florida, [www.employflorida.com](http://www.employflorida.com) in April 2013 listed 2,186 job openings in the Life, Physical and Social Science Occupations, with 157 positions specifically for microbiologists and seven openings for zoologists and wildlife biologists in Florida.

Aside from position openings, recent publications illustrate that full-time employment opportunities in the life sciences are not keeping pace with the production of doctoral degree recipients (National Science Board, 2012; Patton, 2012). The National Science Foundation's *Science and Engineering Indicators 2012* survey indicated that full-time faculty positions, though the most common type of employment, increased more slowly than postdoctoral and other full- and part-time positions in the sciences. According to an article appearing in the *Chronicle of Higher Education*, Patton (2012) stated that the percentage of new doctoral recipients with employment offers in the sciences has fallen to its lowest level in the past 10 years. Further, Weissman (2013) reported on a study conducted by the National Science Foundation, which indicated that, at the time of graduation, unemployment for new doctorates in the life sciences had risen by twelve percent (from 26% to 38%) from 1991 to 2011.

On the issue of competition and duplication, the proposal acknowledges that biology doctoral programs exist at the University of Florida, Florida State University, University of Central Florida, Florida International University, and the University of Miami. Most of the other programs are in the General Biological Sciences discipline, are not focused on the same specialization area, and do not carry the same CIP codes. USF expects the focusing of their graduate programs in biological sciences to create further opportunities for collaboration. Letters of support and interest in collaboration are included in the proposal from Florida International University and the University of Florida (pages 54-55 of the degree proposal). There are no letters from Florida State University or the University of Central Florida included in the proposal.

Addressing the issue of student demand, the proposal explains that faculty members in the Department of Integrative Biology have a history of attracting highly qualified students from around the world. Department policy dictates that students are not accepted into the program without a faculty sponsor willing to mentor them through the entire program. According to the proposal, in the last five years student applications have come from 23 countries and 30 states, with 229 students interested in pursuing the graduate degrees. USF admitted 83 (36%) and, of these, 62 (75%) actually enrolled in the program. Table 1-B in the proposal details the sources and numbers for projected headcount for year 1 to year 5. According to this table, the USF Ph.D. in

Integrative Biology program projects that non-Florida students will constitute more than half of the Ph.D. student headcount in the first four years, starting with 54% in year 1, increasing to 55% in year 2, 50% in year 4, and decreasing to 48% in year 5.

To respond to concerns over the separation of the department into two new separate degree programs, the proposal was reviewed by an outside consultant, Dr. Brian J. Wilkinson, Professor of Microbiology and University Distinguished Professor of the School of Biological Sciences at Illinois State University. Dr. Wilkinson's comments support the separation of the two programs. Dr. Wilkinson emphasized that biology is "too large and broad to be accommodated in one department." He added that the program is a STEM program and fully compatible with the goals of the university and the system. Complimenting the programs, Dr. Wilkinson said, "[T]he two curricula are well-designed, focused and rigorous and represent 'truth in advertising' for the recipients of the respective degrees." In conclusion, he declared the separation of the two programs as totally appropriate, calling the action "a forward-thinking move" by the University.

Although recent publications have reported concern about declining available positions for doctoral graduates in the biological sciences, it should be noted that the USF faculty in Integrative Biology have attracted more than \$16 million in extramural funding for research. Graduate students have worked with faculty on research impacting their local community and the state, in areas such as conservation biology, global change biology, freshwater biology and pollution, marine biology, disease biology, and evolutionary biology. Faculty and students have interacted with the South West Florida Water Management District, Walt Disney World, Mote Marine Institute, Lowry Park Zoological Gardens, Florida Forestry Agency, Florida Fish and Wildlife Commission, and the Florida Department of Health. Additionally, many students have been placed in teaching and/or research positions at institutions of higher education.

### **C. Assessment of the University Review Process in accordance with Board of Governors Regulation 8.011:**

*Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.*

#### **ACCOUNTABILITY**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

- 1. Overall** – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*



YES NO

- ☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

University of South Florida Board of Trustees approved the program on March 21, 2013.

- ☒ ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in Board of Governors Regulation 8.011.**

The Board of Governors new degree program proposal format was used, as expressed in Board of Governors Regulation 8.011.

- ☒ ☐ **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The USF proposal includes data on employment opportunities and the need for graduates with a Ph.D. in Integrative Biology. Letters of support from the University of Florida and Florida International University are included in the proposal (pages 54-55 of the degree proposal) The proposal does not include letters of support from Florida State University or the University of Central Florida.

- ☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The proposal provides information on each of these areas. Detailed tables are provided on projected enrollment (Table 1-B of the degree proposal); on faculty effort (Table 4 of the degree proposal); and on budget (Tables 2 & 3 of the degree proposal).

- ☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity was reviewed and signed by the USF Equal Opportunity Officer on January 8, 2013.

- ☒ ☐ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

According to the USF proposal, the program does not substantially duplicate programs

at FAMU or FIU. Letters of support are provided from FIU and UF confirming the non-duplicative nature of the program and their willingness for future collaboration related to graduate education and research. FAMU does not offer a PhD in Biology.

**2. Budget** – *The proposal presents a complete and realistic budget for the program consistent with university and Board of Governors policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES    NO

☒    ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget proposal has been approved by the USF Board of Trustees on March 21, 2013.

☒    ☐ **The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

Projected costs of the program as provided in Table 2 of the degree proposal are only slightly higher than the average expenditures at other SUS institutions. The proposal claims the Cost per FTE at USF will be \$26,895 in the first year, and \$19,764 in year 5, compared with \$17,522 Costs per FTE system-wide for the same CIP code 26. The budget detailed in Table 2 of the proposal shows total costs needed as \$705,990. The two programs were split from a general PhD in Biological Science program in 2009. Table 3 of the proposal shows anticipated reallocation of education and general funds as the same \$705,990. A footnote explains that these funds are the current IB support and the reallocation is maintaining the original base funding. The proposal explains that the total funding of the original PhD in Biology program was \$1,423,492. When the two programs were separated, the PhD in CMMB program received a budget of \$717,502, and the IB doctoral program received \$705,990. The proposal states that “no new resources will be required for this program,” and they “do not anticipate any need for an increase in funding.” Staff review of Board of Governors enrollment data shows a total of 76 students in the current Ph.D. in Biological Sciences. According to the proposal, IB currently has 40 Ph.D. students and 18 M.S. degree students. In the degree proposal, the table on page 2 and in Table 1-B show the projected enrollment of 35 Headcount and 26.25 FTE in the first year, steadily increasing to 50 enrolled, with 37.50 FTE in year 5. These numbers align with the current enrollment and the department statement that “because the number of Ph.D. students is near capacity for the number of faculty, we project only modest increases over the next five years.” Current students will have the option to switch to the new program or finish their degree with the current program.

- ☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

According to the USF proposal, the program has been offered for many years in the former Department of Biology. For this reason, USF doesn't anticipate any negative effects of the new Ph.D. program on any other departments or programs. The faculty will continue to engage undergraduates in research and the library provides complete access to needed electronic journals, books and other resources. The courses required for completion of the program are existing courses, can be taken by students in either program and the new program does not require the creation of any new courses.

Education & General funding and reallocated funding is detailed in Tables 2 & 3 of the proposal (pages 50 & 52). Additionally, as evidenced in the USF proposal, more than \$16 million in extramural funding has been allocated to faculty members of the Department of Integrative Biology over the past five years. A list of these sources is included on page 12 of the degree proposal.

### **READINESS**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**3. Program Quality** – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES    NO

- ☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

As explained in the proposal, USF split the two major focus areas in 2009. The department had grown large with 40 faculties and 100 graduate students. The faculty was too diverse in research to belong to one single degree program. In 2009, the Department of Biology reorganized to form the two new departments, housed in separate buildings: the Department of Cell Biology, Molecular Biology and Microbiology and the Department of Integrative Biology. It was agreed that each program would establish a new Ph.D. program with separate CIP Codes. Faculty from both departments, the Dean of Arts and Sciences, and the IB Graduate Committee were involved in the process from 2006-2013.

Details of the planning process, along with the departments, committees and

participants involved, is located in the proposal (page 17).

- ☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

In response to a request from USF, Dr. Brian J. Wilkinson, Professor of Microbiology and University Distinguished Professor for the School of Biological Sciences at Illinois State University provided an external review of the proposal for the Ph.D. in Integrative Biology. Dr. Wilkinson's findings and comments were very favorable for the establishment of the new Ph.D. programs. Dr. Wilkinson wrote that, "[T]he discipline of biology is too large and broad to be accommodated in one department." Dr. Wilkinson recognized that the Integrative Biology graduate program at USF attracts students world-wide and the faculty has an outstanding record for obtaining grant money and publishing. In summation, Dr. Wilkinson gave his support and wrote: "The creation of two new departments...was a forward-thinking move by the University of South Florida that promoted the further development of the broad discipline of biology at the university." In his opinion, the creation of two separate degree programs provided an "efficient administrative structure," and ensures that the "two departments will continue to grow and flourish." A copy of his review is provided in the proposal (pages 56-59).

- ☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The proposal states that the former Department of Biology was reviewed by the Southern Association of Colleges and Schools (SACS), during the 2005-2006 academic year. The next planned review is for 2014 or 2015. However, SACS reviews and accredits the institution, not individual programs. It is likely that the department or College participated in the university's review for SACS accreditation but is not separately accredited by SACS as a program.

At this time, the Department of Integrative Biology has not been evaluated by any outside group or specialized accrediting agencies.

The proposal explains that at USF, internal review is provided by the Graduate Admission and Policy Committee (GAPC). Consisting of the Graduate Director, three faculty members, and one graduate student, the GAPC monitors all aspects of graduate studies. Dr. Robert Potter, Associate Dean of Academic Affairs at the College of Arts and Sciences oversees all graduate programs, and a committee composed of the Graduate Directors from the academic departments that form the School of Natural Sciences and Mathematics (SNSM) provide programmatic oversight.

- ☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

USF will conduct the Ph.D. in Integrative Biology program as a traditional delivery system on the main (Tampa) campus. The proposal states that no plans currently exist to collaborate with other universities or deliver the program online.

*4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- ☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

According to the USF proposal, Integrative Biology graduates are employed in a large variety of fields in public service and industry. No specific industry-driven standards or competencies exist. The proposal explains that the Department of Integrative Biology created curriculum to produce independent creative thinkers. Students learn research tools, enhance their skills, and analyze data using modern methods of analysis. Because many of the graduates enter the academic field, they are provided with extensive training in their roles as teaching assistants.

- ☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

There is no specialized accreditation for biology programs at any level. USF is a member of Beta, Beta, Beta, the National Honor Society for biologists.

*5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

- ☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

The proposal provided evidence of 17 faculty members. Each student must be mentored

by a faculty member. There are currently 40 Ph.D. students and 18 M.S. students in the department. The number of students will be limited by the number of faculty available. The proposal has no plans for more hires.

- ☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

As evidenced in Table 4 (pages 52-53 of the degree proposal), all of the current faculty hold terminal degrees in their field. Fourteen faculty members are tenured and 3 are non-tenure track. Additionally, 11 are full professors, 4 are associate professors, 1 is an assistant professor and 1 is an instructor.

- ☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The chart on page 29 of the degree proposal shows a substantial number of publications and participation on theses and dissertation committees by the current faculty. According to the proposal, each faculty member maintains an active research laboratory.

- ☒ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal provides no plan for future hiring of additional faculty to implement the program because a sufficient number of faculty are already in place.

**6. Resources** – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

**YES   NO**

- ☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The proposal provides evidence that sufficient library resources are available to implement the program and no additional resources are needed at this time. A statement was signed by the Dean of USF Libraries on February 8, 2011.

- ☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

The proposal describes adequate classrooms and laboratories to accommodate this program. The department currently has eight classrooms for instruction, including three large auditoriums that are shared with other programs. Each faculty member has his or her own office space, computer and access to needed software and tech support for teaching and research needs. Each faculty member has a laboratory, which is also used by his or her graduate students. Doctoral students are provided with space in the lab and access to computers. A teaching assistant is provided with office space for meeting with students from his or her class. Business equipment, including a printer, fax machine, and copier, are available and shared.

The proposal declares that, "no additional space of any kind is needed to implement or maintain the proposed program through Year 5."

- ☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

The proposal reports that USF currently has the specialized equipment needed for the program (see pages 42-46).

- ☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

According to the proposal, the Department of Integrative Biology has 29 teaching assistantships that support graduate students who teach undergraduate laboratories. External funding has been used during the past two years to provide salaries for the teaching assistantships totaling \$372,649. Additionally, as evidenced in Table 2 (page 50 of the degree proposal), USF has budgeted \$351,426 for research assistantships. The proposal states that there are usually 5 to 10 Research Assistantships available.

- ☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

According to the USF proposal, outside internships and practicum experiences are not typical for Ph.D. students in Integrative Biology. However, the Department currently has between 5 to 10 Research Assistantships available with salaries paid from E&G funding (see Table 2 of the degree proposal).

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2013**

**SUBJECT:** Ph.D. in Adult Education, CIP 13.1201, Florida State University

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**PROPOSED COMMITTEE ACTION**

Consider termination of the Doctor of Philosophy (Ph.D.) in Adult Education at the Florida State University, CIP Code 13.1201.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Art. IX, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The Florida State University (FSU) is requesting to terminate a Ph.D. degree program in Adult Education. Demand for the existing Ph.D. program decreased significantly over the past several years due to the popularity of doctoral programs in Higher Education and in Education Leadership and Policy Studies. No students are currently enrolled in the program.

The FSU Board of Trustees approved the termination of the program on September 24, 2010. However, the university requested a delay in final program termination by the Board of Governors in order to accommodate two students who were still completing their degrees.

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**Supporting Documentation Included:** Termination Form

**Facilitators/Presenters:** Governor Tripp



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## MEMORANDUM

Date: November 15, 2010

To: Vice Chancellor Dorothy Minear

From: Lawrence G. Abele *LG Abele*

Re: Termination of Degree Program

At its September 24, 2010 meeting, the Florida State University Board of Trustees approved the termination of the Adult Education degree program (CIP 22.0612) at all levels (Master's, Specialist, and Doctoral) as requested by the College of Education. The Program Termination Form and documentation of BOT action are attached.

Thank you for deleting this program from the SUS degree inventory. Please let me know if you need additional information.

cc: Chairman Andy Haggard  
President Eric J. Barron  
Dean Anne Rowe  
Dean Nancy Marcus  
Dean Karen Laughlin  
Dean Marcy Driscoll  
Dr. Joe McElrath  
Ms. Kim Barber  
Ms. Janice Finney  
Mr. Michael Barrett  
Ms. Cheryl Lee  
Ms. Melissa Crawford  
Ms. Kayce Morton  
Mr. Keith Bernstein  
Ms. Joy Ira  
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**NOV 12 2010**

DEAN OF THE FACULTIES OFFICE

Enclosures

**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Adult Education

**DEGREE LEVEL:** Ph.D.  
(List type, e.g., Ph.D.)

**\*CIP CODE:** 220612  
(\*Classification of  
Instructional Programs)

**ANTICIPATED TERMINATION DATE:** September 30, 2010

This is the form to be used for university requests to terminate doctoral degree programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with Section 1001.74 (7) FS, with notification sent to the Division of Colleges and Universities. The issues outlined below should be examined by the UBOT in approving termination.

**1. Provide a narrative rationale for the request to terminate the program.**

Due to the popularity of doctoral programs in Higher Education and in Educational Leadership and Policy Studies, the demand for doctoral degrees in Adult Education has decreased significantly over the past several years. Faculty and students who have interests in Adult Education complete applicable courses and research in international education within the Educational Leadership and Policy Studies majors.

**3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

There have been no students enrolled in the program in several years; therefore, the impact will be positive, in that the faculty resources can be tightened to focus on stronger programs within the department where the degree has been housed.

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PROGRAM TERMINATION FORM (PAGE 2)

4. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

Not applicable, since there are no students currently in the degree program.

5. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

n/a

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

n/a

PROGRAM TERMINATION FORM (PAGE 3)

P. S. Canoll

Signature of Requestor/Initiator

8.26.10

Date

\_\_\_\_\_  
Signature of Campus EO Officer

\_\_\_\_\_  
Date

Dr. P. S. Canoll Assoc. Dean Academic Affairs

Signature of College Dean

8.26.10

Date

L. G. O'Neil

Signature of Vice President for  
Academic Affairs

\_\_\_\_\_  
Date

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DEAN OF THE FACULTIES OFFICE





THE FLORIDA STATE UNIVERSITY  
BOARD OF TRUSTEES

**MEMORANDUM**

**TO:** President Eric Barron

**FROM:** Andy Haggard *WAT*  
Chairman

**DATE:** October 11, 2010

**SUBJECT:** Items Approved by the Board of Trustees

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OCT 15 2010

DEAN OF THE FACULTIES OFFICE

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The Florida State University Board of Trustees approved the following items on September 24, 2010:

- June 25, 2010, Minutes
- Approval of the 2010-2011 Atlantic Coast Conference Governing Board certification
- Approval of the SACS Substantive Change Monitoring and Reporting Policy
- Approval of status report on purchase orders over \$1 Million and five years+ service contracts for fiscal year 2009-2010
- Approval of status report on major construction projects over \$2 million for fiscal Year 2009-2010
- Approve after notice of FY 2010-2011 tuition policy and administrative action
- Approval of charter for the Office of Audit Services
- Approval of 2010-2011 work plans for the Office of Audit Services
- Approval of amendment to Regulation 6CR-2.007, Use of Campus Facilities
- Approve of Student Government bills and resolutions
- Approval to explore Bachelor of Science in Dietetics
- Approval to explore Bachelor of Science Marine Science, Conservation and Policy
- Approval to explore AA-BS and AS-BS in Public Safety and Security (Panama City)
- Approval to explore Interdisciplinary Ph.D. Program in Materials Science
- Approval to terminate Adult Education degree program
- Approval of Parking Garage Bond Issuance Resolution
- Approve the University President to prepare and implement the operating budget of the University as prescribed by law, rules of the Board of Governors, policies of the University Board of Trustees, and provisions of the General Appropriations Act.



To: Dr. Jennifer Buchanan, Associate Dean of Faculties  
From: Dr. Pamela S. Carroll, Associate Dean for Academic Affairs, College of  
Education  
Date: 1 September 2010  
RE: Adult Education termination

Please accept this memorandum as a request that the Adult Education major (220612) at all levels (undergraduate, master's, doctoral) be terminated. There are other options now available for students who seek programs that prepare them to educate adults in the Department of Educational Leadership and Policy Studies.  
Thank you for your attention to this issue.

*Recommended approval:  
Doreen E. Ponce*

*LJ Chiles*

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DEAN OF THE FACULTIES OFFICE



THE FLORIDA STATE UNIVERSITY  
OFFICE OF THE DEAN OF THE FACULTIES

**MEMORANDUM**

DATE: November 15, 2011

TO: Richard Stevens

FROM: Jennifer N. Buchanan

RE: Correction of CIP Associated with Terminated Degree Program

At its September 24, 2010 meeting, the Florida State University Board of Trustees approved the termination of the Adult Education degree program offered by the Department of Educational Leadership and Policy Studies in the College of Education at all levels (Master's, Specialist, and Doctoral). The Program Termination Form sent to the Board of Governors last fall referenced an incorrect C.I.P. code of 22.0612.

The correct C.I.P. for the terminated degree program in Adult Education is 13.1201.

cc: Dean Nancy Marcus  
Dean Karen Laughlin  
Dean Marcy Driscoll  
Ms. Ruth Feiock  
Ms. Kim Barber  
Ms. Janice Finney  
Mr. Michael Barrett  
Ms. Andrea Novak  
Ms. Melissa Crawford  
Ms. Kayce Morton  
Mr. Keith Bernstein  
Ms. Joy Ira  
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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2012**

**SUBJECT:** Exception to 120 Credit Hours to Degree, B.S. in Photonic Science and Engineering, University of Central Florida

---

**PROPOSED COMMITTEE ACTION**

Consider the request to exceed 120 credit hours to degree for Bachelor of Science in Photonic Science and Engineering, CIP 14.1003, at the University of Central Florida.

**AUTHORITY FOR STATE BOARD ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 8.014

**BACKGROUND INFORMATION**

The University of Central Florida (UCF) is seeking approval for its Bachelor of Science in Photonic Science and Engineering (CIP 14.1003) program to exceed 120 credit hours to degree. The program length will be 128 hours to degree. The increase in credit hours is needed because the Accreditation Board of Engineering and Technology requires engineering programs to include at least four semesters of calculus, laboratory-based courses in the natural sciences, and a culminating design experience. This request is consistent with existing engineering bachelor's degree programs in the State University System which are approved for exceptions to 120 credit hours in order to meet accreditation requirements.

If the Board of Governors approves the request, UCF will implement the exception to 120 credit hours beginning in fall 2013.

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<b>Supporting Documentation Included:</b>	University Request
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<b>Facilitators/Presenters:</b>	Governor Tripp
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March 26, 2013

Lynda A. Page  
Associate Director, Academic and Student Affairs  
Board of Governors  
State University System of Florida  
325 W. Gaines Street, Suite 1614  
Tallahassee, FL 32399

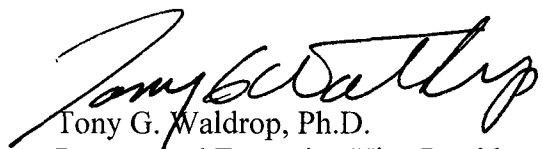
Dear Ms. Page:

In accordance with Board of Governors' Regulation 6C-8.014, the University of Central Florida requests approval for the Bachelor of Science in Photonic Science and Engineering at 128 credit hours, exceeding the 120 credit hour limit.

To be a viable engineering program, this program needs to become accredited by ABET (formerly known as the Accreditation Board for Engineering and Technology). All currently accredited engineering programs at the University of Central Florida are 128 credit hours, with very few elective hours even within the disciplines. ABET requires engineering programs to include at least four semesters of calculus, laboratory-based courses in the natural sciences, and a culminating design experience.

Furthermore, this is a unique program that offers students both a theoretical and hands-on education in a specialized discipline. Five of the six core courses have a laboratory component coordinated with the lectures, and there is a two-semester sequence of design courses as the capstone design experience. This program will be the only undergraduate degree in optics and photonics within the State of Florida.

Sincerely,



Tony G. Waldrop, Ph.D.  
Provost and Executive Vice President  
Professor of Biomedical Sciences

c: Dr. Jan M. Ignash  
Vice Chancellor for Academic and Student Affairs

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2013**

**SUBJECT:** Academic and Student Affairs Committee 2013-2014 Work Plan Topics

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

An overview of the Academic and Student Affairs Committee work plan topics for 2013-2014 will be provided.

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<b>Supporting Documentation Included:</b>	Work Plan
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<b>Facilitators/Presenters:</b>	Governor Norman Tripp
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STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

## **Academic and Student Affairs Committee 2013-2014 Work Plan**

To help guide the work of the Academic and Student Affairs Committee, the Committee will address the topics described below during 2013-2014.

### **Coordination of Academic Affairs with the Florida College System**

General areas of academic mutual interest between the Florida College System and the State University System, including articulation and transfer, Florida's 2+2 program, baccalaureate degree development, and the work of the Articulation Coordinating Committee

### **The CAVP Academic Coordination Project**

Continued monitoring and regular updates of the Council for Academic Vice Presidents' (CAVP) Academic Coordination Project, including consideration of programs proposed by the new online arm of the University of Florida and Florida Polytechnic University

### **A Review of Research, Innovation and Workforce Development in the SUS**

An examination of the extent of research within the SUS, including

- dollars received from federal and other sources, direct and indirect economic impacts, employment impacts, patents and licenses, and commercialization;
- the purposes for research, including graduate education as well as the expansion of knowledge;
- the role of the faculty in research, including research productivity and reward systems; and
- best practices in research.

### **Student Retention**

Continued examination of student retention, a topic initiated last year with the Council for Student Affairs, including the impact of student debt upon retention

### **Regulatory Items**

Doctoral program approvals (June and November)

Student Affairs (veterans, hazing, safety)

Academic quality (General Education Core Project implementation, per HB 1735; accreditation, excess hour and limited access requests for bachelor's degree programs)

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 20, 2013**

**SUBJECT:** State University System Research Overview and Florida Institute of Oceanography Presentation

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Research comprises a critical component of the State University System's tripartite mission of teaching, research, and service. Vice Chancellor Ignash will provide a brief overview of State University System research as the first of a series of presentations and dialogues with those on our campuses who are engaged in research, commercialization, and economic development.

The Florida Institute of Oceanography (FIO) will provide a presentation on research activities being conducted at sea by faculty and students. FIO was approved by the Board of Governors as an Academic Infrastructure Support Organization to provide access to larger research vessels and the Keys Research Laboratory. The University of South Florida is the administrative host of FIO and membership includes all state universities, independent universities engaged in marine science research, a Florida college, independent research organizations in Florida, state agencies, and private industry.

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<b>Supporting Documentation Included:</b>	None
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<b>Facilitators/Presenters:</b>	Vice Chancellor Jan Ignash
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STATE  
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Board of Governors

AGENDA

Board of Governors Meeting  
Ballroom, Marshall Student Union  
University of South Florida  
Tampa, Florida  
June 20, 2013  
Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Report:** *Chair Dean Colson*
2. **Approval of Minutes of Meeting held March 28, 2013:**  
*Chair Colson*
3. **Chancellor's Report:** *Chancellor Frank T. Brogan*
4. **American Council of Trustees and Alumni with The James Madison Institute Report, "Florida Rising: An Assessment of Public Universities in the Sunshine State":**  
*Dr. Michael Poliakoff, Vice President of Policy, ACTA*
5. **Creation of a Florida Healthcare Patient Safety Organization:**  
*Vikki Shirley, General Counsel*

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6. **Strategic Planning Committee Report:** *Governor Patricia Frost*  
**Action:**  
A. Approve 2013-14 University Work Plans
7. **Facilities Committee Report:** *Governor H. Wayne Huizenga, Jr.*  
**Action:**  
A. Approve 2014-15 Fixed Capital Outlay Legislative Budget Request Guidelines  
B. Approve 2013-14 University Capital Improvement Trust Fund Project Allocations  
C. Debt Approvals  
i. Resolution of the Board of Governors Authorizing the Issuance by Seminole Boosters, Inc. of Debt to Finance the Construction of a Student Housing Facility and Related Improvements near the Main Campus of the Florida State University  
ii. Resolution of the Board of Governors Authorizing the Issuance by the University of South Florida Financing Corporation of Debt to Reimburse a Portion of the Costs Associated with Financing the Improvement and Renovation of the Existing Arena and Convocation Center located on the Main Campus of the University of South Florida
8. **Budget and Finance Committee Report:** *Governor Tom Kuntz*  
**Action:**  
A. Approve 2014-15 Legislative Budget Request Guidelines  
B. Collegiate License Plate Expenditure Modification Requested by Florida State University  
C. 2013-2014 Capital Improvement Fee Increase Requests  
D. 2013-2014 Orientation Fee Increase Requests  
E. New Green Fee Requests  
F. Approve Public Notice of Intent to Amend Regulation 18.002 Notice and Protest Procedures for Protests Related to a University's Contract Procurement Process
9. **Trustee Nominating and Development Committee Report:**  
*Governor Mori Hosseini*  
A. Appointment of University Trustee: Florida A&M University  
(1 vacancy)

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**10. Academic and Student Affairs Committee Report:**

*Governor Norman Tripp*

**Action:**

- A. Approval, Ph.D. in Cell and Molecular Biology, CIP 26.0406, University of South Florida
- B. Approval, Ph.D. in Integrated Biology, CIP 26.1399, University of South Florida
- C. Termination, Ph.D. in Adult Education, CIP 13.1201, Florida State University
- D. Exception to 120 Credit Hours to Degree, B.S. in Photonic Science and Engineering, CIP 14.1003, University of Central Florida

**11. Concluding Remarks and Adjournment:** *Chair Colson*

(N.B.: As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** Chair's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not Applicable

**BACKGROUND INFORMATION**

The Chair, Dean Colson, will convene the meeting with opening remarks.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Dean Colson



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** Approval of Minutes of Meeting held March 28, 2013

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**PROPOSED BOARD ACTION**

Approval of Minutes of the meeting held on March 28, 2013, at Florida A&M University, Tallahassee.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the Minutes of the meeting held on March 28, 2013, at Florida A&M University, Tallahassee.

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**Supporting Documentation Included:** Minutes: March 28, 2013

**Facilitators/Presenters:** Chair Dean Colson

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STATE UNIVERSITY SYSTEM OF FLORIDA  
FLORIDA A&M UNIVERSITY  
GRAND BALLROOM, STUDENT UNION  
TALLAHASSEE, FLORIDA  
MARCH 28, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

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MINUTES  
BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
FLORIDA A&M UNIVERSITY  
GRAND BALLROOM, STUDENT UNION  
TALLAHASSEE, FLORIDA  
MARCH 28, 2013

*Video or audio archives of the meetings of the Board of Governors  
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Dean Colson convened the meeting at 9:31 a.m., on March 28, 2013, with the following members present: Vice Chair Mori Hosseini; Dick Beard; Commissioner Tony Bennett; Matthew Carter; Dr. Manoj Chopra; Pat Frost; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned C. Lautenbach; Alan Levine (participating by phone); Wendy Link; Ed Morton; John D. Rood; Norman Tripp; Elizabeth Webster; and Cortez Whatley.

1. Visit from the Honorable Will Weatherford, Speaker of the Florida House of Representatives

Chair Colson welcomed Speaker Will Weatherford and thanked him for taking time to join the Board during the busy Legislative Session. Chair Colson expressed appreciation for the great support that Speaker Weatherford has shown the Board and the State University System, especially related to online learning. He reminded members that Speaker Weatherford last year challenged the Board to consider embracing technology and disruptive innovations to take higher education to new heights. He further commented that the Board, through the work of the Strategic Planning Committee, used funding provided by the Legislature to hire a consultant to study online education. The Board forwarded ideas about online education to Legislature, and the House has picked up on those ideas.

Chair Colson also recognized Lynn Cobb, Special Counsel for the Florida House of Representatives, and thanked her for her efforts on behalf of higher. Speaker Weatherford echoed Chair Colson's appreciation for Ms. Cobb's tireless work.

Speaker Weatherford thanked Chair Colson for his leadership and steadfastness on behalf of higher education. He thanked Vice Chair Hosseini for his strong leadership and stated that the Board of Governors is the strongest that it has ever been. He said that he is extremely bullish on the direction that Florida is taking as a State and in the direction that the Board of Governors is taking the higher education system.

Speaker Weatherford said that he appreciated the Board and the System for the partnership with the Legislature. He reported on positive developments such as the Legislature's restoring the \$300 million to the System and adding \$65 million. He promised to provide the resources needed to have a vibrant System.

Speaker Weatherford answered questions from the Board about the direction for higher education and the remainder of the Legislative Session. At 9:50 a.m., Chair Colson thanked Speaker Weatherford for honoring the Board with a visit and for everything that he has done for higher education. The meeting continued with the Trustee Nominating and Development Committee.

## 2. Chair's Report

Chair Colson re-convened the full Board meeting at 10:15 a.m. with the following members present: Vice Chair Mori Hosseini; Dick Beard; Commissioner Tony Bennett; Matthew Carter; Dr. Manoj Chopra; Pat Frost; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned C. Lautenbach; Alan Levine (participating by phone); Wendy Link; Ed Morton; John D. Rood; Norman Tripp; Elizabeth Webster; and Cortez Whatley.

Chair Colson thanked Florida A&M University and President Robinson for hosting the meeting. He commented on how nice it is to see one of the oldest campuses in the system. He recognized that Interim President Robinson would be staying at the helm of Florida A&M during the SACS probation and the Board's corrective action plan.

President Robinson formally welcomed the members of the Board of Governors to the campus. He said that Florida A&M just celebrated 125 years of excellence with caring, and he looks forward to another 125 years. He thanked Chancellor Brogan and his staff for the collaborative relationship that has been built with Florida A&M while working on projects for the benefit of the System.

Chair Colson officially welcomed and introduced Commission Tony Bennett. He also recognized Norman Tripp who was re-appointed to the Board for a second term.

Chair Colson thanked Speaker Weatherford, President Gaetz, the various Legislative committees devoted to higher education issues, and Governor Scott for their unparalleled support of the System and the Board of Governors this Session. He stated that together we are working toward the goal of making our System the best in the country and continuing to provide an affordable, high-quality educational experience.

Chair Colson recognized Ava Parker as a former member of the Board of Governors and presented her with a resolution thanking her for her service to the State University System and the Board of Governors. Ms. Parker thanked the Board and said that service to the State University System is the best community service that a person can

offer the State of Florida because it offers an opportunity to impact our children, families, and the economic growth of the State.

3. Approval of Meeting Minutes

A. Board of Governors Meeting held January 17, 2013

Mr. Tripp moved that the Board approve the Minutes of the Meeting held on January 17, 2013, as presented. Mr. Hosseini seconded the motion, and the members concurred.

B. Board of Governors Meeting held February 21, 2013

Mr. Kuntz moved that the Board approve the Minutes of the Meeting held on February 21, 2013, as presented. Mr. Tripp seconded the motion, and the members concurred.

4. Chancellor's Report

Chancellor Brogan thanked Chair Badger, President Robinson, and Florida A&M University for hosting the meeting. He congratulated the university on its 125<sup>th</sup> anniversary.

Chancellor Brogan acknowledged the work related to library automation and recognized Jane Hayes for the experience, stability and wisdom that she brought to the origination of the Florida Library Virtual Campus. The new executive director Don Muccino will now take that work to the next level.

Chancellor Brogan thanked the new members of the Board and the new Trustees for attending orientations. He recognized Vice Chair Hosseini for spearheading the orientation for new Trustees.

Chancellor Brogan discussed the importance of health issues to the State University System. The Board office will soon post two positions related to health: (1) a consultant who can help shape the first health strategic plan for the System and (2) a permanent staff person to work on a daily basis on health-related issues.

Chancellor Brogan reported on a letter from Governor Scott related to the student issue at Florida Atlantic University. President Saunders has committed to issuing a report to the Chancellor to provide to the Governor.

Chancellor Brogan also recognized the outstanding efforts of President Hitt and the staff at the University of Central Florida for the rapid response and professional handling of the recent events which resulted in the loss of one student's life and the potential loss of many more lives. He commented that in the wake of this tragedy we



have the opportunity to re-commit to finding better ways to assure the long-term health, safety, and welfare of the people in the State University System. He acknowledged the bravery of Arabo Babakhani who immediately called law enforcement and the rapid response of the police to prevent a much greater tragedy.

President Hitt reviewed the timeline of events from March 18, 2013. He commended UCF's Police Chief Richard Beary, the Orange County police, and all of the first responders. He thanked the housing and residence life students and the professional counseling staff who spent hours supporting the students. He remarked that the planning the university did after the tragedy at Virginia Tech such as forming crisis management teams and rehearsing responses paid off.

President Hitt said that UCF will be conducting a thorough review of its crisis management policies and procedures as well as a critical analysis of the incident response operations. He reported that UCF will hold a one or two day workshop in late June or July to share best practices in emergency preparedness, crisis management and incident response. USF has tentative commitments to participate in a security workshop from national experts and the major tourist attractions in the Orlando area. He asked the other System institutions to contact UCF about participating.

Chancellor Brogan recognized Representative Joe Saunders whose district includes UCF. He said that Representative Saunders reached out to the System in the immediate aftermath of the incident.

Representative Saunders honored the UCF police department for the three-minute response time that helped avert disaster. He said that the workshop at UCF can be a learning process for the entire State University System. He encouraged the System to develop legislative recommendations and offered to be a conduit for those recommendations.

5. Viva Florida 500

Chair Colson recognized the Florida Humanities Council Treasurer Steve Seibert to commemorate Florida's 500<sup>th</sup> anniversary. Mr. Seibert said that this event is a focal point for community engagement and government. Most of the universities in the System are participating in this extraordinarily collaborative event. Mr. Seibert introduced Andy McLeod, Coordinator for Viva Florida 500 and Kerri Post, Deputy Secretary of State. They provided an overview of Viva Florida 500.

6. Audit and Compliance Committee Report

Chair Colson recognized Mr. Morton to report on the Audit and Compliance Committee. Mr. Morton reported that the Committee discussed the Corrective Action

Plan for Florida A&M University. He further reported that the Chancellor provided an update on the process for the implementation and monitoring of the Corrective Action Plan. President Robinson assured the Committee that his team is working toward an appropriate conclusion.

Mr. Morton further reported that Committee also addressed the SACS accreditation issue for Florida A&M University. Florida A&M will submit a written report to SACS in August 2013, SACS will conduct a site visit in September, and SACS will make a decision by the end of the calendar year.

Mr. Morton said Inspector General and Director of Compliance Derry Harper provided an overview of the Committee's roles and responsibilities. The Committee also reviewed a draft dashboard delineating the scope of responsibility for its members.

The Committee did not take any actions that will move to the full Board.

7. Academic and Student Affairs Committee Report

Chair Colson recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported that Vice Chancellor Jan Ignash provided an overview of the academic program approval process to educate the new members of the Committee. Provost Tony Waldrop from the University of Central Florida provided an update on the Academic Program Coordination Workgroup.

Mr. Tripp reported that the Committee has one action item.

A. Approval, Limited Access Status for Bachelor of Social Work, University of North Florida

Mr. Tripp moved that the Board approve limited access status for the Bachelor of Social Work at the University of North Florida. Mr. Carter seconded the motion, and members of the Board concurred.

Mr. Tripp reported that the Committee also heard an update from Mr. Whatley on the Florida Student Association at a later point in the day

8. Facilities Committee Report

Chair Colson recognized Mr. Beard to report on the Facilities Committee. Mr. Beard reported that the Committee has two action items.

## A. Debt Approvals

- i. Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration to issue revenue bonds on behalf of Florida State University to finance construction of a student residence facility

Mr. Beard moved that the Board approve a resolution requesting the Division of Bond Finance of the State Board of Administration to issue revenue bonds on behalf of Florida State University to finance construction of a student residence facility. Mr. Carter seconded the motion, and members of the Board concurred.

- ii. Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration to issue revenue bonds on behalf of Florida International University to finance construction of a parking garage

Mr. Beard moved that the Board approve a resolution requesting the Division of Bond Finance of the State Board of Administration to issue revenue bonds on behalf of Florida International University to finance construction of a parking garage. Mr. Carter seconded the motion, and members of the Board concurred.

Mr. Beard reported that the Committee asked the Chancellor to form a group to work on modifying the Debt Guidelines.

9. Budget and Finance Committee Report

Chair Colson recognized Mr. Kuntz to report on the Budget and Finance Committee. Mr. Kuntz reported that the Committee asked staff to work with the universities to conclude the development of performance funding metrics by June 1<sup>st</sup>. He informed the Board that the Committee may need to schedule a meeting prior to the regularly-scheduled June Board meeting.

Mr. Kuntz reported there were two action items.

## A. Approval, Amended Regulation 18.001 Purchasing

Mr. Kuntz reported that the Board approved public notice of intent to amend Regulation 18.001 Purchasing at the January meeting. The Board received no public comments. Mr. Kuntz moved that the Board approve amended Regulation 18.001 Purchasing. Mr. Hosseini seconded the motion, and the members concurred.

B. Approval, Auxiliary Facilities 2013-2014 Operating Budget

Mr. Kuntz reported that the Committee reviewed the Auxiliary Facilities 2013-2014 Operating Budget. Mr. Kuntz moved that the Board approve the auxiliary facilities 2013-2014 operating budget. Mr. Carter seconded the motion, and the members concurred.

10. Trustee Nominating and Development Committee Report

Chair Colson recognized Mr. Hosseini to report on the Trustee Nominating and Development Committee. Mr. Hosseini reported that there were three recommendations to fill seats on the university Boards of Trustees.

A. Appointment of University Trustee, Florida International University  
(1 vacancy)

Mr. Hosseini moved that the Board re-appoint Jorge Luis Arrizurieta to the Florida International University Board of Trustees for a term beginning March 28, 2013, and ending January 6, 2018. The appointment is subject to confirmation by the Senate and to Mr. Arrizurieta attending an orientation session if he has not attended a Board orientation in the past year. Mr. Tripp seconded the motion. Members concurred in the motion unanimously.

B. Appointment of University Trustee, University of Central Florida  
(1 vacancy)

Mr. Hosseini moved that the Board appoint Beverly Jo Seay to the University of Central Florida Board of Trustees for a term beginning March 28, 2013, and ending January 6, 2018. The appointment is subject to confirmation by the Senate and to Ms. Seay attending an orientation session. Mr. Kuntz seconded the motion. Members concurred in the motion unanimously.

C. Appointment of University Trustee, University of South Florida  
(1 vacancy)

Mr. Hosseini moved that the Board appoint Nancy Hemingway Watkins to the University of South Florida Board of Trustees for a term beginning January 17, 2013, and ending January 6, 2016. The appointment is subject to confirmation by the Senate and to Ms. Watkins attending an orientation session. Ms. Link seconded the motion. Members concurred in the motion unanimously.

11. Florida Polytechnic University Report

Chair Colson reminded the Board that he sent a letter on February 20<sup>th</sup> to Florida Polytechnic University Board of Trustees Chair Rob Gidel asking the university to provide a report to the Board on the progress on benchmarks established in the legislation establishing the university. He said that these benchmarks include expectations regarding accreditation, academic programming, staffing, student enrollment, and facilities.

Chair Colson called on Mr. Hosseini as Chair of the Select Committee on Florida Polytechnic University for remarks. Mr. Hosseini reminded the Board that he, Mr. Beard, and Mr. Tripp are the members of the Select Committee. He stated that the job of the Select Committee is to oversee the transfer of assets from the University of South Florida to Florida Polytechnic University and to oversee the implementation of SB 1994 which was signed by the Governor on April 20, 2012. He said that this Board must ensure that the Florida Polytechnic University Board of Trustees complies with the legislation. The Select Committee will continue to report to the Board on the progress.

Chair Colson called on Florida Polytechnic University for the report. Ms. Parker introduced Chair Gidel and recognized the members of the Florida Polytechnic University Board of Trustees who attended the meeting: (1) Don Wilson, (2) Dick Hallion, (3) Frank Martin, and (4) Bob Stork. She also recognized Vice President of Academic Affairs Dr. Ghazi Darkazalli.

Chair Gidel presented the report. He recognized that the members of the Board of Trustees were made up of individuals from major components of Florida's economy including cyber security, telecommunications, capital markets, aerospace, and the media business. He stated that in deciding what the vision for the Polytechnic would be and how to execute it, the Trustees reviewed various models and concluded that the best model for Florida Polytechnic was industry-engaged. He said that an integral part of building the institution will be incorporating industry through the educational curriculum and delivery. He said that the Polytechnic has the unique opportunity to build an institution from the beginning – a university that will provide a culture of mentoring with industry and, as a result, will be able to attract students, faculty, and industry partners.

Chair Gidel reviewed the funding sources for the campus. He stated that the Board has to do three things under the legislation: (1) complete the campus, (2) build an academic mission, and (3) provide housing and student services. The Trustees have the money to finish the Science and Technology Building and the infrastructure to support that building, but the challenge is to complete the campus. He said that using E&G money would enable the Trustees to complete the campus; however, they would not be able to build the academic mission or provide housing and student services. He said that the

Board of Trustees wants to protect the E&G money for building the academic mission and is looking for third party capital to provide housing and student services.

Ms. Parker reported on program development. She reported that the Polytechnic will offer two colleges: (1) College of Innovation and Technology and (2) College of Engineering. These two colleges will be limited to five (5) majors. The programs will focus on emerging fields such as cloud virtualization, big data analytics, and motion control. These programs are either not offered in the System or will be developed in a manner different than programs that are currently offered. The university will recruit first-time students, transfer students, and master's students.

Ms. Parker stated that the curriculum will be developed in close collaboration with industry, so the university will be nimble. The university has already been approached by industry partners. She said that Florida Polytechnic wants to be the jobs university, and the goal is to have a 75% job placement for graduates.

Ms. Parker further reported that the university is looking at non-tenure models for the faculty and will place an emphasis on teaching as well as research. The university will also focus on integrated teaching and interdisciplinary models.

Ms. Parker informed the Board that the university has already begun recruitment efforts. The university is working with the State Colleges, STEM feeder schools, and engineering charter schools in Polk County and Duval County. The university is also targeting South America and the Far East.

Ms. Parker said that the university is working on an ambitious schedule to obtain SACCS accreditation by the timeline prescribed by the statute. She said that the goal is to start classes in 2014 with 500 students, and, at full enrollment, would have about 5000 students.

Ms. Parker sees Florida Polytechnic as a complement to a great State University System and a wonderful State College System. She said that the State of Florida is missing an applied research university.

Members of the Board engaged Chair Gidel and Ms. Parker in a discussion about the progress of the university. Among the topics discussed were costs, funding, recruitment, accreditation, facilities, enrollment, and shared services. The Board requested that the university provide a monthly update to the Select Committee on Florida Polytechnic, so the Select Committee could respond immediately to any concerns.

Chair Colson expressed appreciation to Chair Gidel and all of the Trustees at Florida Polytechnic University for the yeoman's volunteer work that they are doing. He said

that this Board looks forward to hearing the work plan presentation in June. Chancellor Brogan explained that the Board office will work the Florida Polytechnic on accommodating the work plan template to the stage of development of the university. Chair Colson thanked Chair Gidel, the Trustees, and Ms. Parker for the presentation.

12. Concluding Remarks and Adjournment

Chair Colson thanked members for attending the meeting. Having no further business, the meeting was adjourned at 12:51 p.m., March 28, 2013.

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Dean Colson, Chair

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Monoka Venters,  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** Chancellor's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not Applicable

**BACKGROUND INFORMATION**

Chancellor Frank Brogan will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chancellor Frank T. Brogan



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** Creation of a Florida Academic Healthcare Patient Safety Organization

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**PROPOSED BOARD ACTION**

Consideration for approval to apply to the Agency for Healthcare and Research Quality of the U.S. Department of Health and Human Services for the creation of a Florida Academic Healthcare Patient Safety Organization

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Patient Safety and Quality Improvement Act of 2005, Public Law 109-41, 42 U.S.C. chapter 6A, subchapter VII, part C; 42 C.F.R. Part 3.

**BACKGROUND INFORMATION**

The Patient Safety and Quality Improvement Act of 2005 (PSQIA) authorizes the creation of Patient Safety Organizations (PSOs) to improve patient safety by promoting the sharing of information among healthcare provider organizations regarding events that trigger potential claims and patient dissatisfaction. To implement the Act, the Department of Health and Human Services issued the Patient Safety and Quality Improvement final rule, 42 C.F.R. Part 3 (Patient Safety Rule). Entities seeking to become listed with the Agency for Healthcare Research and Quality (AHRQ) as a PSO must meet the statutory criteria in the Act and the regulatory requirements imposed in the Rule.

The primary activity of an entity seeking to be listed as a PSO must be to conduct activities to improve patient safety and health care quality. A PSO serves as an independent, external workforce that can collect, analyze and aggregate protected Patient Safety Work Product (PSWP) locally, regionally, or nationally to share insights into the underlying causes of patient safety events.

The Patient Safety Rule establishes a framework by which hospitals, physicians, and other health care providers may voluntarily report information to PSOs, on a privileged and confidential basis, for the aggregation and analysis of patient safety activities. Because communications between health care providers and their PSOs are subject to

the uniform federal protections available under the Act, a provider's relationship with a PSO is expected to remove significant barriers that can deter the participation of health care providers in patient safety and quality improvement initiatives.

The Patient Safety Rule permits many types of entities, public or private, to seek listing with the AHRQ as a PSO. Following discussions with representatives of the State University System's six Colleges of Medicine, on behalf of those universities, we are seeking the approval of the Board of Governors to authorize the creation of a non-profit corporation to be called the Florida Academic Healthcare Patient Safety Organization and to seek listing of that organization with the AHRQ as a PSO. The University of Florida J. H. Miller Health Center Self-Insurance Program, which administers the Board-authorized self insurance programs for five of the six universities, will administer the non-profit corporation and seek listing with the AHRQ. The University of Florida J. H. Miller Health Center Self-Insurance Program has detailed experience in this field as a founding member of the Academic Medical Center PSO. A Florida healthcare-focused PSO will position the State as a model for how providers from a variety of geographic regions, professional backgrounds, and experiences may learn from each other to improve patient care.

Representatives of all six Colleges of Medicine will serve on the PSO's board of directors, along with the Director of the University of Florida Self-Insurance Program and the Board of Governors' General Counsel. Once listed, the Florida Academic Healthcare Patient Safety Organization will perform all of the patient safety activities required under the Act and the Rule to improve patient safety and delivery of health care for all six participating universities.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:**

Vikki Shirley  
Randall C. Jenkins, Director, University of  
Florida J. H. Miller Health Center  
Self-Insurance Program

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** American Council of Trustees and Alumni with The James Madison Institute Report: "Florida Rising: An Assessment of Public Universities in the Sunshine State"

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not applicable

**BACKGROUND INFORMATION**

The American Council of Trustees and Alumni (ACTA) with The James Madison Institute Report released a report titled, "Florida Rising: An Assessment of Public Universities in the Sunshine State" on June 6, 2013. The report evaluates areas within higher education including general education, intellectual diversity, cost and effectiveness and governance. Dr. Michael Poliakoff, Vice President of Policy with ACTA, will present the report.

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<b>Documentation Included:</b>	Report: "Florida Rising: An Assessment of Public Universities in the Sunshine State"
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<b>Facilitators/Presenters:</b>	Dr. Michael Poliakoff, Vice President of Policy, American Council of Trustees and Alumni
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# Florida Rising

An Assessment of Public Universities in the Sunshine State

American Council of Trustees and Alumni  
with The James Madison Institute



**ACTA**  
AMERICAN COUNCIL OF  
TRUSTEES AND ALUMNI



# Florida Rising

An Assessment of Public Universities in the Sunshine State

a report by the  
American Council of Trustees and Alumni  
with The James Madison Institute

June 2013

## Acknowledgments

This report on 11 public four-year undergraduate institutions in the state of Florida was prepared by the staff of the American Council of Trustees and Alumni, primarily Dr. Michael Poliakoff and Armand Alacbay, Esq., with the assistance of The James Madison Institute (JMI) and the Foundation for Individual Rights in Education (FIRE). ACTA is grateful to the Office of the Board of Governors of the State University System of Florida for its kind advice and assistance in the research for this report. Unless otherwise stated, all data are based on publicly available information including academic catalogs, board agendas, minutes, bylaws, news releases, institutional websites, media reports, as well as conversations with various education leaders in the state. In addition, requests for supporting or clarifying information were sent to each institutional governing board.

The **American Council of Trustees and Alumni** (ACTA) is an independent non-profit dedicated to academic freedom, academic excellence, and accountability at America's colleges and universities. Since its founding in 1995, ACTA has counseled boards, educated the public, and published reports about such issues as good governance, historical literacy, core curricula, the free exchange of ideas, and accreditation. ACTA has previously published *Best Laid Plans: The Unfulfilled Promise of Public Higher Education in California*; *The Diffusion of Light and Education: Meeting the Challenges of Higher Education in Virginia*; *Prepared in Mind and Resources?: A Report on Public Higher Education in South Carolina*; *Made in Maine: A State Report Card on Public Higher Education*; and *Here We Have Idaho: A State Report Card on Public Higher Education*, among other state-focused reports.

The mission of **The James Madison Institute** (JMI) is to keep the citizens of Florida informed about their government and to shape the state's future through the advancement of practical free-market ideas on public policy issues. The Institute achieves its mission through research, conferences and seminars, and a variety of publications.

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## Executive Summary

*During this time of fiscal constraint, we must continue to maximize the effective and efficient use of our resources and work with our partners in the Legislature to achieve the proper balance of revenue derived from appropriation and from tuition. We must also remain keenly aware that the economic pressures our students face are as real as the economic challenges our universities and the Legislature are experiencing. The Florida Board of Governors and our universities' Boards of Trustees will no doubt continue in their thoughtful stewardship of public resources and prudent decision making regarding tuition and fees.<sup>1</sup>*

– Frank T. Brogan, Chancellor  
State University System of Florida, January 14, 2011

The State University System of Florida has in recent years faced major budgetary challenges, remarkable for the size of its reductions in state funding, even when compared to the large cuts seen in so many states struck by the recession of 2008. What is more surprising in the world of higher education, however, is the progress that Florida's public universities have achieved on such key indicators of quality as graduation and retention during these challenging times. This report, the 11th in ACTA's series of state-focused studies, will examine the progress and achievements of the System, as well as the weaknesses and obstacles that it continues to confront. The story of Florida's public universities has particular importance for higher education in other states: if successful, Florida's proactive initiatives to maximize both access and academic quality will represent a key example for other states to follow and a new benchmark for cost-effectiveness in higher education.

Between 2007 and 2012, state funding for the System fell from \$2.6 billion to \$1.7 billion. State funding per full-time enrolled student during that time fell from \$7,656 to \$4,387 (not adjusted for inflation). Educational appropriations per FTE in two- and four-year colleges and universities in Florida for fiscal year 2012 were 87% of the national average.<sup>2</sup>

Although tuition in the System increased 58% between 2007 and 2012, tuition increases were built upon the low base of tuition and fees of \$3,525 in 2007. The University of Florida is one of the 62 members of the Association of American Universities, and has the further distinction of the lowest tuition rate in the AAU. Enrollment increases, moreover, have been strong: overall the System saw a 12% rise between 2006 and 2011.<sup>3</sup>

Metrics of academic quality during this period have shown significant improvement. The State University System had a combined six-year graduation rate of 66% for its 2006–2012 cohort, which places it among the top ten nationally, showing a 2% improvement over the 2002–2008 cohort. Retention rates for the 2011–2012 cohort of first-time college students moved up to 88%, one percentage point higher than the 2007 cohort.

Despite the overall progress for the System as a whole, individual campuses, as the System Accountability Report notes, need to improve their graduation rates. Six universities have six-year graduation rates below 50%. Only two campuses (the University of Florida and Florida State University) have four-year graduation rates above 60%. The System four-year graduation rate average is 42%, and five universities have rates of 25% or lower. It is promising, however, that Florida is taking clear aim at improving the four-year graduation rate. With the encouragement of Florida’s “Excess Credit Hour Surcharge” legislation, students have a strong financial incentive to complete their baccalaureate degrees efficiently. Florida has also created rules for its “Bright Futures” scholarship that discourage non-completion of courses: Students must repay a portion of their award for any course dropped or withdrawn. 64% of the 2011–2012 graduates of System universities completed their degrees without excess credit hours, an important metric that will continue to merit attention.<sup>4</sup>

Improved graduation rates are important but, in isolation, they tell us little about academic quality: core curriculum and assessment of progress in core collegiate skills are crucial correlates of graduation rates in determining levels of student success.

Florida has established a framework for the development of a strong core curriculum at System universities, but it has not yet completed the task of ensuring that all students graduate with the knowledge and skills essential for success as citizens and as workers facing a demanding and ever-evolving job market. State legislation and System Board of Governors policies have established clear requirements for expository writing, collegiate level mathematics, and natural science. It is to the System’s credit that it ranks third among all university systems for its production of undergraduate STEM degrees, but even that achievement will not suffice to meet the needs of students and our country. A focus on careers should not ignore the importance of broad-based skills and knowledge, which help prepare students for informed citizenship and lifelong learning. The Bureau of Labor Statistics reports that the average person changes jobs more than 11 times between the ages of 18 and 46; a quality college education must look toward acquiring the tools that make it possible to adapt to new career opportunities, and that means the essentials of liberal education.<sup>5</sup>

As important as career training is, so is shaping the values of citizenship and civic character. The absence of a requirement for economics in today’s global marketplace is a disservice to students, and the failure to require a foundational course in U.S. history or government means

that too many students will leave college with a limited understanding of how to participate effectively in the free institutions of our nation. In contrast, states such as Texas and Nevada have passed legislation requiring institutions to ensure that students complete coursework in U.S. history and government. In a state whose history includes the oldest continuous European settlement in the United States and whose neighbor Georgia requires American history for undergraduates in its public universities, it is a sad irony that a fundamental course in the nation's history is required at only one of Florida's public universities.<sup>6</sup>

The System and the individual universities have facilitated policy analysis through the System's annual Accountability Report and the annual Fact Books, Accountability Reports, and Work Plans from the individual universities. These commendably ensure transparency and help the Board of Governors, state government, and public understand Florida's initiatives to improve quality and cost effectiveness. The clear and efficient presentation of key data in these reports sets an example for the nation.

These reports in turn reveal progress with a number of important quality and cost-effectiveness initiatives. Between May 2011 and May 2012, System boards of trustees terminated 21 undergraduate programs, suspended six others, and refused to approve three. Twelve new programs were added during that same period. Eighteen graduate programs were terminated, four suspended, and three denied approval, while nine new programs were added. Since 2008, the System decreased administrative and support expenditures by 8%, while increasing expenditure on instruction and research.

There are, however, some important indicators that should be added on both a campus and System level. Only three universities provide information in their annual Fact Books on changes in grade distribution over time, a key indicator of possible grade inflation and a crucial metric that can guard against the danger of increasing graduation rates by lowering academic rigor. Although Florida has state requirements for efficient use of classroom and laboratory stations and overall the System universities exceed those requirements, only one university provides public information on utilization of classrooms by day of the week and hour of the day. Its low usage on Friday afternoons and on all mornings at 8:00 AM does, in fact, show an underutilized capacity that suggests a need for more fine-grained data before new capital building projects are undertaken.<sup>7</sup>

Florida's strong commitment to student success has not diminished its success in community engagement and research. Six of the System institutions are classified by the Carnegie Foundation for the Advancement of Learning as Community Engagement Universities. Based on 2010 income from licensing technological and scientific inventions, the Association of University Technology Managers (AUTM) ranked University of Florida 17th in the nation and University of South Florida 20th. In 2012, the National Science Foundation ranked the Uni-

versity of Florida 12th in the nation in research and development expenditures, and the same year the University of South Florida moved from 65th in those rankings to 50th in the nation.<sup>8</sup>

Florida's public university system has a bold course ahead, with plans under development for the University of Florida to take the lead in establishing an institute for online learning, making the existing network of 389 distance-learning programs offered by ten System institutions more efficient. Moreover, recent legislation has paved the way for the System to streamline its general education program in order to promote student completion.<sup>9</sup>

Overall, Florida public universities are on a prudent and successful course during these difficult economic times. Significant challenges and difficult decisions over priorities remain. It is clear, however, that Florida has high potential to be a model for other states.

The background image is a faded, grayscale photograph of a large, historic building with two prominent square towers on either side of a central entrance. The towers have crenellated tops. The building is covered in ivy. In the foreground, there are several palm trees and a fountain. The overall tone is academic and institutional.

## ■ General Education



# 1. What are students learning?

Around the nation, a consensus is building that college students must acquire certain core skills to be ready for the responsibilities of citizenship and for the challenges of today's dynamic, ever-changing workplace. In August 2011, the Roper group administered a national survey: Seventy percent responded that colleges and universities should require all students to take basic classes in core subjects such as writing, math, science, economics, U.S. history, and foreign language. The strongest support for the core curriculum (80%) came from respondents age 25-34—including those who have recently transitioned from college into today's demanding workplace.<sup>10</sup>

Surveys of employers and business leaders underscore these findings. In a 2009 survey conducted by Hart Research Associates for the American Association of Colleges and Universities, employers registered their strong desire for colleges and universities to place more emphasis on concepts and new developments in science and technology (70%); written and oral communication (89%); the ability to work with numbers and understand statistics (63%); civic knowledge, participation, and engagement (52%); democratic institutions and values (40%); and proficiency in a foreign language (45%). Of the hundreds of business leaders surveyed, 26% complained that recent graduates of four-year institutions were deficient in writing skills.<sup>11</sup>

According to the Bureau of Labor Statistics, between the ages of 18 and 46, a person can anticipate changing jobs on average more than 11 times. In these challenging economic times, a well-constructed and well-taught core curriculum offers significant advantages: general surveys of major fields give students a broader, more comprehensive education than narrowly-focused classes, and thus prepare them for a dynamic workplace where they will need multiple skill sets and broad-based knowledge.<sup>12</sup>

Public concerns in Florida about the employability of college graduates have prompted everything from the passage last year of a performance funding bill to promote “high-demand” engineering and technical programs, to statements from the state governor questioning whether Florida benefits from non-STEM majors, like anthropology. Yet long-term employability may be far more dependent on the development of foundational skills rather than choice of major.<sup>13</sup> 93% of employers agreed that critical thinking, communication, and problem solving—precisely the goal of a disciplined core curriculum—are more important than college



major. Richard Arum and Josipa Roksa, authors of *Academically Adrift*, recently surveyed more than 2,300 students at 24 four-year institutions, and found that “[s]tudents majoring in traditional liberal-arts fields, including social science, humanities, natural science, and mathematics, demonstrated significantly higher gains in critical thinking, complex reasoning, and writing skills over time than students in other fields of study,” exceeding performance of students in more popular majors such as communications or business.<sup>14</sup>

A robust collegiate core curriculum—also known as general education—ensures a solid basis of common skills and knowledge outside of the major for all students, whatever their preparation. And requiring standard classes in foundational subjects is a far more cost-effective model than offering a large list of esoteric courses.

We assessed the state of general education at 11 of the 12 four-year institutions of the State University System of Florida. The 12th institution, Florida Polytechnic University, which is still in transition to operate as a standalone campus, is excluded from this portion of the study.

Using the most recent publicly available catalogs, we examined whether these institutions require their students to take general education courses in seven key subjects: **Composition, Literature, Intermediate-level Foreign Language, U.S. Government or History, Economics, Mathematics, and Natural or Physical Science.**

To receive credit in this report, a course must be a true general education course—broad in scope, exposing the student to the rich array of material that exemplifies the subject. Further, a course must truly be a requirement. Many universities give the appearance of providing a core curriculum because they require students to take courses in several subject areas other than their majors—often called “distribution requirements.” But these are “requirements” in name only, typically giving students dozens or even hundreds of “distributional” courses from which to choose. For further details on the criteria used for this section of the report, please see Appendix A.

Even when finances are good, a bloated curriculum is academically unsound. When resources are limited, as they are in this challenging fiscal landscape, reforming the core curriculum offers financial advantages in addition to academic benefits. A tighter and more coherent program of courses can improve student achievement and cut costs.

Indeed, the solid, fundamental courses that students need are typically much less expensive to deliver than many of the “boutique” and “niche” programs. An English composition program, for example, will usually employ a very high proportion of adjuncts and graduate instructors under the guidance of a small core of senior professors. With this structure, thousands of students can receive high-quality writing instruction in small classes, in sharp contrast to specialized or trendy programs that have fewer majors and limited application to current business, industry, or public sector needs.

Former University of Northern Colorado president Robert C. Dickeson, author of *Prioritizing Academic Programs and Services*, explains the fiscal prudence of maintaining rigorous general education requirements:

General education creep is expensive. What might have been considered a peripheral luxury item before (offering a groaning buffet table with excessive course choices) should now be seen as a waste of precious resources.

Academic departments proliferate their general education offerings in the absurd belief that by doing so more students will be produced. The truth is there are only so many students to go around. Instead, the question should be: How many quality general education courses ought we offer to mount a distinguished program?

In practice, 80 percent of students typically enroll in less than 20 percent of general education offerings. Query: What is the cost of sustaining the unnecessary balance?<sup>15</sup>

As the chart on the following page shows, most Florida institutions currently require three of the seven core courses: all but one require a course in Composition, nine out of 11 receive credit for Mathematics, and the same number require Natural or Physical Science. Within the System, Florida State University has the most comprehensive general education requirements, receiving credit in five areas, including Literature and Foreign Language.

Some significant gaps remain. Fewer than half of Florida schools have a Literature requirement, only one requires Foreign Language at the intermediate level, and only one school receives any credit for requiring coursework in Economics.

Current System policy already provides a lever by which the Board of Governors can bolster its institutions' curricular requirements. Board Regulation 6.017, which applies to baccalaureate programs at all System institutions, requires students to take 36 hours of coursework in communication, mathematics, social sciences, humanities, and natural sciences. In point of fact, a comprehensive core curriculum comprising requirements in expository writing, literature, foreign language through the intermediate level, economics, U.S. history or government, collegiate level mathematics, and natural science can be done in 30 semester hours. Judicious further enhancements are both possible and desirable, but it is clear that a rigorous general education can be highly efficient, too.<sup>16</sup>

Indeed, in an attempt to streamline the path for degree completion while maintaining academic standards, last year the state legislature passed a bill requiring the Board to reduce the number of required general education semester hours to 30 hours, starting with the 2014–2015

### GENERAL EDUCATION REQUIREMENTS BY INSTITUTION\*

INSTITUTION	Comp	Lit	Lang	Gov/ Hist	Econ	Math	Sci
Florida Agricultural and Mechanical University	•			•		•	•
Florida Atlantic University	•					•	•
Florida Gulf Coast University	•					•	•
Florida International University	•						•
Florida State University	•	•	•			•	•
New College of Florida							
University of Central Florida	•			◐	◐	•	•
University of Florida	•					•	•
University of North Florida	•	•				•	•
University of South Florida	•					•	
University of West Florida	•	•				•	•

\*See Appendix B for school evaluation notes on core courses.

incoming class. This process has been delayed, as the federal accrediting agency for the region—the Southern Association of Colleges and Schools (SACS)—has insisted on having final approval over the legislatively-mandated program, requiring that institutions provide SACS with six months’ formal notice prior to implementation. A bill passed by the state legislature earlier this year extends the timeline for implementation to 2015–2016, in response to SACS’ action. (For discussion of the disturbing precedent of a regional accreditor interfering with the work of state government, see page 39.)<sup>17</sup>

General education at the New College of Florida, the legislatively-designated “honors college for the liberal arts” for the state of Florida, is an anomaly within the State University System. Its catalog states “there are no specific ‘core course’ requirements.” Instead, students develop academic contracts with their advisors to fulfill the college’s expectations. Eight courses, including one from each of three broad academic divisions, suffice to meet the New College requirement for breadth. The New College requirements for proficiency in writing and mathematics can be fulfilled by coursework or an SAT score of 500 or above. In practice, this means that New College does not make any of the seven core subjects listed above a requirement for graduation.

The model that New College of Florida follows is not an inevitable choice for a public liberal arts honors college. In contrast, the University of Science and Arts of Oklahoma, whose mission is to “provide the public with a distinctive and accessible liberal arts and sciences education,” bears an interdisciplinary curriculum with rigorous requirements in six out of seven core subjects—with an in-state price tag \$2,000 less than its counterpart in Florida.<sup>18</sup>

An address earlier this year by System Board of Governors chairman Dean Colson emphasized the board’s recognition of the importance of a foundational liberal arts education:

Everyone in the state, including me, has been pushing our universities to produce more STEM graduates. From my viewpoint, that is not to suggest that the humanities are not important. I don’t think anyone is interested in raising a generation that has no appreciation for literature, history or the arts.<sup>19</sup>

What remains to be seen is whether the Board of Governors will seize the initiative to broaden System-wide general education requirements to include all of its institutions, and also to address the critical gaps in such core subjects as U.S. history, economics, and foreign language.



# ■ Intellectual Diversity



## 2. Do schools promote a free exchange of ideas?

The university should be a place where free expression of diverse views is the first and most sacred principle, even when those viewpoints are perceived as unwelcome or even offensive. It is this very principle which is at the heart of a university education and which underscores the statement issued in 2006 by the Association of American Colleges and Universities—a national organization whose members include virtually every school in the State University System of Florida: “In any education of quality, students encounter an abundance of intellectual diversity.”

To make this possible, AAC&U maintains, students should learn to think critically—so that they understand “the inappropriateness and dangers of indoctrination . . . see through the distortions of propaganda, and . . . [can] assess judiciously the persuasiveness of powerful emotional appeals.” Students then “require a safe environment in order to feel free to express their own views.” They “need the freedom to express their ideas publicly as well as repeated opportunities to explore a wide range of insights and perspectives.”<sup>20</sup>

At the state university level, several schools have published broad policy statements declaring the right to free expression on campus. The University of Florida’s Student Conduct Code “recognizes that the transmission of knowledge, the pursuit of truth, and the development of individuals require the free exchange of ideas on any subject whether or not controversial, self-expression, and the challenging of beliefs and customs.” Florida A&M’s due process policy affords students “[t]he right of freedom of expression and peaceful assembly as defined and governed by the constitutions of the United States and the State of Florida and the regulations of the University.” And Florida State University’s conduct code fully recognizes the “right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas” and explicitly states that the “Student Conduct Code . . . will not be used to discipline the lawful expression of ideas.”<sup>21</sup>

Yet despite these broad promises, Florida institutions have equally broad policies that punish so-called “offensive” speech or restrict expression to designated “free speech zones.” A close review of Florida schools by the Foundation for Individual Rights in Education (FIRE) has found that state colleges and universities are failing to protect legitimate expression and free speech and are actively discouraging a robust exchange of ideas.

Dedicated to defending and sustaining individual rights at America's colleges and universities, FIRE examines speech codes and assigns a "red light," "yellow light," or "green light" rating to indicate whether a given school protects or restricts freedom of expression. According to FIRE, 11 four-year undergraduate institutions in the State University System have restrictive policies in place.<sup>22</sup> Four schools earned "yellow light" warnings for potentially banning or excessively regulating protected speech, while seven schools are on the "red light" list for clear and substantial restrictions of free speech.

### SPEECH CODES AT PUBLIC UNIVERSITIES\*

#### RED LIGHT SCHOOLS

7 out of 11

Institution has at least one policy that clearly and substantially restricts freedom of speech.

#### YELLOW LIGHT SCHOOLS

4 out of 11

Institution policies restrict a limited amount of protected expression or could too easily be used to restrict protected expression.

#### GREEN LIGHT SCHOOLS

0 out of 11

Institution policies do not seriously imperil free speech.

● Florida Gulf Coast University	● Florida Agricultural and Mechanical University
● Florida International University	● Florida Atlantic University
● Florida State University	● University of Central Florida
● New College of Florida	● University of Florida
● University of North Florida	
● University of South Florida	
● University of West Florida	

*\*Research and evaluation for this chart completed by The Foundation for Individual Rights in Education (FIRE), [www.thefire.org](http://www.thefire.org).*

Until public exposure prompted it to abandon the code, the University of Florida in fact ranked on FIRE's ignominious Speech Codes of the Year list. The offending code warned of disciplinary action against those who "adversely upset the delicate balance of communal living," and was criticized by FIRE as being so unconstitutionally vague as to afford "absolutely no way for students to know what this policy actually prohibits, so they can only guess at what speech or expression might lead to discipline." Yet more distressing is the

discrimination policy still in place at the University of North Florida, where students, faculty, and staff may be disciplined based on their *unintentional* acts.<sup>23</sup>

Florida State University students are required to promise to “learn from and about those who are different and work to make the University inclusive.” Students who violate school policy can be subject to discipline such as “reeducation and rehabilitative activities” in order to treat “attitudes, misconceptions, and emotional crises” deemed responsible for such violations. FIRE addressed these protocols in a memorandum to Florida State in November 2012 arguing:

Students at FSU should be allowed to disagree strongly and passionately when debating the issues of the day without worrying whether they could potentially face disciplinary action for allegedly “disrespectful” or “undignified” expression.<sup>24</sup>

Like so many things in life, overly broad speech and sensitivity codes emerge because of good intentions. As some thinking goes, we should not offend; we should not make people uncomfortable. We need to get along. But in mounting this argument, those who look favorably toward speech codes miss an important point: speech codes often create a chilling atmosphere, effectively empowering the institution to silence students and faculty on the grounds that a person, or even a group, has been, or may be, “offended.” When faced with speech codes or harassment policies (whatever the name and whatever the guise), students will hold back from expressing controversial opinions or making forceful arguments, worried that they might face administrative or disciplinary repercussions for constitutionally protected speech.

Speech codes are not a benign attempt to encourage civility and sensitivity. They are a threat to all of us in a democratic society that depends upon citizens evaluating multiple perspectives in order to determine what is in the country’s best interest.

As the intellectual health of a university is dependent on the free exchange of ideas and the freedom to explore any topic, schools must foster an atmosphere of free inquiry. It is clear that the Florida public universities have failed in this obligation. Clearly, administrators and governing boards still have much to do to ensure that all students experience an intellectual climate open to a robust exchange of ideas.

Institutional trustees—who are charged by the System Board of Governors to establish student codes of conduct—have a critically important role to play in ensuring the free exchange of ideas on their campuses. In their role as fiduciaries, they have both the authority and the duty to see that their institutions do everything possible to guarantee the free exchange of ideas. Students, faculty, and the taxpayers who support public institutions depend upon those in charge to make sure the intellectual climate is healthy.<sup>25</sup>





## ■ Cost & Effectiveness

## 3. How much are students paying?

The cost of higher education has gone up all over the country. Nationwide, during the five-year period ending in 2012-13, inflation-adjusted tuition and required fees at four-year public colleges increased by an average of 27%.<sup>26</sup>

The charts on page 18 show the tuition and fees at four-year campuses in the State University System of Florida for 2006-07 and 2011-12 in constant 2011 dollars, along with the percent change over those years. The four-year institutions have historically had low in-state tuitions combined with a state educational appropriation per FTE just under the national average. Over the five-year period from 2006-07 to 2011-12, tuition has risen on average 52.5% across campuses. The five-year trend exceeds the national average—all schools increased tuition by a minimum of 39.1%, and as much as 88%, even after adjusting for inflation.

State law establishes a common per-hour in-state undergraduate tuition rate which is determined on an annual basis by the state legislature. However, institutions may, with the approval of the System Board of Governors, charge students additional fees including a “tuition differential” fee that they can apply to undergraduate programs, but which must reserve 30% for need-based scholarships. By state law, institutions cannot increase the tuition differential by more than 15% per year.

In 2012, all 11 System universities sought permission to raise the tuition differential, with eight seeking the maximum allowed by statute. The board commendably resisted, by approving smaller percentages than requested, or by putting express conditions on its approval—requiring one institution to produce a detailed plan on graduation rates, retention rates, and a financial analysis of student debt, and requiring another institution to designate a larger portion of revenue to need-based aid than that required by statute. However, overall it largely approved institutions’ requests to raise the tuition differential.

In addition to the 15% cap on the tuition differential, under state law, schools cannot raise tuition beyond the national average of four-year degree-granting public postsecondary institutions. Yet there is growing pressure to modify these caps. In 2012, Governor Rick Scott vetoed a bill that would have given selected research institutions the ability to charge “market rates” in addition to the 15% cap.<sup>27</sup>

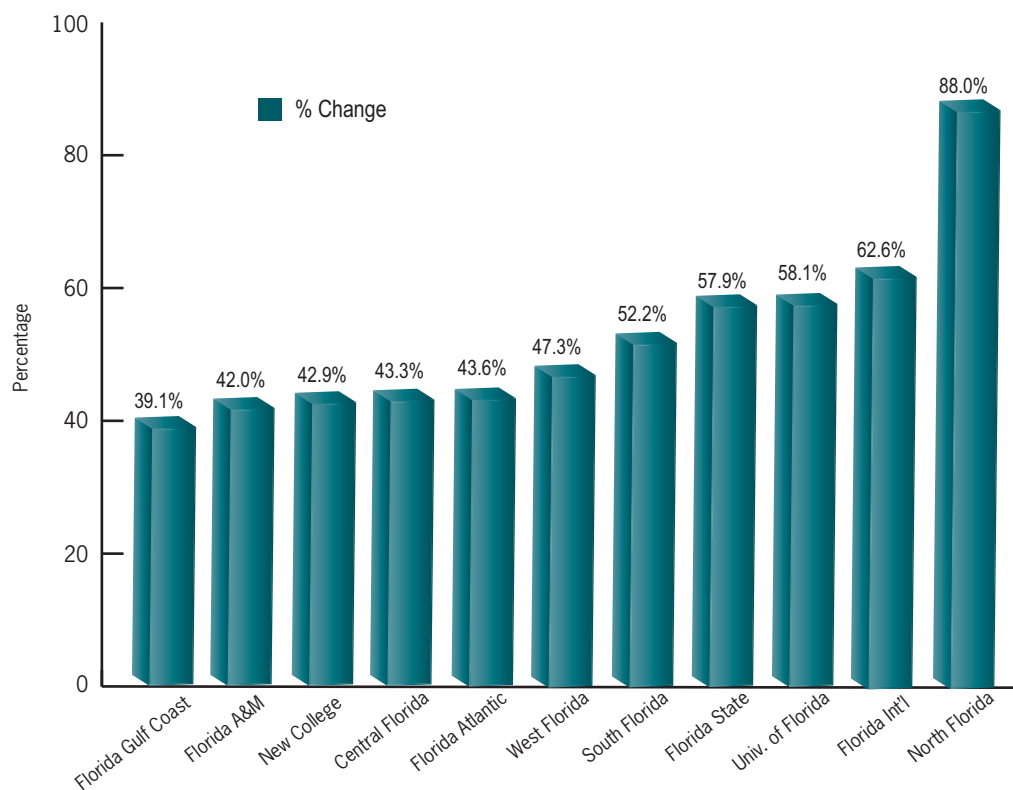
Florida can only maintain its historically low tuitions if policymakers view tuition increases, especially increases to market rate, as actions of last resort. This is a critical moment for Florida, particularly since families are already having to spend a substantial percentage of income on higher education.

## TRENDS IN UNDERGRADUATE TUITION & FEES

INSTITUTION	2006-07	2011-12	5-Year % Change
Florida Agricultural and Mechanical University	\$3,653	\$5,187	42.0%
Florida Atlantic University	2,970	4,264	43.6
Florida Gulf Coast University	3,978	5,532	39.1
Florida International University	3,492	5,678	62.6
Florida State University	3,690	5,826	57.9
New College of Florida	4,240	6,060	42.9
University of Central Florida	3,896	5,584	43.3
University of Florida	3,577	5,657	58.1
University of North Florida	2,992	5,627	88.0
University of South Florida	3,811	5,800	52.2
University of West Florida	3,191	4,701	47.3

Source: Integrated Postsecondary Education Data System (IPEDS)

Note: Dollar amounts are expressed in 2011 inflation-adjusted numbers. Until 2009-10, University of South Florida campuses reported data as one combined institution. University of South Florida – Sarasota-Manatee and University of South Florida – Polytechnic did not admit first-time full-time students in 2011-12. 2011-12 data listed for the University of South Florida are for the main campus only.



## 4. How does tuition compare to family income?

Increases in college costs place a heavy burden on families that, in many cases, are already straining to pay mortgages and put food on the table. The charts on page 21 illustrate the problem by showing the rise in tuition and fees as a percentage of Florida's median household income—the share of income demanded by the “sticker price” of tuition and fees. Over the five-year period studied, undergraduate tuition and required fees at all of the colleges and universities in this study demanded an increasing percentage of household income.

In 2006-07, tuition at Florida four-year campuses represented on average a modest 7% of the state's median household income. By 2011-12, that amount jumped by over half at every school, and in the case of the University of North Florida, it more than doubled. At all 11 institutions, one year's required tuition and fees now would constitute on average 12% of household income. To put this in context, in 1970, tuition at a four-year college or university cost on average 4% of median income nationwide. By 2010, the nationwide average was 11%, according to the Delta Cost Project.<sup>28</sup>

Florida offers a range of financial aid programs, and three-quarters of State University System undergraduates receive some form of financial aid, coming from state, federal, university, or private sources. And while Florida ranks 41st among states in the proportion of students who graduate with college debt, students and their families still cover, on average, 83% of the total cost of attendance for a full-time, in-state undergraduate at a state university in Florida.<sup>29</sup>

The largest of these programs, Bright Futures, is based on student merit and can be used at any public or private institution in Florida. ACT or SAT scores, combined with grade point average, determine what level of award the applicant will receive. Students in the highest award category, Florida Academic Scholars, receive \$100 per credit hour; the next categories, Florida Medallion Scholars and Gold Seal Vocational Scholars, receive \$75 per credit hour. The top student in each district receives an additional \$43 per semester hour.

This large program has disbursed over \$3.9 billion in state aid between 1997 and 2012 with grants to over 1.8 million students. Florida's average state grant aid per student of \$795 ranked in 2009–2010 as 12th largest in the nation. It is arguable that the definition of “merit” adopted by Bright Futures was, until recently, insufficiently rigorous for its Florida Medallion Scholar-

ship, the category that accounted in 2009–2010 for over three-quarters of the Bright Futures awards. Recent legislation addresses this issue, by raising SAT and ACT score requirements.

Prior to academic year 2010–2011, the SAT/ACT eligibility for a Florida Medallion Scholarship grant was 970 SAT or 20 ACT, combined with a weighted GPA of 3.0—indicators which are below the national averages. SB 2150 of 2011, however, specified that the qualifying scores would rise over the following three years to 1170 for the SAT and 26 for the ACT. The rising qualification level coincided with a slight reduction in the number of awards made in 2011–12; advocates of higher academic standards point to studies that show that merit based aid encourages better high school performance and stems out-of-state student migration. The prestigious Florida Academic Scholars category had qualifying scores of 1270 for the SAT or 28 for the ACT, with a 3.5 weighted GPA. These qualifying scores will gradually rise to a 1290 SAT or 29 ACT.<sup>30</sup>

Overall, Florida has done well in encouraging college-ready students to enroll in its universities. A 2012 study by the Brookings Institution’s Brown Center on Education Policy, based on 2009–2010 data, compared Florida’s average tuition of \$4,444 for four-year public institutions, with a U.S. average of \$7,050. Florida’s average state grant per student of \$795 again compares favorably with a U.S. average of \$627. Florida’s programs, like Georgia’s, focus on merit rather than need: Florida’s percentage of grant aid based on need is 26%, compared to a U.S. average of 73%.<sup>31</sup>

It is sobering that despite financial indicators that are better than most in the nation, those who graduate from Florida four-year institutions will leave with tens of thousands of dollars of college debt, which may take many years to pay, calling into question the much-vaunted income dividend of a college degree. The Federal Reserve Bank of New York reports that nationwide nearly 12 million individuals 40 or older still owe money on student loans. Astonishingly, almost 2 million individuals 60 and over still owe money. The recession has created hard times throughout the nation, underscoring the importance of recent initiatives at Florida’s colleges and universities to develop cost efficiencies that meet the demands of the economy’s “new normal.”<sup>32</sup>



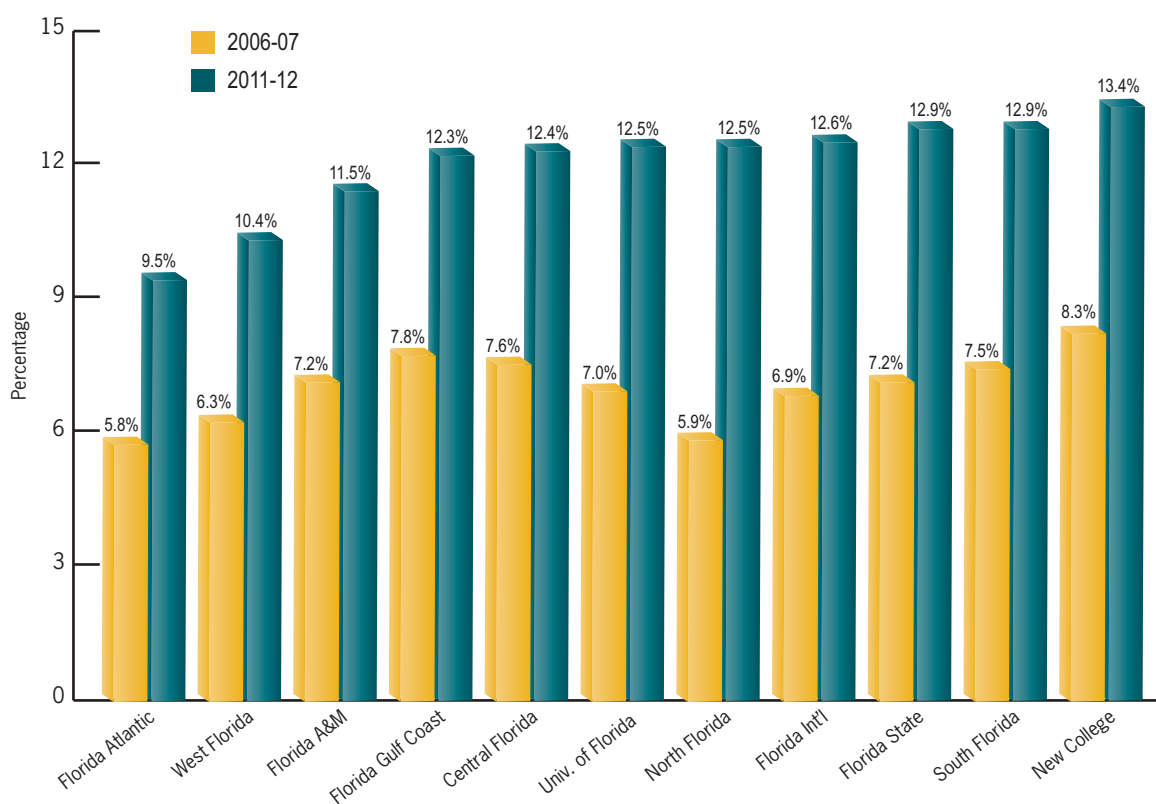
### UNDERGRADUATE TUITION & FEES AS A PERCENTAGE OF MEDIAN HOUSEHOLD INCOME

INSTITUTION	2006-07	2011-12	5-Year Change in % Points*	5-Year % Change
Florida Agricultural and Mechanical University	7.2%	11.5%	4.3%	60.4%
Florida Atlantic University	5.8	9.5	3.6	62.2
Florida Gulf Coast University	7.8	12.3	4.5	57.1
Florida International University	6.9	12.6	5.7	83.7
Florida State University	7.2	12.9	5.7	78.4
New College of Florida	8.3	13.4	5.1	61.5
University of Central Florida	7.6	12.4	4.7	61.9
University of Florida	7.0	12.5	5.5	78.7
University of North Florida	5.9	12.5	6.6	112.5
University of South Florida	7.5	12.9	5.4	71.9
University of West Florida	6.3	10.4	4.2	66.5

Source: IPEDS and U.S. Census Bureau

Note: Until 2009-10, University of South Florida campuses reported data as one combined institution. University of South Florida – Sarasota-Manatee and University of South Florida – Polytechnic did not admit first-time full-time students in 2011-12. 2011-12 data listed for the University of South Florida are for the main campus only.

\* All figures in this chart are rounded to the nearest tenth of a percent. Due to this, the 5-Year Change in % Points column may not reflect the exact difference between the first two columns.



## 5. Where is the money going?

Nationwide, a growing share of school funds is going to pay for layers and layers of administration. Some support staff are integral to the process of instruction. However, the long-term trend nationwide is simply unsustainable. A 2010 study of higher education costs at 198 leading colleges and universities showed a 39.3% increase in expenditures per student for instruction, a 37.8% increase for expenditures in research and service, but a 61.2% increase per student for administration from 1993–2007.<sup>33</sup>

The study, conducted for the Goldwater Institute by Jay Greene, head of the Department of Education Reform at the University of Arkansas, found that at the six System schools studied, the number of administrative employees per 100 students increased between 17% and 81.3%, while the change in the number of instructional, research, and service faculty per 100 students ranged from a 29.2% decrease to a modest 9.7% increase. While there is a healthy debate as to the value added by staff members with nominally administrative titles, the growth of administrative staffing is unmistakable.<sup>34</sup>

### Administrative Spending

The charts on pages 24 and 25 gather data submitted by Florida's public universities to the U.S. Department of Education. In large part, the findings are quite encouraging. In the five-year period ending in 2010-11, the most recent year for which financial data are publicly available, instructional spending grew faster than administrative spending (or decreased at a slower rate than administrative spending) at seven institutions. Notably, Florida A&M University decreased administrative spending by the most of any school (38.4%), and Florida Gulf Coast University combined its administrative cuts with an over one-third boost in spending on instruction. On the other hand, four institutions—New College of Florida, the University of Central Florida, the University of Florida, and the University of South Florida—grew administrative spending more than instructional spending, with University of Central Florida increasing administrative expenditures by 51.3%.

Findings are similar when one analyzes trends in administrative spending as a share of Educational and General (E&G) expenditures—a key indicator of the size of administrative



spending relative to the rest of the institution's budget. Those schools that slowed administrative spending relative to instructional spending also saw a corresponding change in the share of E&G expenditures that administrative and instructional costs represent.

Although Florida public universities have done well in controlling growth in overall administrative spending, salaries for top administrators are conspicuously high. Ironically, faculty salaries at Florida public universities lag behind the national average for their peers, but the same is not true of their top administrators. According to a survey of public universities by the *Chronicle of Higher Education*, compensation for campus presidents varies from \$277,436 at the University of West Florida, to \$741,500 for the president of the University of Central Florida. Among the eight Florida institutions that participated in the survey, the median total compensation was \$509,727 (above the national median of \$421,395), with a median base pay of \$395,000 (above the national median of \$383,800). In addition to the financial considerations attendant to presidential salaries, the disparity between the compensation of top administrators and of faculty, relative to their respective peers, can have discouraging effects on campus morale and public perception.<sup>35</sup>

## INSTRUCTIONAL VS. ADMINISTRATIVE SPENDING

INSTITUTION		2005-06 FY Expenditures	2010-11 FY Expenditures	\$ Change	% Change
Florida Agricultural and Mechanical University	<i>Instruction</i>	\$116,385,142	\$118,467,434	\$ 2,082,292	1.8%
	<i>Administration</i>	55,066,741	33,900,526	-21,166,215	-38.4
Florida Atlantic University	<i>Instruction</i>	165,459,684	186,779,994	21,320,310	12.9
	<i>Administration</i>	49,258,190	44,694,193	-4,563,998	-9.3
Florida Gulf Coast University	<i>Instruction</i>	50,037,381	68,835,135	18,797,754	37.6
	<i>Administration</i>	14,808,893	13,523,531	-1,285,362	-8.7
Florida International University	<i>Instruction</i>	213,952,009	297,975,361	84,023,352	39.3
	<i>Administration</i>	59,636,337	75,059,367	15,423,030	25.9
Florida State University	<i>Instruction</i>	305,185,177	345,324,810	40,139,633	13.2
	<i>Administration</i>	64,832,967	56,140,842	-8,692,124	-13.4
New College of Florida	<i>Instruction</i>	9,905,280	10,798,935	893,655	9.0
	<i>Administration</i>	4,837,263	5,652,963	815,700	16.9
University of Central Florida	<i>Instruction</i>	250,101,793	296,788,093	46,686,300	18.7
	<i>Administration</i>	50,228,987	75,977,874	25,748,887	51.3
University of Florida	<i>Instruction</i>	742,669,567	837,351,458	94,681,891	12.7
	<i>Administration</i>	110,157,915	126,555,524	16,397,609	14.9
University of North Florida	<i>Instruction</i>	78,709,676	70,400,438	-8,309,238	-10.6
	<i>Administration</i>	22,972,328	17,587,290	-5,385,038	-23.4
University of South Florida	<i>Instruction</i>	387,478,174	393,448,105	5,969,930	1.5
	<i>Administration</i>	72,506,767	75,228,240	2,721,473	3.8
University of West Florida	<i>Instruction</i>	68,168,000	66,783,058	-1,384,942	-2.0
	<i>Administration</i>	29,278,263	27,425,815	-1,852,448	-6.3

Source: IPEDS

Note: Data are reported in 2011 inflation-adjusted numbers, and are for the most recent five-year span of data available. Until 2009-10, University of South Florida campuses reported data as one combined institution. FY 2010-11 data for the University of South Florida are combined from data reported by all campuses that year.

### INSTRUCTIONAL VS. ADMINISTRATIVE SPENDING AS A PERCENTAGE OF EDUCATIONAL & GENERAL EXPENDITURES

INSTITUTION		2005-06 FY as % of E&G	2010-11 FY as % of E&G	Change in % Points*	% Change
Florida Agricultural and Mechanical University	<i>Instruction</i>	46.6%	50.1%	3.5%	7.4%
	<i>Administration</i>	22.1	14.3	-7.7	-35.0
Florida Atlantic University	<i>Instruction</i>	51.4	57.6	6.2	12.0
	<i>Administration</i>	15.3	13.8	-1.5	-9.9
Florida Gulf Coast University	<i>Instruction</i>	53.5	56.0	2.5	4.8
	<i>Administration</i>	15.8	11.0	-4.8	-30.5
Florida International University	<i>Instruction</i>	46.1	53.8	7.6	16.5
	<i>Administration</i>	12.9	13.5	0.7	5.3
Florida State University	<i>Instruction</i>	44.5	48.3	3.7	8.4
	<i>Administration</i>	9.5	7.8	-1.6	-17.0
New College of Florida	<i>Instruction</i>	47.3	39.8	-7.5	-15.8
	<i>Administration</i>	23.1	20.8	-2.2	-9.7
University of Central Florida	<i>Instruction</i>	50.5	48.4	-2.1	-4.1
	<i>Administration</i>	10.1	12.4	2.3	22.2
University of Florida	<i>Instruction</i>	41.7	38.5	-3.3	-7.8
	<i>Administration</i>	6.2	5.8	-0.4	-6.1
University of North Florida	<i>Instruction</i>	48.4	47.9	-0.5	-1.0
	<i>Administration</i>	14.1	12.0	-2.2	-15.2
University of South Florida	<i>Instruction</i>	46.5	45.0	-1.5	-3.2
	<i>Administration</i>	8.7	8.6	-0.1	-1.1
University of West Florida	<i>Instruction</i>	48.7	48.8	0.1	0.3
	<i>Administration</i>	20.9	20.0	-0.9	-4.1

Source: IPEDS

Note: Data are reported in 2011 inflation-adjusted numbers, and are for the most recent five-year span of data available. Until 2009-10, University of South Florida campuses reported data as one combined institution. FY 2010-11 data for the University of South Florida are combined from data reported by all campuses that year.

\* All figures in this chart are rounded to the nearest tenth of a percent. Due to this, the Change in % Points column may not reflect the exact difference between the first two columns.

## Athletic Spending

And what about athletic spending? Universities are not required to report their athletic department's expenditures to the Department of Education as a separate item, so it's harder to say what exactly is going on. However, based on information obtained by *USA Today* through a Freedom of Information Act request, it appears that eight out of the nine Florida schools in Division I of the NCAA have allowed their athletic spending to grow at a higher rate than their instructional spending.<sup>36</sup> Student athletic fees also continue to rise—by as much as 71.5% in a five-year period. (See the chart on the following page.) In other words, athletic budgets are rising relative to educational spending, and in many cases drawing significant support from general university funds. Students are being forced to shoulder an even greater burden of the cost.

More broadly, athletic spending has a negative impact on institutions' abilities to grow in areas pertinent to their academic mission. Attracting and retaining prominent faculty—critical to Florida's goal of “building world-class academic programs and research capacity”—requires not only offering competitive salaries, but often requires investment in technologically sophisticated, and costly, research facilities. And while Florida has the 2nd largest state university system in the country, it ranks only 17th in the number of faculty who are members of the National Academy of Sciences, National Academy of Engineering, or the Institute of Medicine, as has been noted by the System Board of Governors. Governing boards have the duty to ensure that the rapid growth of non-academic budgets relative to those of other functions of the university is not a signal of misaligned priorities.<sup>37</sup>

## TRENDS IN ATHLETIC SPENDING

INSTITUTION	Student Fees			Total Operating Expenses		
	2005-06	2010-11	% Change	2005-06	2010-11	% Change
Florida Agricultural and Mechanical University	\$ 3,550,170	\$ 5,062,596	42.6%	\$ 7,343,465	\$11,592,239	57.9%
Florida Atlantic University	9,002,443	10,754,433	19.5	16,966,914	17,234,568	1.6
Florida Gulf Coast University	2,827,625	4,848,671	71.5	3,279,794	9,523,714	190.4
Florida International University	13,482,720	17,466,449	29.5	17,507,506	25,382,841	45.0
Florida State University	6,924,166	7,765,630	12.2	68,543,727	89,694,399	30.9
New College of Florida	N/A	N/A	N/A	N/A	N/A	N/A
University of Central Florida	14,554,687	19,412,827	33.4	28,958,491	44,157,311	52.5
University of Florida	2,880,892	2,559,799	-11.1	90,604,201	110,540,299	22.0
University of North Florida	5,444,095	5,987,164	10.0	6,998,694	8,856,179	26.5
University of South Florida	11,779,491	15,712,501	33.4	27,915,654	44,867,154	60.7
University of West Florida	N/A	N/A	N/A	N/A	N/A	N/A

Source: USA Today (<http://www.usatoday.com/sports/college/ncaa-finances.htm>)

Note: The USA Today study covered only those schools in NCAA Division I. The New College of Florida and University of West Florida are not NCAA Division I schools. The University of North Florida transferred to NCAA Division I in 2010. Dollar amounts are expressed in 2011 inflation-adjusted numbers.

## 6. Are students graduating and doing so on time?

According to the most recent national data publicly available from the U.S. Department of Education, less than 59% of the first-time, full-time students who begin college earn a degree from that school in six years: 56% of the students in public institutions and 65% of the students in private, non-profit colleges and universities. Even allowing for students who transfer and finish at another institution, these low rates put the U.S. behind global competitors. Despite spending more per student on higher education than any other Organization for Economic Co-operation and Development (OECD) country, the U.S. ranks 14th in the percentage of young adults who have completed college. Students who enter college but do not graduate represent a failed investment, with consequences for the student, the institution, and taxpayers.<sup>38</sup>

The charts on page 30 show the four- and six-year graduation rates in Florida for first-time (full-time and part-time) students graduating in the year 2012 (the cohort that entered in 2008 for the four-year rate, and the cohort that entered in 2006 for the six-year rate), as reported in the most recent edition of the State University System's Accountability Report.<sup>39</sup> Over half of Florida schools failed to reach the national six-year graduation standard for public institutions, which is already quite low.

Across the System, 66% of first-time students graduate in six years. This exceeds the national average for public institutions; indeed, the System's overall graduation rate is 4th among the ten largest public university systems nationwide. Yet the picture at individual campuses is less encouraging: fewer than half of System institutions graduate even half of their students in six years. These findings are discouraging in light of the fact that students tend to start well at college, with a System-wide freshman retention rate of 88%, with 84% of students keeping a 2.0 grade point average or higher. Admirably, the Board of Governors itself has identified this as an issue for focused attention.<sup>40</sup>

Of course, a baccalaureate degree is supposed to take only four years, not six. Members of the Class of 2012 who took six years to graduate should have graduated in 2010 and moved forward with careers or further training. But if we look at the cohort of students which was supposed to graduate in 2012, only three Florida institutions—Florida State University, New

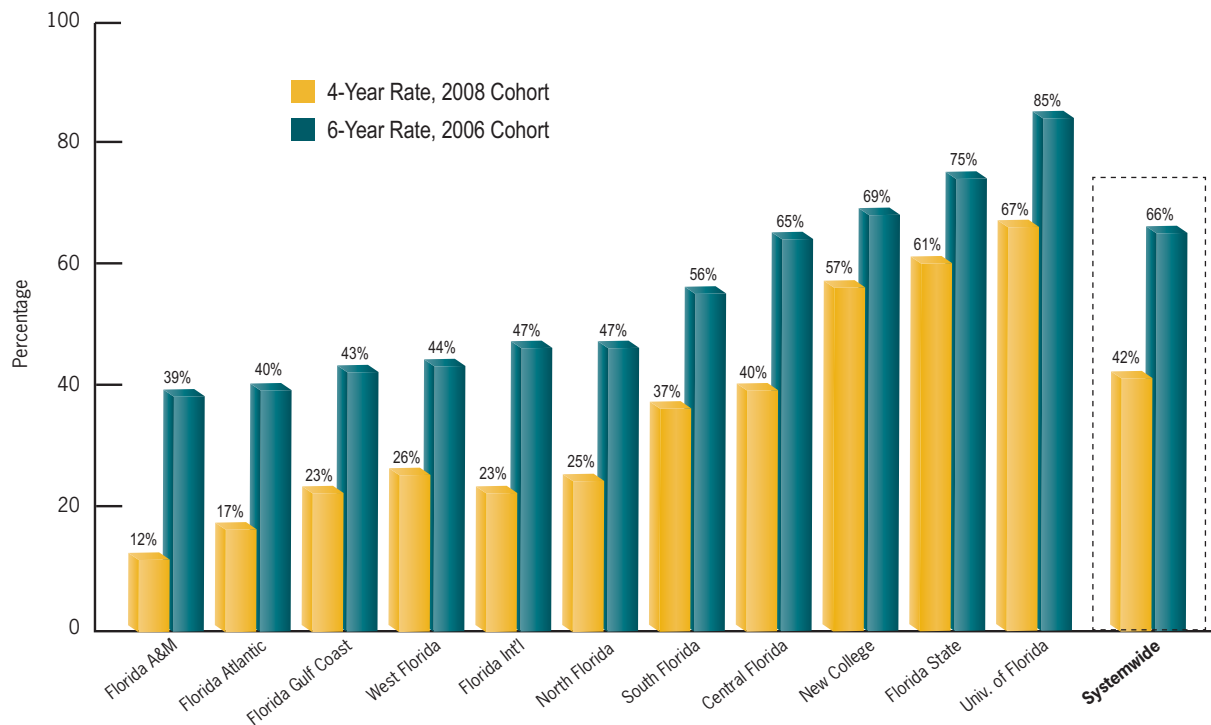
College of Florida, and the University of Florida—graduated at least half of their students in four years.<sup>41</sup> At five schools, only a quarter of students or less graduated in four years. An innovative state law in 2009 establishing an “Excess Credit Hour Surcharge” for credit hours above those required for a baccalaureate degree has not yet provided sufficient incentive for students to complete their degrees quickly: in 2011-12, only 64% of graduating students did so without excess hours.<sup>42</sup>

## BACCALAUREATE GRADUATION RATES FOR FIRST-TIME-IN-COLLEGE STUDENTS

INSTITUTION	4-Year		6-Year		Change in % points	
	2004 Cohort	2008 Cohort	2002 Cohort	2006 Cohort	4-Year	6-Year
Florida Agricultural and Mechanical University	12.0%	12.0%	40.9%	39.0%	0.0%	-1.9%
Florida Atlantic University	15.3	17.0	37.7	40.0	1.7	2.3
Florida Gulf Coast University	26.7	23.0	40.6	43.0	-3.7	2.4
Florida International University	18.3	23.0	46.9	47.0	4.7	0.1
Florida State University	50.3	61.0	69.5	75.0	10.7	5.5
New College of Florida	56.4	57.0	62.4	69.0	0.6	6.6
University of Central Florida	34.6	40.0	63.3	65.0	5.4	1.7
University of Florida	59.1	67.0	81.7	85.0	7.9	3.3
University of North Florida	19.7	25.0	45.5	47.0	5.3	1.5
University of South Florida	23.2	37.0	46.9	56.0	13.8	9.1
University of West Florida	18.1	26.0	42.5	44.0	7.9	1.5
<b>State University System of Florida</b>	<b>35.9</b>	<b>42.0</b>	<b>63.8</b>	<b>66.0</b>	<b>6.1</b>	<b>2.2</b>

Source: State University System of Florida Accountability Report

Note: Data reported are for full-time and part-time, first-time-in-college students. Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Data for University of South Florida campuses reported as one combined institution.







## Governance

## 7. How are the governing boards structured?

The State University System of Florida is established by Article IX, Section 7 of the Florida Constitution. The System is operated by a 17-member Board of Governors: 14 are appointed by the governor with senate confirmation and serve for staggered seven-year terms. The state commissioner of education, the chair of the advisory council of faculty senates, and the president of the Florida student association, serve as *ex officio* members of the board. By statute, the board, or its designee, “has the duty to operate, regulate, control, and be fully responsible for the management of the whole publicly funded State University System.” The Board of Governors’ specific enumerated duties include accounting to the state legislature for the System’s use of public expenditures, “[a]voiding wasteful duplication of facilities or programs,” and issuing final approval for the creation or termination of degree programs at the System’s institutions.<sup>43</sup>

The Board of Governors selects a System chancellor as its chief executive officer, who reports to the board and serves as its liaison to internal and external constituency groups including “boards of trustees, university presidents and other university officers and employees, the Legislature, other state entities, officers, agencies, the media, and the public.” The chancellor is also responsible for preparing the System’s legislative budget requests (subject to board approval), and for “prompt and effective execution of all Board regulations, policies, guidelines and resolutions.” The chancellor has broad powers over the System’s general office, including the authority “to take any other actions as deemed appropriate by the Chancellor to foster efficient and effective Board operations.”<sup>44</sup>

Each member institution has its own board of trustees to which the System board may delegate certain duties. Campus boards of trustees have 13 members each: six are appointed by the state governor with senate confirmation, and five are appointed by the Board of Governors with senate confirmation. All appointed trustees serve for staggered five-year terms. In addition, the chair of the institution’s faculty senate and the president of its student body serve as *ex officio* trustees.

The Board of Governors has delegated a substantial amount of control to institutional campus boards. Current System policy delegates to boards of trustees the responsibility to set policies governing areas that include authorization and discontinuance of degree programs,

student conduct, and personnel. Boards of trustees are responsible for selecting their university's president, subject to approval by the Board of Governors, which has the prerogative of rejecting a board of trustees' selection by a two-thirds vote. Institutions' policies must remain consistent with regulations issued by the Board of Governors, which also maintains ultimate authority in approving plans for construction of new facilities and boards of trustees' annual budget requests.<sup>45</sup>

Selecting a president is a board's most important decision, and while the decision-making process should be inclusive of a variety of constituencies, a governing board should not delegate its authority over this critical choice.<sup>46</sup> A governing board must be responsible for all aspects of the search and decision-making process. A Blue Ribbon Task Force established by Governor Rick Scott echoed this sentiment, recommending expansion of the current presidential selection process to include "direct involvement" of the Board of Governors. In its rationale, the Task Force stated that Board involvement "represent[s] a contribution to establishing the positive working relationship necessary between a new college or university president and the constitutionally authorized body established to govern it."<sup>47</sup>

Although not required by System policy, recent practice by System institutions is to include at least one member of the Board of Governors on the presidential search committee, in effect a liaison to the Board. Such practice enables the Board of Governors to fulfill its fiduciary duty, while affording boards of trustees the autonomy needed to select a presidential candidate most appropriate to the institution.

## 8. What have boards done to improve academic quality?

Evidence is mounting that a number of colleges do a poor job of ensuring that graduates have the basic collegiate skills that employers expect. Demands from the public, the press, and policymakers for better results are increasing—rapidly, too.

The *National Adult Literacy Survey* and the *National Assessment of Adult Literacy*, conducted by the U.S. Department of Education in 1992 and 2003, revealed that most college graduates fall below proficiency in verbal and quantitative literacy. They cannot reliably answer questions that require comparison of viewpoints in two different editorials or compare the cost per ounce of food items. These shocking findings were confirmed in 2006 with an analysis conducted by the prestigious American Institutes for Research.<sup>48</sup>

Then in 2011, the University of Chicago Press published *Academically Adrift: Limited Learning on College Campuses*, by Professor Richard Arum of New York University and Professor Josipa Roksa of the University of Virginia. Working with the Social Science Research Council, these distinguished sociologists tested over 2,300 college students at 24 accredited institutions, and their findings have rattled the nation. 45% of the students showed no significant intellectual gains after the first two years of college, and 36% showed no improvement after four years. The study showed that “high- and low-performing students can be found at each institution and within each level of selectivity.”<sup>49</sup>

The Board of Governors is clearly aware of the urgency to ensure a high level of student learning. The State University System’s strategic plan indicates as one of its guiding principles a focus on “enhancing [students’] learning, development, and success.” Given the disturbing national trends that provide evidence of limited learning on so many campuses, graduation and retention rates do not serve as a sufficient proxy for academic quality. The System’s annual Accountability Report contains thorough metrics including professional licensure exam passage rates, but it does not include sufficient data on undergraduate progress in acquiring core collegiate skills. A number of System campuses have taken steps to make use of nationally-normed assessments of general education skills, such as the Collegiate Learning Assessment, the ETS Proficiency Profile, or the ACT Collegiate Assessment of Academic Proficiency, discussed on page 37.<sup>50</sup>

## Grade Inflation

How systemic is the problem of grade inflation in higher education? According to “The American Freshman: National Norms Fall 2012,” 69% of the 192,912 first-time, full-time, first-year students polled at 283 colleges and universities rated their academic abilities above average; 66.4% expect at least a B average in college.

Yet that expectation would seem to be an ambitious one for recent high school graduates, in light of the finding that only one out of four members of the Class of 2011 were ready for college, according to ACT admissions test scores. Student expectations of high grades often drive course enrollment—and combined with the growing reliance on student satisfaction surveys in evaluating faculty—create incentives for professors to issue higher grades.<sup>51</sup>

As such, over the past 15 years, the definition of “average” has changed. According to a large institutional study of grade inflation, the average undergraduate GPA at a public college or university in 1991–1992 was 2.85. By 2006–2007, that average jumped to 3.01. Meanwhile, as noted above, recent studies such as *Academically Adrift* show that “on average, gains in critical thinking, complex reasoning, and writing skills (i.e., general collegiate skills) are either exceedingly small or empirically non-existent for a large proportion of students.”<sup>52</sup>

Is this a problem among System campuses? The State University System’s Accountability Report, which contains so many valuable statistics—from retention and graduation rates, to passage rates for professional licensure and certification exams—does not currently include data on grade distribution at System universities that might serve as a monitor for grade inflation within the System. However, the limited amount of grade distribution data that is publicly available from individual institution websites suggests that Florida’s public universities are not immune to the nationwide trend.

During the Fall 2007 semester, nearly half (45.9%) of all grades at the University of South Florida were “A” grades, a percentage that crept even higher in five years (48.7% in Fall 2012). The University of Central Florida provides more fine-grained data, which reveal how grade distributions vary by discipline. At the university’s School of Teaching, Learning and Leadership, 64.6% of grades issued in Fall 2011 were “A” or “A-”, compared to, e.g., 36.5% for the Anthropology department, 33.5% for the History department, or 24.5% for the Biology department. Overall, out of 74 departments at UCF, 41 issued a “B+” or higher for over half of their grades in Fall 2011. Meanwhile, 58.9% all grades issued at the University of Florida were “B+” or higher in Spring 2011—and 70% were “B” or higher. This data indicates that the State University System and each individual board of trustees would benefit from maintaining data on grade distributions as part of a comprehensive evaluation of academic quality.<sup>53</sup>



An increase in average GPA to the point where nearly half of the student body received an evaluation of “excellent” for coursework might be acceptable if expectations of student academic performance rose concurrently. Yet the evidence is that classroom standards of academic rigor have not kept pace with grades over time. In recent years, Florida’s public universities have administered the *National Survey of Student Engagement* (NSSE), a student survey documenting a variety of data related to academic quality. The nationwide trends in this survey are disturbing, as the majority of students report spending 15 or fewer hours per week studying, and taking on coursework with minimal reading or writing requirements.

Florida’s colleges and universities are no different. Over 60% of the freshmen and seniors surveyed at Florida Gulf Coast University, for example, reported that they spend 15 or fewer hours per week preparing for class. Nearly six out of ten students at Florida Atlantic University had not written a single paper of 20 pages or more all school year. One out of five seniors at the University of North Florida had not completed a single homework assignment that took more than an hour to complete—almost half (49%) had completed fewer than three all year. Meanwhile, 31% of freshmen at UNF had never given a classroom presentation. These are indications of a potential weakness in academic rigor, a cause for governing board concern.<sup>54</sup>

### Assessing Learning Outcomes

Board of Governors Regulation 1.001, which describes the powers and duties of boards of trustees, delegates to institutional boards the responsibility over “minimum academic performance standards for the award of a degree.” Moreover, the System board requires that universities review the effectiveness of each of their academic programs every seven years, the current cycle ending in 2014.<sup>55</sup>

The criteria for institutional review of academic programs are based on each program’s “Academic Learning Compact,” a document created by department faculty identifying “the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills; and (iii) critical thinking skills.” These compacts became requirements by a Board of Governors regulation promulgated in 2007, directing boards of trustees to implement at their institutions “a process for certifying that each baccalaureate graduate has completed a program with clearly articulated core student learning expectations” in certain key areas.<sup>56</sup>

The department-specific nature of Board of Governors-mandated Academic Learning Compacts leaves the boards of trustees who rely upon them with no means by which to assess their general education program on an institution-wide basis. To compensate for this, some schools have elected to use one of the three nationally-normed assessments in wide use—the

Collegiate Learning Assessment (CLA), ETS Proficiency Profile, or the Collegiate Assessment of Academic Proficiency (CAAP)—to measure academic progress in core collegiate skills. Instruments such as these can be used to show the value-added factor of a college education and to show attainment of skills relative to other institutions.<sup>57</sup>

The chart on the following page shows which institutions have joined the Voluntary System of Accountability (VSA), developed by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU), and which have plans to implement student learning outcomes testing.

Of the eight System campuses that are VSA members, only four have fully implemented student learning outcomes assessment and reported test results. The University of North Florida sets a commendable example: its publicly-posted results show that its students score “well above” what is expected in critical thinking skills and “above expected” in written communication skills. Half of the eight VSA members have not published results, or in some cases, even what test they use. Florida International University did not post results because “campus leaders/faculty believed the test results weren’t representative due to the limited (but statistically sound and/or publisher recommended) sample sizes.” And others—including the University of Florida—have not yet indicated plans to measure student learning outcomes on an institution-wide basis.<sup>58</sup>

### USE OF NATIONALLY-NORMED INSTRUMENTS OF STUDENT ASSESSMENT AT PUBLIC UNIVERSITIES IN FLORIDA

INSTITUTION	Member of VSA*?	Has or plans to have learning outcomes testing?	Data are publicly available?
Florida Agricultural and Mechanical University	Yes	Yes	Yes
Florida Atlantic University	No	N/A	N/A
Florida Gulf Coast University	Yes	Yes	Yes
Florida International University	Yes	Yes	No
Florida State University	Yes	Yes	No
New College of Florida	Yes	Yes	No
University of Central Florida	No	N/A	N/A
University of Florida	No	N/A	N/A
University of North Florida	Yes	Yes	Yes
University of South Florida – Sarasota-Manatee	No	N/A	N/A
University of South Florida	No	N/A	N/A
University of South Florida – Polytechnic	No	N/A	N/A
University of South Florida – St. Petersburg	Yes	Yes	Yes
University of West Florida	Yes	Yes	No

Source: College Portraits Website

\*Voluntary System of Accountability (VSA)



### **The Problem With Accreditation**

It is a mistake to assume that accreditation can always serve as a proxy for academic quality and least of all for academic rigor. The body originally intended to ensure the soundness of the academic programs for federal funding purposes, the Southern Association of Colleges and Schools (SACS)—the accrediting agency for the region—has too often focused its attention in intrusive ways on non-academic matters of university governance. In December 2012, SACS placed Florida A&M University on one-year probation status for apparent “integrity” violations. These stemmed from misconduct by a former university auditor, despite the fact that the university had already started a comprehensive review of accounting practices over a year prior, and from the 2011 hazing death of a student, even as the school began the process of hiring new compliance staff and established new anti-hazing requirements for student organizations. Indeed, when Governor Scott publicly suggested that Florida A&M University suspend its then-current president following the hazing incident, SACS threatened the institution’s accreditation status out of perceived institutional interference by the state governor. And in 2013, SACS launched an investigation into the University of Florida’s governance practices, when the chair of the board of trustees arranged for Governor Scott to meet with a candidate being considered as the university’s next president.<sup>59</sup>

Frustrated with the existing time-consuming focus on input and processes, at least one institution has considered an “alternative model for accreditation” or reform of SACS to make its accreditation more focused on results. It is fair to note that the Board of Governors already has, through its existing accountability metrics, developed a far more transparent and consumer-friendly system than the existing accreditation system.<sup>60</sup>

## 9 What have boards done to control costs and increase efficiency?

In these difficult economic times when state governments face pressure to exercise strict fiscal prudence, Florida's public four-year universities are under challenging funding constraints. According to a 2012 report by the National Science Foundation, Florida ranks below the national average in appropriations of state tax funds for operating expenses of higher education as a percentage of gross domestic product, as well as in state funding for major public research universities per enrolled student. And according to the annual Grapevine survey, a joint project of the Center for the Study of Education Policy at Illinois State University and the State Higher Education Executive Officers (SHEEO), Florida ranks 39th in state support for higher education per capita.<sup>61</sup>

College and university trustees have two choices in these circumstances: compromise student access by raising tuition, or take an exacting look at the costs that comprise the institution's budget priorities. The preceding sections of this report showed that the affordability of higher education in Florida is already at risk, leaving governing boards with the daunting task of further managing costs without compromising academic quality or further jeopardizing student access. Like many institutions of higher education, the System's primary challenges include limiting unnecessary growth, maximizing use of existing resources, and learning how best to leverage emerging opportunities such as distance education.

### Mission Creep

Article IX, Section 7 of the Florida Constitution vests the Board of Governors with the responsibility for "defining the distinctive mission of each constituent university." Indeed, the System's most recent Accountability Report describes the System as "a coordinated system of institutions, each having a distinct mission and each dedicated to meeting the needs of a diverse state and nation."

The State University System reflects the geographic expanse of Florida's population, with each of its four institutions with Carnegie classifications of "very high research activity" (University of Florida, University of South Florida, Florida State University, University of Central Florida) serving unique sections of the I-10 and I-75 corridors. Meanwhile, the System's two

“high research” institutions, Florida Atlantic University and Florida International University, serve as hubs to the Miami area.<sup>62</sup>

Nonetheless, the danger is always present that institutional missions will develop conflicting roles, leading to unnecessary—and inefficient—competition for state resources. There are signs of this already, such as vague strategic focus: the University of Florida outlines on the institution’s website its focus on “teaching, research and service,” leaving unclear its distinctive mission within the Florida university system. Another sign is that of institution strategic plans that contemplate drawing from constituencies served by other System institutions: Florida Gulf Coast University seeks not only to serve students in southwest Florida, but to also “increasingly become a preferred choice for students from beyond the region,” while two of the University of Central Florida’s strategic goals are to offer “the best undergraduate education available in Florida” and to be “America’s leading partnership university.”<sup>63</sup>

Recognizing the imperative of specifying appropriate missions, the governor’s Blue Ribbon Task Force had several recommendations, including:

Universities should align their annual and strategic plans with the Board of Governors’ strategic goals and report individual progress annually or more frequently through its normal reporting cadence. In return, the Board of Governors should remain committed to a system that allows the individual institutions to innovate, evolve and respond to their unique missions.<sup>64</sup>

Recent events surely underscore the challenges any such effort to bring cohesion the Board of Governors’ best efforts will face. In 2011, the Board considered a request by the Lakeland campus of the University of South Florida to seek independence from the USF system, and permission to operate as an independent institution—a move supported by members of the state senate, but unanimously opposed by USF’s board of trustees. As part of an attempt at compromise, the Board of Governors voted 16-3 to grant USF-Lakeland’s petition, contingent on its meeting benchmarks for full-time enrollment and implementing key administrative functions. Yet the following year, the Florida legislature passed a bill immediately declaring USF-Lakeland independent and removing the conditions set by the board. USF-Lakeland is scheduled to become Florida Polytechnic University, the 12th institution in the State University System.<sup>65</sup>

### **Program Prioritization and Productivity**

The most evident implication of mission creep is the proliferation of academic programs, a major cost driver for university budgets. In *Prioritizing Academic Programs and Services*,

former University of Northern Colorado president Robert C. Dickeson describes the problem: “[F]or the most part, adding academic programs results in a *substantial diminution of resources for existing programs*,” and that the “*price for academic bloat for all is impoverishment of each*.” (Italics are in original.) Dickeson recommends that governing boards take the lead in the important job of academic prioritization, and, where appropriate, the closing of programs. The Blue Ribbon Task Force, citing advice from a former System chancellor, put it succinctly: “*An effective Board of Governors means having the will to say no*.”<sup>66</sup>

The homogenous strategic plans of Florida’s four-year institutions are not the only reason for concern that mission creep could result in serious pressure on the cost of public higher education in the state. The state’s community college system, the Florida College System, has been expanding its scope into functions normally served by four-year colleges and universities. In 2001, the Florida legislature passed legislation allowing community colleges to develop bachelor’s degree programs in certain “high-demand” vocational areas. For the first seven years of the program (2003–2004 to 2010–2011), the number of baccalaureate degrees produced by the community colleges rose from 123 to 2,729. As of October 2012, the Florida College System offers 147 bachelor’s programs. This development has advantages and disadvantages. In some cases, the state colleges are indeed adding capacity in high-need areas. But there will inevitably be personnel and facilities costs for bachelor’s programs at the two-year institutions. And such growth may leave the four-year institutions with the task of serving the needs that would be more effectively met at two-year institutions.<sup>67</sup>

Notwithstanding these challenges, governing boards in the State University System have been commendably exacting in their consideration of proposed new degree programs. Under System regulations, institutional boards of trustees are responsible for determining whether to approve a new degree program prior to implementation, with the exception of professional and research doctoral degree programs, for which Board of Governors approval is also required. Board policy sets forth particular criteria that boards of trustees must adopt in reviewing any proposed degree program, including ensuring that the program is consistent with university and System mission, does not unnecessarily duplicate existing programs within the System, and that the institution has sufficient resources to accommodate the program.

System policy also requires boards of trustees to adopt formal processes for identifying and evaluating candidates for program termination, and for accommodating students and faculty of programs scheduled for termination. Institutional trustees are charged with the responsibility and authority to terminate degree programs, with the exception of professional and doctoral-level programs, for which trustees have the responsibility to recommend termination to the Board of Governors.<sup>68</sup>

According to the System's latest Accountability Report, in 2011-12, university boards approved only 12 new baccalaureate degree programs (while declining to approve three more), compared to terminating or suspending 27 programs. Examples of these include the University of Central Florida's decision to decline to approve a new bachelor's program in Women's Studies. Meanwhile, the University of South Florida and University of West Florida each discontinued at least a half-dozen education programs. The Florida State University board approved a request to terminate several degree programs upon a finding that they had "experienced low enrollments for quite some time, and some have been replaced with degree options that better serve students' needs."<sup>69</sup>

At the System level, the Board of Governors has shown that it will not be a rubber stamp to proposed program additions. In November 2011, in response to a joint proposal from the University of Florida and Florida A&M University to expand access to the UF College of Dentistry, the System board's strategic planning committee, in light of the high cost per student, commendably directed the universities to clarify the budget numbers and to resubmit their proposal, as members of the Board of Governors Strategic Planning Committee expressed concern about the projected sources of the program's funds. No action has yet occurred.

Overall—including both baccalaureate and graduate programs—institutions approved the addition of only 21 new programs (rejecting six), while terminating or suspending 49 programs. The previous year, the System added 27 programs (rejecting 10) while eliminating 52. Florida's prudent and responsible governance puts it in the company of a handful of other boards: from 2007–2009 the Minnesota State Colleges & Universities System board closed 345 programs while approving only 191 new programs. The University of Hartford last fall completed a comprehensive review of over 250 academic and administrative programs, identifying 109 programs for restructuring or divestment—generating \$7 million of savings out of a \$150 million operating budget.

Board of Governors' policy requires boards of trustees to ensure that new degree programs are consistent with the institution's role within the System, and not duplicative of programs offered at other state institutions, but there are also arguments for greater Board of Governors oversight. In particular, the addition of new baccalaureate and master's level programs would benefit from its review. In addition, in light of the System's existing role in maintaining an academic program inventory for articulation purposes, the Board could consider amending Board of Governors Regulation 8.012 to allow the Board of Governors to bring duplicative courses to boards of trustees to review, and, if appropriate, terminate.

At the institutional level, fixed-length contracts for faculty rather than tenured appointments allow a far greater level of agility in responding to changing programmatic priorities. The board of trustees of the new Florida Polytechnic University wisely approved establishing a non-tenure model through which faculty will be offered fixed-term, multi-year, renewable contracts. This is a highly innovative approach to academic staffing and has great potential for helping the university to meet the needs of students and the state in the most cost-effective manner.<sup>70</sup>

### Building Utilization

Making full use of existing building resources is not only a matter of containing capital expenditures, but also one of maximizing enrollment capacity—and tuition revenue. Moreover, it comprises an issue of primary importance to students: course availability. Nearly half of the students surveyed in Florida Atlantic University’s College of Arts and Letters rated the availability of courses in their degree program as “fair” or “poor,” while 51% of students at Florida International University complained that their desired courses were not offered on a continued basis—the one area cited with the most dissatisfaction by those surveyed.<sup>71</sup>

With four-year graduation rates at 42%, and barely six out of ten students graduating without incurring excess credits, the System should consider all available course scheduling options to remove possible impediments to on-time graduation.

State law mandates that public postsecondary institutions use classrooms a minimum of 40 hours per week, with 60% student station occupation, a standard exceeded by System institutions because of their additional use of buildings during evening hours. Nonetheless, a 2009 report by the state Office of Program Policy Analysis and Government Accountability analyzed classroom utilization rates at all Florida public institutions of higher education and found that there is indeed still room for fuller utilization of physical facilities. The report stated, “[t]he highest utilization rate for state universities (70.3%) occurred between Monday and Thursday from 9 AM to 1 PM” and that the universities and community college system “both . . . continue to underutilize classrooms on Fridays and in the evenings.”<sup>72</sup> (See charts on pages 46 and 47).

The report noted that the Board of Governors’ capital improvement guidelines for 2010-11 required institutions to meet board standards for classroom utilization prior to seeking funding to build additional classrooms, and suggested that campuses meet these standards “through expanded evening and weekend programs, more intense use of existing facilities during the summer, or scheduling more classes during the early morning or late afternoon.” The following year, the Board of Governors and the Florida State Board of Education jointly adopted the findings of a *Florida Higher Education Classroom Utilization Study*, with recommendations



including developing system-uniform utilization standards, and requiring students to take a minimum number of off-peak, night or weekend, and online courses prior to graduation.<sup>73</sup>

In a unique approach to make full use of existing facilities, the University of Florida became one of the first universities to offer enrollment into a “spring and summer cohort,” in which students may participate in on-campus activities, take online courses, or study abroad in the fall, but may only live on campus and take classes on campus during the spring and summer semesters. The program, which is in its opening year, will ultimately expand enrollment by 2,000 students per year, while increasing tuition revenue, without requiring the construction of additional facilities.<sup>74</sup>

Despite these improvements, as the second chart on page 47 shows, more recent data from the University of South Florida suggest that building use on Fridays continues to be sparse: room use at 8:00 AM on Friday is only 68% of the average from Monday-Thursday. Likewise, Friday afternoons see a precipitous drop-off, with 2:00 PM use at 28% the Monday-Thursday average, and 4:00 PM use at 10% the average. Commendably, the school uses its rooms effectively during weekday evenings, with Monday-Thursday use between 6:00 PM and 8:00 PM similar to that during peak hours.<sup>75</sup>

Efficient room scheduling can in the short-term relieve the need for classroom capacity without incurring costly expenditures in infrastructure. Yet even more potential lies with what Clayton Christensen and Henry Eyring have characterized as “disruptive innovation,” including the scalability of online education to reach more students. Indeed, public university systems such as the Pennsylvania State System of Higher Education have already begun to implement such measures as academic consortia in order to broaden student access to courses while mitigating costs.<sup>76</sup>

Florida’s four-year colleges and universities have individually taken commendable initial steps toward exploring these possibilities; in Fall 2011, the System offered 127 baccalaureate degree programs primarily through distance education, along with an additional 188 master’s degree and doctorate programs. In 2011–2012, over half of all students (52%) in the System took at least one distance learning course, compared to only 31% of all students nationwide in 2010–2011.

In April 2013, the state governor signed into law a bill paving the way for the University of Florida to “develop an institute of fully online baccalaureate programs at a lower cost . . . than that of traditional universities,” while System institutions “work together to better coordinate all the system’s existing offerings in the most efficient way.” The bill incorporates recommendations submitted by the Board of Governors after it examined several options for expanding online education, as proposed in a study commissioned by the board’s strategic planning committee.<sup>77</sup>

### CLASSROOM UTILIZATION AT PUBLIC UNIVERSITIES IN FLORIDA — SPRING 2008

INSTITUTION	Overall Utilization*	9:00 AM to 1:00 PM	6:00 PM to 8:00 PM	Friday	Saturday
Florida Agricultural and Mechanical University	40.3%	51.7%	28.4%	25.6%	2.6%
Florida Atlantic University	52.2	60.9	49.7	21.2	22.4
Florida Gulf Coast University	70.5	77.2	72.7	26.2	12.5
Florida International University	57.7	61.2	69.8	35.4	11.7
Florida State University	59.9	69.2	45.4	37.2	0.7
New College of Florida	N/A	N/A	N/A	N/A	N/A
University of Central Florida	61.2	70.8	57.0	40.5	1.9
University of Florida	57.8	78.8	18.8	45.6	0.0
University of North Florida	70.4	76.7	70.2	37.2	6.0
University of South Florida	49.2	56.6	59.1	16.3	4.0
University of West Florida	48.5	57.9	44.5	21.4	8.0
State University System of Florida	56.1	66.7	47.0	32.6	5.3

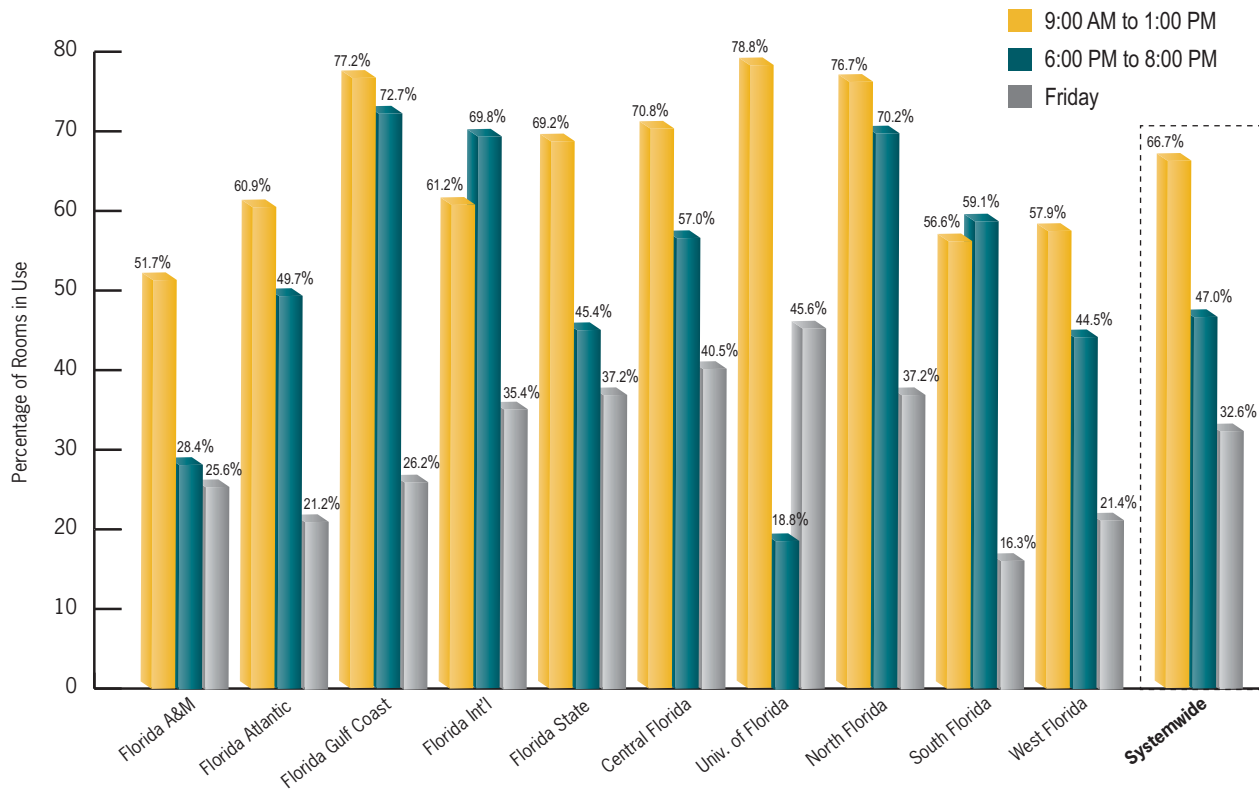
Source: Office of Program Policy Analysis & Government Accountability (OPPAGA)

Note: New College of Florida was not included in the OPPAGA study. Data for the University of Central Florida are for the main campus only.

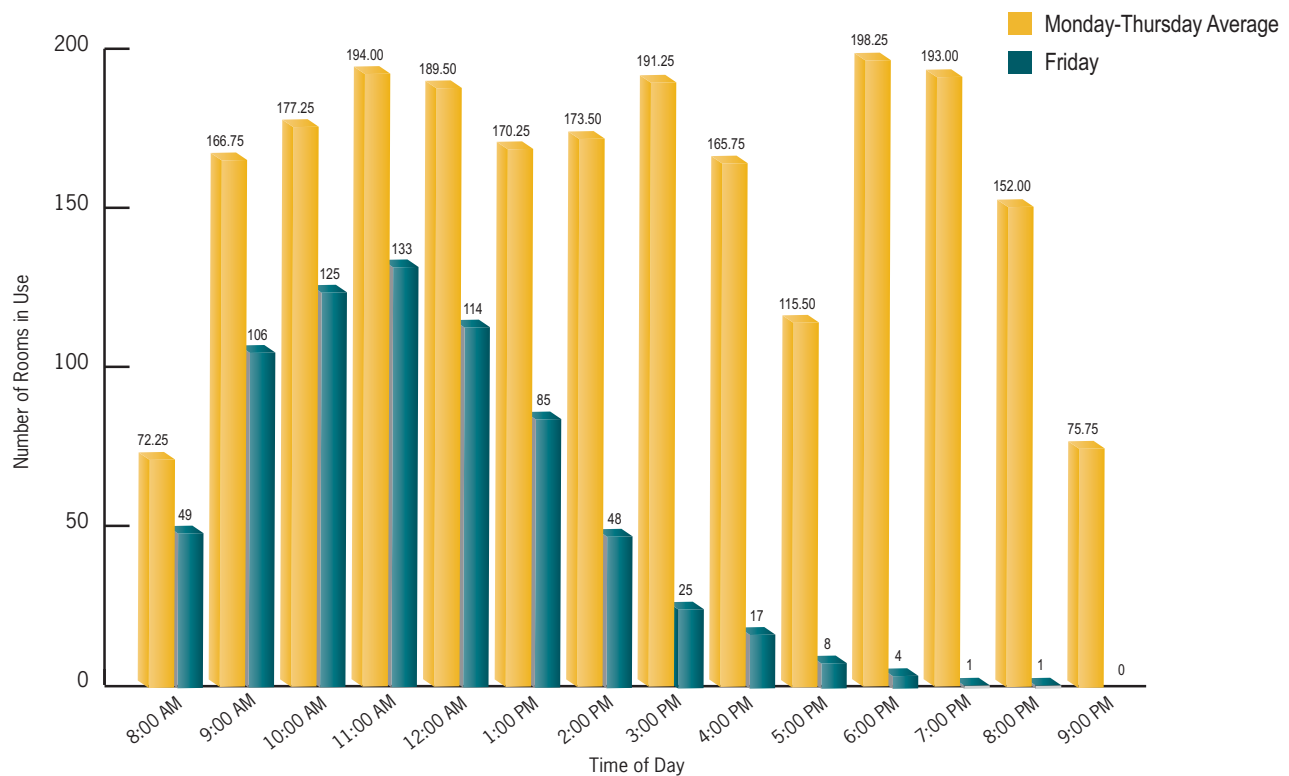
\* Overall utilization is for 8:00 AM to 8:00 PM, Monday through Friday.



## CLASSROOM UTILIZATION AT PUBLIC UNIVERSITIES — SPRING 2008



## CLASSROOM UTILIZATION AT UNIVERSITY OF SOUTH FLORIDA — FALL 2012



## Teaching Loads

To take advantage of this excess capacity, there must be faculty available to teach during those hours. Florida law requires that “[e]ach full-time equivalent teaching faculty member at a university who is paid wholly from state funds shall teach a minimum of 12 classroom contact hours per week at such university.” However, there are many exceptions to this rule, including one allowing a “departmental chair or other appropriate university administrator” to reduce the 12 hour minimum by assigning faculty with other “professional responsibilities and duties in furtherance of the mission of the university.” Moreover, the statute provides: “In determining the appropriate hourly weighting of assigned duties other than classroom contact hours, the universities shall develop and apply a formula designed to equate the time required for non-classroom duties with classroom contact hours.”

In practical terms, the expectation of 12 hours—or four three-credit courses—is in many instances not a factor for the determination of teaching loads. For example, Florida State University’s philosophy department prescribes a teaching load of four courses per year for ranked faculty actively engaged in research and service. Furthermore, the department chair “may alter this normal assignment in recognition of special circumstances.” The chair determines teaching loads of non-ranked faculty on a case-by-case basis. Guidelines for FIU’s Department of Music reveal that the university “recommends that in their first three years, Assistant Professors be given no more than six credits per semester (a 2/2 load) and that service in the first three years be kept to a minimum,” suggesting an institution policy that strongly incentivizes research over teaching.<sup>78</sup>

There is no overarching System policy that requires departments to establish a baseline teaching load for tenured and tenure-track faculty—indeed, it appears that there are guidelines at institutions that impose a *maximum* number of hours that some faculty may teach. Moreover, there is no indication in recent Board of Governors meeting minutes that the Board actively monitors data on faculty teaching loads. As a result, a significant percentage of the supply of institutions’ most prized asset—the instructional value of its most esteemed senior faculty, may be limited at the discretion of department chairs. It would be highly advantageous if any discussion by the Board of Governors or institutional boards of trustees regarding increasing student access also had consideration of policies on faculty teaching loads, supported by institutional data on this important metric.

# 10. What should governing boards do now?

Florida has demonstrated remarkable boldness in addressing issues of cost-effectiveness and has set a high standard for transparency and accountability. Given the challenges outlined in the report that Florida higher education still faces, trustees and members of governing boards must use their authority to address urgent issues of academic quality, academic freedom, and institutional priorities.

1. **Require coursework in the history and institutions of America.** A requirement for a foundational course in U.S. history and/or U.S. government is an emerging best practice, already adopted in Texas and Georgia. It goes a long way toward ensuring that graduates are ready for engaged, effective citizenship. Florida has a solid basis of general education requirements that can be revised and strengthened at the Board of Governors level to include such a requirement.
2. **Strengthen the core curriculum.** Florida public universities should also work toward implementing requirements for intermediate foreign language proficiency and for basic economics, both of which are necessities in a dynamic marketplace and increasingly global community.
3. **Strengthen general education at New College of Florida.** It does gifted students no service to grant them alternatives to the clear general education requirements that the Board of Governors and Florida legislation have established for state universities.
4. **Build upon the excellent clarity and effective presentation of the Accountability Report.** It will be strengthened by adding key metrics for grade distribution, classroom and laboratory utilization by hour and by day of the week, average number of classes taught per term by tenured and tenure-track faculty, and job placement rates (as already envisioned by the System).

5. **Involve trustees more fully in presidential selection and evaluation.** Involvement of the Board of Governors at the beginning of presidential searches will strengthen the selection process.
6. **Protect free speech on campus.** It is a national best practice to place free speech front and center in official policies. Statements of the university's commitment to free speech and intellectual diversity should appear in college catalogs and in course syllabi; convocation and freshman orientation ceremonies should articulate these principles.
7. **Eliminate speech codes that violate constitutionally-protected free expression.** It is urgently important, as both a matter of principle and to protect the campus from costly litigation, that boards of trustees and the Board of Governors scrutinize carefully campus speech codes to be certain that they do not violate the constitutionally-guaranteed rights of the university community. The Board of Governors should develop policies that enhance and protect intellectual diversity and academic freedom on all System campuses.
8. **Focus on the essential.** The Board of Governors should amend its policy on program termination and give itself the ability to recommend classes for campus boards of trustees to review for possible termination.
9. **Assess core collegiate skills and value-added.** Robust data from nationally-normed assessments of student learning gains in core collegiate skills, such as the Collegiate Learning Assessment (CLA), the ETS Proficiency Profile, and the ACT Collegiate Assessment of Academic Proficiency (CAAP) are essential to supplement Academic Learning Compacts. Portfolio-based systems are not a substitute for these assessment instruments. The Board of Governors can use performance based funding to encourage full use of these assessments and to reward institutions that meet appropriate benchmarks for student learning gains.
10. **Hold the line on tuition.** Florida has a favorable position as a national leader in low tuition and fees, and this advantage for its citizens deserves to be maintained. University boards of trustees should continue to restrain the growth in tuition and fees in order to provide good value for college students.
11. **Take the lead in reforming college accreditation.** The Board of Governors has the opportunity to assert national leadership by taking up a pilot program for an alternative, state-based system of college accreditation.

The background of the page is a faded, grayscale photograph of a large, historic building. The building features two prominent square towers with crenellated tops. Between the towers, there is a central section with a large, multi-paned window. The building is surrounded by palm trees and other tropical vegetation. In the foreground, there is a fountain with a tiered base and a central spout. The overall scene is set in a warm, sunny environment.

## ■ End Notes



## End Notes

1. State University System of Florida Board of Governors, “Chancellor’s Update,” January 14, 2011 <[http://www.flbog.edu/documents/2011\\_01\\_14.pdf](http://www.flbog.edu/documents/2011_01_14.pdf)>.
2. State funding per full-time enrolled student in 2012–2013 is an estimated value. *2011-2012 Annual Accountability Report* (Tallahassee, FL: State University System of Florida Board of Governors, 2013), 22 <[http://www.flbog.edu/about/\\_doc/budget/2011\\_12\\_SYSTEM\\_Accountability\\_Report\\_FINAL.pdf](http://www.flbog.edu/about/_doc/budget/2011_12_SYSTEM_Accountability_Report_FINAL.pdf)>; State Higher Education Executive Officers (SHEEO), *State Higher Education Finance FY 2012* (Boulder, CO: SHEEO, 2013), Table 5 <<http://www.sheeo.org/sites/default/files/publications/SHEF%20FY%2012-20130322rev.pdf>>.
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For the purposes of this regulation, discrimination is defined as the intentional or unintentional treatment of any member of the university community, or any unfair



treatment based solely upon genetic information, race, color, religion, age, sex, disability, gender identity/expression, sexual orientation, marital status, national origin or veteran status.

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The background image is a faded, grayscale photograph of a large, historic building with two prominent square towers featuring crenellated tops. The building has multiple windows and is partially covered in ivy. In the foreground, there are several palm trees and a small fountain with a tiered base. The overall scene is set in a tropical or subtropical environment.

## ■ Appendices

## Appendix A

### CRITERIA FOR CORE COURSES

Distribution requirements on most campuses today permit students to pick from a wide range of courses that often are overly-specialized or even outside the stated field altogether. Accordingly, to determine whether institutions have a solid core curriculum, ACTA defines success in each of the seven subject areas as follows:

#### Composition

An introductory college writing class focusing on grammar, clarity, argument, and appropriate expository style. Remedial courses and SAT/ACT scores may not be used to satisfy a composition requirement. University-administered exams or portfolios are acceptable only when they are used to determine exceptional pre-college preparation for students. Writing-intensive courses, “writing across the curriculum” seminars, and writing for a discipline are not acceptable *unless* there is an indication of clear provisions for multiple writing assignments, instructor feedback, revision and resubmission of student writing, and explicit language concerning the mechanics of formal writing, including such elements as grammar, sentence structure, coherence, and documentation.

#### Literature

A comprehensive literature survey or a selection of courses of which a clear majority are surveys and the remainder are literary in nature, although single-author or theme-based in structure. Freshman seminars, humanities sequences, or other specialized courses that include a substantial literature survey component count.

#### Foreign Language

Competency at the intermediate level, defined as at least three semesters of college-level study in any foreign language. No distinction is made between B.A. and B.S. degrees, or individual majors within these degrees, when applying the Foreign Language criteria.

#### U.S. Government or History

A survey course in either U.S. government or history with enough chronological and topical breadth to expose students to the sweep of American history and institutions. Narrow, niche courses do not count for the requirement, nor do courses that only focus on a limited chrono-

logical period or a specific state or region. State- or university-administered, and/or state-mandated, exams are accepted for credit on a case-by-case basis dependent upon the rigor required.

**Economics**

A course covering basic economic principles, preferably an introductory micro- or macroeconomics course taught by faculty from the economics or business department.

**Mathematics**

A college-level course in mathematics. Specific topics may vary, but must involve study beyond the level of intermediate algebra and cover topics beyond those typical of a college-preparatory high school curriculum. Remedial courses or SAT/ACT scores may not be used as substitutes. Courses in formal or symbolic logic, computer science with programming, and linguistics involving formal analysis count.

**Natural or Physical Science**

A course in astronomy, biology, chemistry, geology, physical geography, physics, or environmental science, preferably with a laboratory component. Overly narrow courses, courses with weak scientific content, and courses taught by faculty outside of the science departments do not count. Psychology courses count if they are focused on the biological, chemical, or neuroscientific aspects of the field.

**Half-Credit**

If a requirement exists from which students choose between otherwise qualifying courses within two What Will They Learn™ subject areas (e.g., math or science; history or economics, etc.), one-half credit is given for both subjects.

## Appendix B

### SCHOOL EVALUATION NOTES FOR CORE COURSES

Below we explain, as applicable, why we did not count as core subjects certain courses that might appear, at first glance, to meet core requirements. The colleges are listed alphabetically.

#### **Florida Atlantic University**

No credit given for Literature because the “Foundations of Creative Expression” requirement may be fulfilled with non-literature courses. No credit given for Foreign Language because students may fulfill the requirement with elementary-level study. No credit given for U.S. Government or History because survey courses in American government or history are options, but not required, to fulfill the “Foundations of Society and Human Behavior” and “Foundations in Global Citizenship” requirements. No credit given for Economics because an economics course is an option, but not required, to fulfill the “Foundations of Society and Human Behavior” requirement.

#### **Florida Gulf Coast University**

No credit given for Foreign Language because students may fulfill the requirement with elementary-level study.

#### **Florida International University**

No credit given for Foreign Language because students may fulfill the requirement with elementary-level study. No credit given for Mathematics because the “Quantitative Reasoning” requirement may be satisfied by courses with little college-level content.

#### **New College of Florida**

No credit given for Composition because students may test out of the “English Language Proficiency” requirement through SAT or ACT scores. No credit given for Mathematics because students may test out of the “Mathematics Proficiency” requirement through SAT or ACT scores. No credit given for Natural or Physical Science because the “Natural Sciences” requirement may be satisfied by courses with little science content.

#### **University of Central Florida**

No credit given for Foreign Language because the requirement may be fulfilled with elementary-level study and applies only to select degree programs. One-half credit given for U.S.

Government or History and Economics because both subject areas are folded into the “Social Foundation” requirement, thus students may choose between one or the other.

**University of Florida**

No credit given for Foreign Language because students may fulfill the requirement with elementary-level study.

**University of North Florida**

No credit given for Foreign Language because students may fulfill the requirement with elementary-level study. No credit given for U.S. Government or History because a survey course in American government or history is an option, but not required, to fulfill the “Social Sciences” requirement.

**University of South Florida**

No credit given for Foreign Language because students may fulfill the requirement with elementary-level study. No credit given for Natural or Physical Science because the “Natural Sciences” requirement may be satisfied by courses with little science content.

**University of West Florida**

No credit given for Foreign Language because students may fulfill the requirement with elementary-level study. No credit given for U.S. Government or History because a survey course in American government or history is an option, but not required, to fulfill the “Social Sciences: Historical Perspectives” requirement.





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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** 2013-14 University Work Plans

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**PROPOSED BOARD ACTION**

Consider for approval those portions of University Work Plans associated with the 2013-14 academic year noting areas for further dialogue and deliberation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 2.002

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual accountability reporting, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2013-14 as well as in out-years.

Universities made brief presentations on their Work Plans to the Strategic Planning Committee, after which Committee members had the opportunity to engage in discussion and questioning. The Committee considered for approval those portions of 2013-14 University Work Plans associated with the 2013-14 academic year. The



Strategic Planning Committee Chair will report the Committee's action to the full Board of Governors for consideration.

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**Supporting Documentation Included:**

Individual 2013-2014 University Work Plans are contained in the Board's Strategic Planning Committee Agenda Materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** 2014-2015 Fixed Capital Outlay Legislative Budget Request (LBR)  
Guidelines

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**PROPOSED BOARD ACTION**

Approve the 2014-2015 LBR guidelines for the fixed capital outlay budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 1001.706(4)(b) Florida Statute

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2014-2015 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2014-2015 operating and fixed capital outlay LBR at the September 2013 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. Operating LBR** - There is one primary change:
  - a. Replaces the list of specific strategic plan goals with a Board approved performance funding model allocation. The primary funding included in the 2014-15 LBR will be centered on a performance funding model to allocate resources to meet the goals of the strategic plan.
- II. Fixed Capital Outlay LBR** - There are four primary changes:
  - a. Specialized space for newly approved academic programs has been removed as a funding priority.
  - b. Joint-use projects have been removed as a funding priority.
  - c. New Florida initiative projects have been removed as a funding priority and replaced with an anticipated new performance funding model.
  - d. The requirement to designate each project by strategic type has been removed.

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**Supporting Documentation Included:** Information is located behind the Facilities Committee agenda

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** 2013-2014 Capital Improvement Trust Fund Projects

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**PROPOSED BOARD ACTION**

Approve the 2013-14 university project allocations.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; 2013 General Appropriations Act

**BACKGROUND INFORMATION**

The 2013 General Appropriations Act included funding of \$70,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

*Funds in Specific Appropriation 17 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved November 8, 2012. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

This language stems from the fact that the Board requested an allocation of approximately \$200 million. Accordingly, the Facilities Committee considered a draft pro rata distribution and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting. In some instances, completion of the desired project will require additional funding, which will be requested during the 2014-15 LBR cycle.

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**Supporting Documentation Included:** Information is located behind the Facilities Committee agenda

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2012

**SUBJECT:** A Resolution of the Board of Governors Authorizing the Issuance by Seminole Boosters, Inc. of Debt to Finance the Construction of a Student Housing Facility and Related Improvements near the Main Campus of the Florida State University

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving the issuance of fixed rate debt by Seminole Boosters, Inc (the "DSO"), in an amount not to exceed \$6,500,000 (the "Debt") for the purpose of financing a portion of the construction of a student housing facility (the "Project"), which will be located near the main campus of Florida State University (the "University").

Staffs of the Board of Governors, State University System of Florida and the Division of Bond Finance have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Florida Board of Governors Debt Management Guidelines; and Section 1010.62, Florida Statutes;

**BACKGROUND INFORMATION**

The DSO has submitted a proposal for financing the construction of a student housing facility near the main campus of Florida State University. The Project will include one building consisting of approximately 91,629 square feet and 145 beds. The Project also includes 100 parking spaces. The Project will be located on land owned by the DSO near the southwest corner of the main campus. The total Project cost is expected to be approximately \$11,600,000.

The Project is not required to be included in the University's Campus Master Plan because it is located off campus.

The DSO, a direct support organization of Florida State University, proposes to obtain a \$6,500,000 fixed rate, taxable bank loan (the "Debt") to finance a portion of the Project, fund capitalized interest and pay costs of issuance on the Debt. The Debt will mature twenty five (25) years after issuance with level debt service payments with the first principal payment occurring October 1, 2015 and a final maturity date of October 1, 2038. There will not be a debt service reserve fund. The DSO also plans to contribute \$5,100,000 cash to the cost of the Project.

The Debt is payable from the Project revenues, which are derived primarily from rental income, after deducting operating expenses. The pledged security also includes a mortgage on the subject property as well as a covenant by the DSO to maintain an 80% occupancy rate for the Project at all times. Projections provided by the University indicate revenues are expected to be sufficient to pay debt service on the Debt. There is no parity debt, but the DSO has unconditionally guaranteed approximately \$61,000,000 of subsidiary debt, which is senior to the Debt.

It appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines.

The Florida State University Board of Trustees, at its March 8, 2013 meeting, approved the Project and the financing thereof. The Seminole Boosters, Inc. Board of Directors, at its April 12, 2013 meeting approved the Project and the financing thereof.

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**Supporting Documentation Included:** Information is located behind the Facilities Committee agenda

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** A Resolution of the Board of Governors Authorizing the Issuance by the University of South Florida Financing Corporation of Debt to Reimburse a Portion of the Costs Associated with Financing the Improvement and Renovation of the Existing Arena and Convocation Center located on the Main Campus of the University of South Florida.

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving the issuance by the University of South Florida Financing Corporation (the "Financing Corporation"), a University Direct Support Organization, of debt in an amount not to exceed \$20,000,000 (the "Debt"), for the purpose of reimbursement of costs associated with financing the improvement and renovation of the existing arena and convocation center ("the Project"), on the main campus of the University of South Florida (the "University").

The Debt is to be issued subject to the restriction that proceeds from the Debt cannot be used for operating expenses. The Debt shall only be used to reimburse the University for the portion of the Arena Capital Project capital costs specified. Any further use the proceeds for other capital projects is subject to future approval by the Board of Governors.

Staffs of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, have reviewed this resolution and all supporting documentation. Based upon this review, the Division has expressed concerns that the proposed Debt is not contemplated by s. 1010.62 F.S. or the SUS Debt Management Guidelines, in as much as the Project is already completed and there is no criteria, by which to analyze whether financing for reimbursement purposes is appropriate. With the exception of this noted concern, the proposed financing appears otherwise to be in compliance with Florida Statutes governing the issuance of university debt and the debt management guidelines adopted by the Board of Governors. For this reason, as well as those stated below in background, staff of the Board of Governors makes no recommendation with regards to adoption of the resolution and authorization of the proposed financing.



## **AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 1010.62, Florida Statutes; and Florida Board of Governors Debt Management Guidelines

## **BACKGROUND INFORMATION**

On March 24, 2011, the Board of Governors (the “Board”) authorized the University to borrow up to \$26.5 million to fund substantial renovations to the existing 250,000 gross square foot arena (the “Project”). However, because the projected net revenues were not sufficient to cover expenses and debt service for the first years of operation or to maintain the required coverage ratio without annual support payments from the USF Foundation Inc. (the “Foundation”), the Board conditioned the approval upon the Foundation setting aside \$20 million in a restricted account to guarantee payment of the debt. The Board provided that the University could later request a reduction or removal of the \$20 million Foundation reserve if it could present documentation, including an opinion of a financial advisor, to support the financial feasibility of the Project.

Rather than issue the debt with the conditions imposed by the Board, the University decided to fund the Project with existing auxiliary cash resources and notified the Board on June 3, 2011, that it had developed “a more efficient financing arrangement that [would] not require external debt.” The Project has been completed, and the University is seeking to reimburse itself \$20 million in project costs to repay a portion of the auxiliary loan.

The Debt will be structured with a 20-year final maturity and level annual debt service payments with the first principal payment occurring in July 1, 2014 and a final maturity date of July 1, 2033. The Debt will be secured by a senior lien on the gross revenues of the Arena. The University is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes.

The projections provided by the University indicate that sufficient revenues will be generated to pay debt service on the Debt as well as cover operating expenses of the Arena. The ability of the Arena to meet all of its obligations is dependent upon the realization of revenue growth and certain additional revenues which are somewhat speculative, such as naming rights. It is uncertain as to whether or not the Project will meet the revenue projections provided and failure to meet projections could create financial challenges. The University and the Financing Corporation have indicated that they are committed to ensuring that sufficient revenues will be generated to fulfill the obligations with respect to the proposed Debt.

The University of South Florida Board of Trustees, at its March 21, 2013 meeting, approved the Project and the financing thereof. The USF Financing Corporation, at its meeting November 6, 2012, approved the Project and the financing thereof.

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**Supporting Documentation Included:** Information is located behind the Facilities Committee agenda

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** 2014-2015 Legislative Budget Request (LBR) Guidelines

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**PROPOSED BOARD ACTION**

Approve the 2014-2015 LBR guidelines for the operating budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 1001.706(4)(b) Florida Statute

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2014-2015 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2014-2015 operating and fixed capital outlay LBR at the September 2013 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. Operating LBR** - There is one primary change:
  - a. Replaces the list of specific strategic plan goals with a Board approved performance funding model allocation. The primary funding included in the 2014-15 LBR will be centered on a performance funding model to allocate resources to meet the goals of the strategic plan.
  
- II. Fixed Capital Outlay LBR** - There are four primary changes:
  - a. Specialized space for newly approved academic programs has been removed as a funding priority.
  - b. Joint-use projects have been removed as a funding priority.
  - c. New Florida initiative projects have been removed as a funding priority and replaced with an anticipated new performance funding model.
  - d. The requirement to designate each project by strategic type has been removed.

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**Supporting Documentation Included:** Materials located behind the Budget & Finance Committee agenda

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** Collegiate License Plate Revenue Expenditure Plans

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**PROPOSED BOARD ACTION**

Consider approval of a revised Florida State University expenditure plan for funds received from the sale of collegiate license plates.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 320.08058(3), Florida Statutes

**BACKGROUND INFORMATION**

Section 320.08058(3)(b), Florida Statutes, states that the Board of Governors shall require each state university to submit a plan for approval of the expenditure of all revenues collected from the sale of collegiate license plates. The funds may only be used for academic enhancement, including scholarships and private fundraising activities.

During fiscal year 2009-10 over \$6.3 million was generated from the sale of collegiate license plates for the universities.

	Gross Revenues
FAMU	\$519,550
FAU	\$63,175
FGCU	\$41,525
FIU	\$72,325
FSU	\$1,814,225
NCF	\$18,050
UCF	\$374,575
UF	\$2,925,750
UNF	\$44,750
USF	\$412,069
UWF	\$45,500

On March 15, 1996 the Board of Regents approved expenditure plans for nine

universities, and modified FSU's expenditure plan on July 11, 1997. The Board of Governors approved expenditure plans for FGCU and NCF and a revised plan for FAMU on June 20, 2011. These expenditure plans indicate the percentage of funds that would be expended for scholarships, fundraising and academic enhancements. These plans would be in effect indefinitely unless the university wished to deviate from the approved plan.

	Scholarships	Fundraising	Academic Enhancement
FAMU	85%	15%	
FAU	75%	25%	
FGCU	100%		
FIU	75%	25%	
FSU	96%	4%	
NCF	50%	10%	40%
UCF	20%	30%	50%
UF	60%	40%	
USF	20%	66%	14%
UNF	70%	30%	
UWF		100%	

On May 29, 2009, the Florida State University Board of Trustees authorized the President to modify their expenditure plan to slightly increase fundraising in order to maximize marketing and try to increase revenues, which would add to student financial aid:

	Scholarships	Fundraising	Academic Enhancement
FSU - Current	96%	4%	
FSU - Proposed	90%	10%	

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**Supporting Documentation Included:** Materials located behind the Budget & Finance Committee agenda

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** 2013-2014 Capital Improvement Fee

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**PROPOSED BOARD ACTION**

Review and take action on universities' request to increase the capital improvement fee effective with the fall 2013 semester.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution and Board Regulation 7.003

**BACKGROUND INFORMATION**

Pursuant to Regulation 7.003 (16) university boards of trustees may submit capital improvement fee increase proposals for consideration by the Board in June. The fee cannot exceed 10 percent of tuition for resident students or 10 percent of the sum of tuition and out-of-state fees for non-resident students. The fee for resident students is limited to an increase of \$2 per credit hour over the prior year. The regulation also requires a fee committee to meet and make recommendations with regards to the amount of the proposed increase and project selection.

The fee, paid by students, is remitted to the state by each university on a monthly basis. The proceeds are used to 1) satisfy annual debt service requirements, 2) subsidize costs at university child development centers in accordance with law and 3) support those facilities recommended by the students. Historically, CITF has been the primary and in many cases only source of funding for student life facilities, such as student unions, rec. centers and wellness/fitness spaces.

The Florida College System has a parallel program, with a weighted mean per credit hour charge of \$8.72 for Fall 2012. (See Attachment II) The requested fee increases, if approved for Fall 2013, would still be lower than the fees charged last year for all but a few Florida Colleges.



The following institutions have requested increases to the CITF fee, as follows:

	<b>Current Per Credit Hour Fee</b>	<b>Proposed Increase Per Credit Hour</b>	<b>Total Per Credit Hour</b>
USF	\$ 6.76	\$ 1.24	\$ 8.00
NCF	\$ 6.14	\$ 2.00	\$ 8.14
USF/SP	\$ 6.76	\$ 2.00	\$ 8.76
FAMU	\$ 6.76	\$ 2.00	\$ 8.76
FAU	\$ 6.76	\$ 2.00	\$ 8.76
FIU	\$ 6.76	\$ 2.00	\$ 8.76
FGCU	\$ 6.76	\$ 2.00	\$ 8.76
UCF	\$ 6.76	\$ 2.00	\$ 8.76
UNF	\$ 6.76	\$ 2.00	\$ 8.76
UWF	\$ 6.76	\$ 2.00	\$ 8.76
*FPU	\$ 4.76		\$ 4.76
*FSU	\$ 4.76		\$ 4.76
*UF	\$ 6.76		\$ 6.76
*USF Sarasota	\$ 6.76		\$ 6.76

\*FPU, FSU, UF and USF Sarasota are not requesting CITF increases.

Estimated projected available 14-15 LBR amounts:

- \$ 35 M                      No fee increase, no bonding
- \$ 48 M                      Fee increase as requested, no bonding
- \$200 M                     No fee increase, maximum bonding
- \$300 M                     Fee increase as requested, plus bonding

Although CITF is not state dollars, the requested amount must be appropriated by the Legislature and approved by the Governor. Final calculations can be made once 1) work plan enrollment projections are approved; 2) 2012-13 remittances are complete and 3) Fall 2013 CITF fees are established. The maximum amount available from both cash and bonds will be provided to the Facilities Committee at the September Board meeting.

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**Supporting Documentation Included:** Materials located behind the Budget & Finance Committee agenda

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** 2013-14 Orientation Fee Increase Requests

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**PROPOSED BOARD ACTION**

Review and take action on university requests to increase the orientation fee from \$35 to \$50 effective with the fall 2013 semester.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 7.003

**BACKGROUND INFORMATION**

Four university boards of trustees have requested an increase of \$15 to the Orientation Fee. The Orientation Fee is a one-time fee that supports activities for new incoming students, and their parents, to help transition the student to the university environment. These activities include information on issues such as advising, course registration, academic expectations, finances, curricular opportunities, and safety and security. These activities are led by university employees and students.

In 2011, the University of West Florida was the first university to request and have the orientation fee increased from \$35 to \$50.

Pursuant to Regulation 7.003 (3) university boards of trustees may submit a request to increase certain statutorily capped fees. All proposals must include the following information:

1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
2. The service or operation currently being funded by the fee.
3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
4. The additional or enhanced service or operation to be implemented.
5. Identification of other resources that could be used to meet this need.
6. The financial impact on students, including those with financial need.
7. The current revenue collected and expenditures from the current fee.

8. The estimated revenue to be collected and expenditures for the fee increase.

In addition, every five years the university board of trustees must review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

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**Supporting Documentation Included:** Materials located behind the Budget & Finance Committee agenda

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
June 20, 2013

**SUBJECT:** New Green Fee Requests

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**PROPOSED BOARD ACTION**

Review and take action on a Green Fee for FAMU and FSU.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 7.003

**BACKGROUND INFORMATION**

Pursuant to Regulation 7.003 (23) university boards of trustees may submit a request for a new fee. Two universities, FAMU and FSU, have submitted a request for a Green Fee. Summaries of these fees are shown below and the complete submission is included in the Budget and Finance Committee materials.

**FAMU Green Fee** – FAMU is requesting a Green Fee of \$.50 per credit hour or \$15 for a student 30 credit hours. The Green Fee will support energy efficiency and renewable energy at Florida A&M University through educational, structural, research, or service-learning projects to improve the sustainability and environmental literacy of the greater FAMU community (that is, the Tallahassee campus, satellite campuses, and other off-campus facilities).

**FSU Green Fee** - FSU is requesting a Green Fee of \$.50 per credit hour or \$15 for a student taking 30 credit hours. The Green Fee is an initiative to give students at Florida State University the power to establish a small fee to support sustainable initiatives and projects on their campus. The fee would help support efficiency, conservation, and sustainability-related projects (water, energy, waste, alternative transportation, food, etc.) that reduce FSU's energy costs, greenhouse gas (GHG) emissions, and waste.

Regulation 7.003 provides the following submission criteria and guidelines when

considering and proposing a new fee:

- (a) The proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:
  - 1. The purpose to be served or accomplished with the fee.
  - 2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.
  - 3. The process used to assure substantial student input or involvement.
  - 4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
  - 5. The financial impact of the fee on students, including those with financial need.
  - 6. The estimated revenue to be collected and proposed expenditures for the new fee.
  - 7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.
- (b) The aggregate sum of any fees approved by the Board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.
- (c) The fee can only be implemented in the fall term.
- (d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.
- (e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.
- (f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- (g) The fee cannot be utilized to create additional bonding capacity in an existing fee.
- (h) The fee should support a new service or activity that is not currently supported or should be supported with education and general funds (state and tuition).
- (i) The fee shall not supplant revenue from other sources that are currently used or have been used to support a service or activity.
- (j) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.
- (k) Once the Board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.
- (l) The Board will act upon the budget committee recommendation at the next scheduled meeting.
- (m) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall

submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

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**Supporting Documentation Included:** Materials located behind the Budget & Finance Committee agenda

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** Public Notice of Intent to Amend Regulation 18.002, Notice and Protest Procedures for Protest Proceedings Relating to a University's Contract Procurement Process

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**PROPOSED BOARD ACTION**

Approve Public Notice of Intent to Amend Regulation 18.002, Notice and Protest Procedures for Protest Proceedings Relating to a University's Contract Procurement Process

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The proposed revision to Board Regulation 18.002, which establishes the notice and protest procedures for protests related to university procurements, is a substantial rewording of the current regulation in order to provide a more robust set of procedures that will apply to all university procurement processes for the purchase of goods, services, leases, and construction-related competitive solicitations. The proposed language was developed in conjunction with university attorneys and has been reviewed by university purchasing officials.

The revised regulation adds definitions, establishes timelines for initiating and proceeding through a protest, notice and protest bond requirements, criteria for the content of a protest petition, a provision for informal resolution, a summary proceeding, a quasi-judicial hearing, intervention by substantially affected parties, and appellate review.

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**Supporting Documentation Included:** Materials located behind the Budget & Finance Committee agenda



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** Appointment of University Trustee: Florida A&M University

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**PROPOSED BOARD ACTION**

Appointment of University Trustee.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

**BACKGROUND INFORMATION**

In accordance with the University Board of Trustee Selection and Reappointment Process, Chancellor Brogan informed Florida A&M University of one trustee vacancy for a term expiring on January 6, 2013. The upcoming vacancy was posted for the public on the Board's website with an original deadline for applications of October 4, 2012. The deadline was extended, and the final deadline for applications was April 25, 2013, at 5:00 p.m., EDT.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to a sub-committee to review the applications. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The Board will consider candidates recommended for these vacancies by the Trustee Nominating and Development Committee.

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**Supporting Documentation Included:** Materials included with Trustee Nominating and Development Committee packet

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** Ph.D. in Cell and Molecular Biology, CIP 26.0406, University of South Florida

---

**PROPOSED BOARD ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Cell and Molecular Biology at the University of South Florida, CIP Code 26.0406.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Art. IX, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) proposes to offer a Ph.D. in Cell and Molecular Biology. The proposal to offer the Ph.D. in Cell and Molecular Biology represents a final step at the graduate level to formally reorganize the former Department of Biology into two distinct departments; the proposed program itself operating within USF's Department of Cell Biology, Microbiology, and Molecular Biology. The resources to support the program already exist as a result of the currently offered concentration in Cell and Molecular Biology within the Ph.D. in Biology program. As a result, no new funding is requested. Graduates will be prepared for employment in bioscience fields within higher education, government, and industry.

The doctoral program will require 90 credit hours beyond the baccalaureate degree, which includes 38 dissertation research hours for completion. Documentation is provided in the university's proposal expressing support for the program from an external consultant. A letter of support from the University of Florida states that the proposed program will not increase duplication or overlap with their doctoral programs in the discipline.

The USF Board of Trustees approved the program on March 21, 2013. If the proposal is approved by the Board of Governors, USF will implement the program in Fall 2013.

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**Supporting Documentation Included:** Materials are in Academic and Student Affairs  
Committee Packet

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** Ph.D. in Integrative Biology, CIP 26.1399, University of South Florida

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**PROPOSED BOARD ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Integrative Biology at the University of South Florida, CIP Code 26.1399.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Art. IX, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) is proposing to offer a Ph.D. degree program in Integrative Biology. The new PhD program is a result of the reorganization of the Department of Biology in 2009. Described as a reflection of the enormity of the biological sciences and the different research perspectives of faculty, the separation created two new departments with separate PhD programs - Integrative Biology (IB) and Cell Biology, Microbiology, and Molecular Biology (CMMB). A goal of the reorganization was to create two new doctoral degrees that would better serve the needs of the State and the students by supporting a greater focus in research. The resources to support the two programs are already established in the Department of Biology and no new funding is requested. Graduates will be prepared to work in academic positions in the Biological Sciences discipline, for government agencies, or in private biological research companies.

The doctoral program will require 90 credit hours beyond the baccalaureate degree and 24 dissertation research hours for completion. Documentation is provided in the university's proposal expressing support for the program from external consultants. Letters of support from the University of Florida and Florida International University confirm the lack of duplication and express interest in collaboration.

The USF Board of Trustees approved the program on March 21, 2013. If the proposal is approved by the Board of Governors, USF will implement the program in Fall 2013 and the existing program in General Biology, CIP 26.0101, will be terminated from the State University System Inventory.

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**Supporting Documentation Included:** Materials are in the Academic and Student Affairs Committee Packet

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2013

**SUBJECT:** Termination, Ph.D. in Adult Education, CIP 13.1201, Florida State University

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**PROPOSED BOARD ACTION**

Consider termination of the Doctor of Philosophy (Ph.D.) in Adult Education at the Florida State University, CIP Code 13.1201.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Art. IX, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The Florida State University (FSU) is requesting to terminate a Ph.D. degree program in Adult Education. Demand for the existing PhD program has decreased significantly over the past several years due to the popularity of doctoral programs in Higher Education and in Education Leadership and Policy Studies. No students are currently enrolled in the program.

The FSU Board of Trustees approved the termination of the program on September 24, 2010. However, the university requested delaying the final program termination to accommodate two students who were still completing their degree.

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**Supporting Documentation Included:** Materials are in the Academic and Student Affairs Committee Packet



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 20, 2012

**SUBJECT:** Exception to 120 Credit Hours to Degree, B.S. in Photonic Science and Engineering, CIP 14.1003, University of Central Florida

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**PROPOSED BOARD ACTION**

Consider request to exceed 120 credit hours to degree for the Bachelor of Science in Photonic Science and Engineering (CIP 14.1003) at the University of Central Florida.

**AUTHORITY FOR STATE BOARD ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 8.014

**BACKGROUND INFORMATION**

The University of Central Florida (UCF) is seeking approval for its Bachelor of Science in Photonic Science and Engineering, CIP 14.1003, program to exceed 120 credit hours to degree. The increase in credit hours is needed because the Accreditation Board of Engineering and Technology requires engineering programs to include at least four semesters of calculus, laboratory-based courses in the natural sciences, and a culminating design experience. This request is consistent with existing engineering bachelor's degree programs in the State University System which are approved for exceptions to 120 credit hours in order to meet accreditation requirements.

If the Board of Governors approves the request, UCF will implement the exception to 120 credit hours beginning in fall 2013.

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**Supporting Documentation Included:** Materials are in the Academic and Student Affairs Committee Packet